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A. Executive summary

The Integrated School Readiness Programme (ISRP) is a five-years Development Programme, funded by the Irish Aid in Morogoro region in two impact districts of Mvomero and Kilombero which is now divided into two administrative areas of Ifakara Town council and Mlimba District. Childhood Development Organization (CDO) in collaboration with Children in Crossfire Tanzania (CiC) is implementing the programme from 2017/2021. In 2020 the Programme has the total budget of One hundred ninety-three million eighteen thousand seven hundred fifty Tanzanian shillings (TZS 193,018,750/=).

This report outlines the implementation of the Program in Morogoro Region for the year 2020 and has managed to distinguish itself by describing areas as; the executive summary, the second part is strategic and framework updates on different issues globally, National and at the local context which influence the programme implementation. The context analysis of socio-economic, cultural, environmental and religious observed during the 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 framework, governance and Board level changes, key risks and mitigation strategies, audits undertaken, flow of funds and procurement processes of the organization. The last part of the report highlights activities implemented from July to December 2020.

Watoto Wetu Tunu Yetu Program has the three components which are Early Stimulation / Parenting (0-2) Early Childhood Education which is divided into two areas -Community ECD Centers (3-4 years) and Pre-primary classes (5-6years) while carrying the objective to increase the school readiness to the impact district. The programme deliver this objective through an integrated approach that combine direct engagement at micro level through communities, ECD centers, Schools and ward officials and the Meso level through direct engagement with District and Regional authorities to scale. In 2020 the program has reached a total of 3798 (male 1901 female 1897) pre-primary children, 778 (male 374, female 404) from ECD Centers. Despite the success of the program in 2020 in implementation the program faced challenges including the closure of primary, secondary and colleges in March, 2020 due to Covid19 outbreak. Childhood Development Organization (CDO) in collaboration with Children in Crossfire (CiC), The Institute of Education (TIE), Ministry of Education and Vocational Training (MoEst), Tanzania Home of Economics Associations (TAHEA), President's Office, Regional

Administration and Local Government (PORALG) continued to find ways to help children at home by preparing workbooks which were distributed to a total of 43 schools with a total of 3798(Male 1901,female1897) children and protective equipment including hand washing buckets and hand washing soap in each school. The Program also provided a total of Ten million Tanzanian shillings (TZS10,000,000) where each council received five million Tanzanian shillings (5,000,000) as part of Program support to the Government in the fight against Covid19.

The ISRP Programme continued to improve the quality of ECD Centers and Preprimary Schools in Morogoro region through various trainings for Pre-primary school teachers, head teachers, Ward education coordinators as well as ECD Care workers. Along with various trainings, the Program has continued to be a catalyst for change in Pre-primary classes and ECD Centers in Mvomero, Ifakara Town Council and Mlimba districts by supporting various materials including mats, tarpaulins, story books, Crayons, Pencils, Water Glue, Sellotape and Games which for the most part has contributed to the transformation of pre-primary classes and ECD Centers.

The implementation of the program in Mvomero, Ifakara Town council and Mlimba districts has been greatly received due to community awareness and children's readiness in large part due to the changes made by the Program to the pre-primary schools and ECD Centers. However, the program has provided a great opportunity for many children who initially missed out pre-primary education and not being given priority to Early Childhood Education. The program has been able to be an alternative for children who have missed out a basic education due to the absence of pre-primary schools and primary schools using the ECD centers established by the program as a place for children to assemble and learn to read, write and count. Sewe Kipera ECD Center is a good example in Doma ward in Mvomero district.

The ISRP Morogoro has continued to be successful and has been an attraction for other non-impact wards that have been able to visit the impact schools in order to learn about pre-primary education such as Nyandira, Mzumbe, Homboza, Melela and Mgeta in Mvomero Dc. The Program has also been able to provide opportunities for various other stakeholders to visit the Program including Sisters from San Anthony Pre& Primary School from Morogoro and My Kingdom international school from Dar es salaam.

A. Strategic and Policy Framework updates

National level

Teacher Deployment Strategy August, 2020: Tanzania has made substantial progress towards widening access to primary education over the last few decades. However, teacher deployment is faced by both quantitative factors resulting from rapidly increasing school enrolment, unmanageable large class sizes in some schools and lack of a mechanism to ensure equitable distribution of pre- primary and primary school teachers. According to the Education Sector Development Plan (ESDP) 2016/17-2020/21, pre-primary gross enrolment has increased from 39.5% in 2010 to 102% in 2016, and primary pupil-classroom ratio has increased from 66:1 in 2010 to 77:1 in 2016. Despite the standard class size of 40:1, some classes are reaching as high as 300 pupils per class. The expansion of primary enrolment and class size has not been matched by the recruitment and distribution of teachers or by the construction of classrooms. Regional disparities in teacher shortages are also a characteristic and are more pronounced in rural areas. The inequitable distribution of pre-primary and primary school teachers in Tanzania is exacerbated by many factors, including unfavourable teaching and learning environments and inadequate support services. Since 2014, through the implementation of the Education Programme for Results (EP4R) both national and local Governments have been incentivized to improve the equitable distribution of teachers through focusing on bringing the PTR within an “acceptable” range of between 35 and 50, both at the individual school level and aggregated across each LGA. Therefore, to promote quality teaching and learning in the country calls for concerted efforts to equitably deploy teachers across schools in the country.

Strategic Area 1: Improving the teaching and learning environment in primary schools

The teaching and learning environment are known to greatly impact the quality of education delivery for some reasons, including the accessibility and condition of infrastructure and basic services; the availability of teaching and learning materials; and teacher absenteeism and morale. In many rural areas of Tanzania, teaching and learning environments are not conducive for facilitating teaching and learning: school buildings, teachers’ houses and classrooms are often in very poor condition, either collapsing, or with leaking roofs, cracked walls and floors, or no windows and lighting.

EDUCATION GUIDE, ADVICE AND CHILD PROTECTION FOR SCHOOLS AND COLLEGES

TEACHING IN TANZANIA NOVEMBER, 2020

Comprehensive Child Care, Counselling and Protection Program it is an important element within the learning environment of schools. Ministry of Education, Science and Technology, for many years, it has seen that, Schools and Teachers Colleges have endeavoured to provide Education, Counselling and Protection services Child and student. This prompted the Ministry to issue Education Document No. 11 of 2002. The document provides guidance on the establishment of Formation Services and Counselling in Schools and Teachers Colleges. By implementing the document, in 2007, the Ministry issued a Guide to for School and Teacher Counsellors Despite of those efforts it was discovered that, from then on there have been major changes and developments social, political, scientific, technological and technological Information and Communication (ICT).Therefore, this guide has been prepared for consideration new developments have emerged since 2007 the original guide was issued. Impact consideration caused by social development, science and technology in the provision of Education and Counselling services will enable counsellors in Teachers' Schools and Colleges adequately address the needs and challenges of students that are likely to affect learning them and their professional and social development.

In addition, the manual sets out basic procedures for the Heads of Schools and Teachers Colleges to establish and effectively manage the formation service Child Counselling and Protection in schools and colleges. Due to the issue of formation requires the cooperation of stakeholders diversity, the existence of strong relationships and cooperation between Ministries, Government Departments and Agencies, development partners and Private Sectors engaged in service delivery Parenting, Child Counselling and Protection, is dependent on encouraged to be effective and enable us to be citizens

In ECD program, Tanzania has made great strides in preparing a Care workers Guide under the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDEC). “Watoto Wetu Tunu Yetu “Program was one of the organizers of the ECD Guide which, in large part, will help care workers, parents and children as well as national achievements in the Development of children. This Curriculum Document give Children the opportunity to grow physically, mentally, socially and physically. It has also provided the responsibilities of the parents and Care workers in the best way to raise the children. This curriculum document

has reached the ministry level right now and once approved it will be used nationwide as the ECD Centers Curriculum

Organizational level

CDO has also continued to review each policy at least every two to three years for relevancy and accuracy and reflect the mission of the organization and whenever necessary, policies and procedures updated to meet the changing needs of the organization, as long as the changes are documented and implemented. Thus it use the internal and external resources including staff members to prepare various implementation plans such as Fund raising strategy which has begun to be prepared in December 2020 and is expected to come into force in 2021..Along with the CDO having a five years strategic plan that meets current needs has continued to provide opportunities for various stakeholders and welcome ideas from different stakeholders. The Organization ensures that all employees meet the strategic goals set and implement those strategies and the heads of all departments play the role to oversee these strategies to ensure that organizational goals are fully implemented .

The CDO has continued to put in place various strategies to ensure the organisation's survival and to achieve its strategic plan by designing and planning activities annually based on its source of fund and projects within the organization such as tailoring, selling beads, and Vegetable Garden.

The Organization has also started using the social network such as Twitter, Facebook, Instagram and its website <http://www.cdo.or.tz/> to further promote itself locally and internationally to attract various donors. CDO believes in transparency and accountability so it continues to provide opportunities through its website for various stakeholders local and international organizations to get membership and donate financial resources and human resources.

B. Context Analysis

Morogoro Region is one of Tanzania's 31 administrative regions. According to the 2012 national census, the region had a population of 2,218,492, which was higher than the pre-census projection of 2,209,072 For 2002–2012, the region's 2.4 percent average annual population growth rate was tied for the fourteenth highest in the country. It was also the 22nd most densely populated region with 31 people per square kilometre. Morogoro Region

is bordered to the north by the Tanga Region, to the east by the Pwani and Lindi Regions, to the south by the Ruvuma Region and to the west by the Iringa and Dodoma Regions.

Administrative Units Morogoro region has seven districts. The districts are divided into thirty divisions, these in turn are further sub-divided into 140 wards. There are 457 villages in the region. Ulanga district is the largest, being 33.6 percent of the total regional area, but it is the one with the least number of villages (14.2 per cent of the total). Morogoro rural has the most of the divisions (33%), wards (30%) and villages (47%).

1.4 Ethnic Groups: The main ethnic groups in Morogoro region are the Waluguru, Wasagara, Wakaguru, Wandamba and the Wapogoro. The 3 dominant tribes dominate in Morogoro rural district, Wasagara/Wakaguru in Kilosa, Wandamba are the majority in Kilombero and Wapogoro in Ulanga district.

Mvomero District is one of the seven (7) districts in Morogoro Region. It is a new District formed by splitting the former Morogoro District and the District was formally gazette on 17th September 2004 in the Government Notice Number 453. Other districts in the Morogoro region are Morogoro, Kilosa, Gairo, Kilombero, Malinyi and Ulanga. The seven districts form nine councils namely Mvomero, Morogoro, Kilosa, Gairo, Kilombero, Malinyi, Ifakara Town, Ulanga and the Morogoro Municipality. **Kilombero District** is a district in Morogoro Region, south-western Tanzania. The district is situated in a vast floodplain, between the Kilombero River in the south-east and the Udzungwa-Mountains in the north-west. On the other side of the Kilombero River, in the south-east, the flood plain is part of Ulanga District. According to the last census in 2002, the population of Kilombero District is 321,611.

The majority of the villagers are subsistence farmers of maize and rice. There are large plantations of teak wood in the Kilombero and the neighboring Ulanga districts. In the north-west of the district, Illovo Sugar Company's sugar-cane plantations occupy most of the low-lying area. 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. Some other economic activities of the residents of Mvomero and Kilombero Districts including;

Railway Activities: The Central Railway line passes through the middle of Morogoro town which is the major town of the region hence connecting the two northern districts of the

region -Kilosa and Morogoro rural with Dodoma Region in the west and Coast Region in the east. TAZARA Railway line also passes through the south of Morogoro rural district with its major station of Kisaki connecting Morogoro district with Kilombero District in the south which has passed in some impact wards like Mwaya, Mchombe and Ching, anda. This line however acts as a good link between Kilombero district and Makambako in Iringa region and also between the Southern part of Morogoro district with the Coast region as well as Dar es Salaam.

Weather in Kilombero and Mvomero Districts

The chance of wet days in Morogoro region varies very significantly throughout the year. The wetter season lasts 5.9 months, from November 13 to May 9 with a greater than 34% chance of a given day being a wet day. The chance of a wet day peaks at 65% on April 6 so a large percentage of the impact schools from Mwaya, Mchombe and Ching'anda are very difficult to reach also in the case of Mvomero District some schools in Doma and Mlali wards are also very difficult to reach and are accessible only by motorcycle transport. The drier season lasts 6.1 months from May 9 to November 13.

Despite the many areas of Morogoro Region being blessed with many attractions it has also continued to face various challenges due to traditional customs and practices which influence children negatively in pre & primary education. Through the Participatory Barrier Assessment (PBA) conducted by CiC in collaboration with the Childhood Development Organization (CDO) in 2019 in Kilombero District it was found that Children in the Morogoro rural areas are more adversely affected by those practices than their peers in the urban areas. Furthermore, the study finds that other conditions like socio-economic, parental education background and poor school environments can have negative impacts on Children Pre and Primary education. Watoto Wetu Tunu Yetu Program in Mvomero and Kilombero districts has been a part of the success of the community by being able to bring about various changes as follows;

Social Changes

The relationship between the School and the Community was seen as weak compared to the situation it was in the beginning before the program interventions. This was due to the community not being fully involved and not being empowered about their role in the development of the school. For example, after the Program intervention, the Kiwandani Primary School Parents has managed to ensure that Pre-Primary school children get porridge

and renovate the classroom by painting the same to Madizini Primary School, the relationship between school head teachers, pre-primary school teachers thus facilitate access to joint planning and discussion of pre-primary education. The program through meetings with pre-primary school parents in collaboration with school leadership has been able to have a significant impact on investment in pre-primary schools where parents now plan various programs such as feeding for pre-primary children and ECD Centers e.g. Nakaguru pre-primary School parents have formed a Feeding Committee which is overseen by the Pre-Primary parents and has arranged for each parent to come to school and cook porridge for the children. The same case to Mwaya pre-primary school parents who decided to buy cooking equipments such as large pots, cups and buckets of water as well as set up a donation arrangement. Watoto Wetu Tunu Yetu Program has also been able to bring about substantial relationships between schools and education leaders in the form of monitoring and management of early childhood education where before the program the quality Assurance Officers focused on direct teaching of 3RS only for children and so every time the inspectors came to the school they needed to check more teaching and not children's competence which made many education leaders look like enemies to some teachers. Currently the situation is different where education leaders have grown up no longer reviewing the teaching of 3RSs and instead have been reviewing the overall growth of children, the stimulating environment of classrooms, access to feeding and encouraging teachers.

Significant changes have begun to emerge at the family level unlike in the past where since the Program distributed workbooks for children to learn at home parents especially fathers have been helping children in learning and reaching the point where fathers and mothers set a schedule to guide the children. Parents monitoring has increased significantly and this has been fuelled by a program to orient parents during the distribution of workbooks. Parents have continued to contact teachers by phone and go to school to ask various questions arising from the workbooks given to them.

The program has largely influenced the social-emotional development of the children through emphasis on the use of games, songs and storytelling where Pre-Primary teachers and Care workers have been part of achieving this after receiving training from Watoto Wetu Tunu Yetu Program. Pre-Primary Teachers and Care workers through the various teaching methods from the Program have been able to foster relationships between teachers and children where now children are currently asking a variety of questions and engaging in playing and learning.

Economic Changes

The implementation of the Watoto Wetu Tunu Yetu Program in pre-primary schools and ECD Centres for the most part has solved the challenge of high operating costs arising from the use of artificial playing and learning materials. This program in implementing the Tanzania Pre-Primary Education Curriculum (2016) and Education Policy (2014) were able to change school committees and centre,s committees in the process of transforming the appearance of the PPE/ECD classrooms by removing desks in classrooms that deprived children of the freedom to play and to require children to sit on mats and rugs to give them more freedom to play and learn. In this regard, school committees were able to identify the existence of cheaper bedding costs compared to desks. Currently a total of 43 pre-pprimary Schools and 18 ECD Centres children are sitting on mats and tarpaulins. On the use of environmentally friendly playing and learning materials, teachers have been able to explore these various materials such as, sticks, pebbles, shells, cereals, boxes, cloths, shells, water bottles, soda caps, etc. Currently the operation of pre-primary classrooms and ECD centres in impact districts has proved to be cheaper than all other classes and this has boosted the morale of teachers and care workers.



From the picture are stimulating pre-primary classes created using the locally available materials, the left is Madizini pre-primary class and right is Mtibwa pre-primary Class

Religious Changes

Religious institutions are one of the key elements of important social change, and this has been achieved to a large extent by partnering with Watoto Wetu Tunu Yetu Program where some of the centres are owned by religious institutions such as Madizini Islamic,K.k.k.t Mngeta, k.k.k.t Mtibwa, k.k.k.t,Ching, anda and the Bwawa la Chumvi. These centres after their care workers and committees received training from the Program have given a great influence to the leadership of Churches and Mosques where now the leadership of the mosque of Madizini Islamic centre in

Mtibwa ward has decided to allocate money for the construction of a kitchen, office for care workers and electrical installation, so far the building at Madizini Islamic has reached the roofing stage, as well as k.k.k.t Ching'anda ECD Center the church leadership has decided to build a large building for the children's centre and two offices where the children are currently learning inside the church. The building have also reached the roofing stage. Previously churches and mosques had not invested enough in ECD Centres but due to the established committee meetings by Watoto Wetu Tunu Yetu Program which aims to build the capacity of owners and leaders to better invest in ECD Centres have now been able to allocate sufficient resources for ECD Centers.



In the picture are buildings built with the participation of committees and communities, from left is k.k.k.t Ching'anda and right is the Madizini Islamic ECD Center

Environmental Changes

Watoto Wetu Tunu Yetu Program has not only succeeded in changing the outlook of the Pre-Primary classrooms but also the ECD Centers unlike in the beginning. After teachers and care workers received training from the Program they continued to be creative and competing to create stimulating classrooms, for example now some pre-primary teachers have put curtains in the pre-primary classrooms including Mtibwa, Darajani, Madizini pre-primary schools this situation has never been seen in the Pre-Primary classrooms where in the past they were the worst class in all the classrooms in the Primary Schools. Change has not only ended in the classroom but also outside the classrooms where some teachers in collaboration with parents and school committees and centers have set up various outdoor games such as sewing, sand dunes, car tires and bicycles for children to play in schools such as Nakaguru, Mtibwa, Kunke, Udzungwa etc. These playing materials have become a major attraction for children, parents and

community. However, the program has continued to build the capacity of teachers and parents on the use of playing and learning materials available in their environment.



In the various pictures are outdoor games created by pre-primary teachers in collaboration with parents

Cultural Change

Feeding program, water drinking and hand washing are a tradition that were not present in pre-primary school classrooms and ECD centers. It used to be that pre-primary school children were only responsible for playing under a tree or in an open area and then returning home to drink porridge and water. After the Program emphasized the importance of each pre-primary school to have the feeding program where currently all 43 schools have set aside classrooms for pre-primary. The program continued to sensitize school head teachers, schools/center committees and parents on feeding program, clean drinking water where currently 40 Pre-Primary School/center has set a feeding routine as a mandatory agenda and discussed throughout school meetings. The program has also managed to make a difference where 43 pre-primary schools has set hand washing procedures in place and every Pre-primary teacher / care worker makes sure the classroom has clean and safe drinking water at all times. As the program continues to emphasize on this process the children are fascinated by it right now every school and center has children wash their hands before entering the classroom.



In the separate picture is a hand washing procedure before entering the classroom along with drinking water in pre-primary schools

The program in collaboration with ward level education coordinators and ward level development officers have continued to monitor to further ensure all schools and centers continue with this culture. The program has also been successful in playing and learning where learning styles of children have changed in pre-primary school and ECD Centers, Teachers and care workers were previously teaching the 3Rs direct but after receiving training from Watoto Wetu Tunu Yetu Program, teachers have been increasingly engaging children with playful activities and materials, children sit on mats and rugs unlike in the past where children grew up sitting at desks. The program has been able to provide influence to district officials where Mlimba District Education Officer (DEO) ordered all schools within the district to follow this style and make sure the Pre-Primary classes have no more than six desks.

Parental meetings are a tradition that has never existed before especially for pre-primary education unlike the current one, Watoto Wetu Tunu Yetu Program has been holding parent meetings in collaboration with head teachers and pre-primary teachers and ECD centers as part of building them up. Currently all teachers/care workers in the impact schools/centers are able to hold regular parent meetings and capacity building for parents and they acknowledge that this has been the solution to various challenges, especially the issue of feeding.





C. Engagement at Different Levels – Rationale and description

Childhood Development Organization (CDO) has been implementing the Watoto Wetu Tunu Yetu programme to deliver its objective through an integrated approach that combines direct engagement at micro level through communities ECD centers, schools and ward officials and the Meso level through direct engagement with District and Regional authorities to scale. By 2020 Childhood Development Organization (CDO) has been able to hold various inception and consultative meetings at Regional and District levels in reviewing Programme implementation in 2019 and its direction in 2020. The program has continued to engage communities, ward and village leaders in implementation through various forums e.g. School committee meetings (SMC) and Center Committee meetings (CMC) that include village leaders and Parents as well. Similarly the program has worked closely with various government authorities and ministries including the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) and President's Office and Local Government Administration (PO-RALG) where on 22nd July 2020 the Director of Education (DEA) visited the programme impact schools in Morogoro to evaluate the impact of workbooks from parents distributed by the Program to children during the School closure on Covid19 outbreak



In the first picture above is the Director of Education receiving various comments from pre-primary parents about the Program implementation at Ng'wambe Primary School and below is a joint meeting with the Program and Regional leadership

School and ECD level

The program focuses on helping schools to deliver targeted support by continuing to make regular visits as well as collaborating with pre-primary teachers, care workers and headteachers to ensure the development of pre-primary schools and ECD Centers. These visits have also been in line with ECD Centers monitoring in collaboration with Ward Welfare Officers and Ward Community Development Officers.

The program has been able to use various school forums such as parent meetings, school committee meetings and ECD centers as a way to provide opportunities for parents and communities to participate in school development and ECD Centers. The results have been significant where parents and the community have been able to actively participate in school renovations, support payments for assistant teachers, access to feeding programs for children and outdoor games. These results can be seen in Kiwandani Pre-Primary Schools, Mnazi

mmoja, Kunke, Mwaya, Darajani, Nakaguru Pre-primary schools and ECD Centers such as Bwawa la Chumvi, Ching'anda and Sewe Kipera in Doma ward.

Village level

The program managed to make sure special emphasis is given to all-villagers participation through the leadership they have chosen to identify key needs, concerns, problems, and goals to prioritize and outline a common vision for the future of their villages this has helped to build a sense of responsibility and ownership of the program. For example, the leadership of the villages of the Bwawa la Chumvi and Sewe Kipera have been able to ensure that they manage the payment of care workers by mobilizing the villagers. Further results of village involvement in the program have been seen where the leadership of Ching'anda village in collaboration with the k.k.k.k.t Ching'anda ECD center have been able to sensitize the villagers in the construction of a large building with an office and children's classroom. Similarly, the Program during the establishment of ECD Center's committees ensured that village leaders become part of these committees as well as during the holding of schools/centers committee meetings. The program has been able to fully engage them and give them the responsibility for the management and operation of particularly Community ECD Centers.

Ward level

Watoto Wetu Tunu Yetu Program has continued to work in a total of six wards where the three wards are from Kilombero and three wards from Mvomero in a total of 43 pre-primary schools and 18 ECD Centers, including 7 Mvomero and 9 Kilombero. The great results that has achieved in pre-primary schools and ECD Centers have been largely fueled by the involvement of ward officials who have for the most part been co-coordinating schools and ECD Centers more closely. Thus, the program through various trainings and joint visits has been able to build their capacity regarding pre-primary education and ECD Centers and thus enable them to coordinate effectively. The program through this involvement of ward officials and capacity building on pre-primary education has enabled the Mtibwa Ward Education coordinator to be awarded as the best Ward Education Coordinator in pre-primary education award presented in Dodoma Region by the Minister in the President's Office, Regional Administration and Local Government (PO-RALG) **Hon. Suleiman Jaffo** and also in 2020 appointed as the statistics and logistics officer (SLO) of Kibaha district.



In the first picture on the left side, the fourth sitting is the Minister in the President’s Office, Regional Administration and Local Government (PO-RALG) Hon. Suleiman Jaffo and on the right is the certificate awarded to the Mtibwa Ward Education Officer

District and Regional level

By 2020 the Program has been able to hold various inception and consultative meetings as part of a joint strategic plan to cascade the program across the Region and reviewing Programme implementation in 2019 and its direction in 2021. Through these sessions the Program has been able to plan various ways of implementing the program in collaboration with the district and the region and promised to continue cooperating in the management and monitoring of the program at all times. The program has also been able to collaborate with Mvomero, Ifakara and Mlimba district officials in dissemination of workbooks and protective equipment during Covid19 and ensure that every school receives.



In the picture are various inception consultation meetings at the Morogoro Regional Education Office, in the middle is Mvomero District and the third picture on the right is Mlimba District

The program was also able to hold meetings with all councils to discuss the emergency program during the program in parallel with the provision of Ten million Tanzanian shillings (TZS 10,000,000) where each council was given five million shillings (TZS 5,000,000) as

part of the Program to support the government in the fight against Covid19. The Program also provided various medical supplies such as 20 buckets for hand washing and 10 hand washing soap for Mvomero District and 20 Bed sheets for Mlimba District to support quarantine.



In the picture on the left side is the CDO Director handing over a receipt of five million shillings to the Mvomero District Executive Director on the right is the Program Officer handing over the same amount to Mlimba District Executive Director



In the first left side picture is the Program Officer handing over to the Ag. Director Mlimba the bed sheets to contribute to the quarantine and right side is the CDO Director handing over to District Commissioner buckets of water and hand washing soap

The program has put in place a mechanism in its implementation to ensure that before going to the field it sets out a plan with district officials to be aware of the plan and provide opportunities for them to participate.

National level

The government intends to bring about an economic revolution to change Tanzania to become a middle-income country by 2025. Education and training sector, according to the Development Vision 2025 National and Long-Term Development Plan, National Development 2011/12 to 2024/25, is expected to bring development rapid human resource development by preparing a sufficient number of educated Tanzanians who like to educate themselves more in order to making the Nation prosperous and middle-class. To achieve full implementation of this Policy, is required participation of all education and training stakeholders in at all levels, including the private sector,(CSOs) and other development partners.

The program has continued to co-operate with national authorities and ministries in the implementation of the program by continuing to host various guests from president's office Regional Administration and local government (PO-RALG) who have been able to visit the Program in Mvomero and Kilombero districts. The Director of Education (DEA) **Mr. Julius Nestory** was able to visit the Program in July, 2020 in Mtibwa and Ng'wambe primary schools in Mvomero District as part of evaluating program progress and having the opportunity to talk to pre-primary parents. In addition, the Early Childhood Education Coordinator from the President's Office Regional Administration and Local Government(PO-RALG) **Mr. Salvatory Alute** was able to conduct a joint visit with the Program in Mwaya, Darajani, Nakaguru and Ngai schools in Ifakara and Mlimba districts and also had the opportunity to meet with Pre-primary parents.



Five from the right is the Early Childhood Education Coordinator Salvatory Alute from the President's office, Regional Administration and Local Government (PO-RALG) talking to the pre-primary parents at Darajani primary school in Ifakara Tc

The program has also been able to participate in various national events including Stakeholders meeting for Developing Care workers guide at Crèches (0-2) years and Day Care Centers (3-5) years in Morogoro from 9, November 2020 to 13rd,2020 conducted by the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) in collaboration with BRAC Maendeleo Tanzania. The meeting involved Government Departments and various other Stakeholders and Networks involved in Early Childhood Development such as Tanzania Early Childhood Development Network(TECDEN), Integrated Rural Development Organization (IRDO), Tanzania Home Economics Association(TAHEA),Maria Montessori Teachers Colleges(MTC-Lushoto & Dar es salaam),Right to Play, Prime Minister's Office-Department of labor, Youth, Employment and Persons with Disability (PMO-LYED),Tanzania Institute of Education(TIE) and Ministry of Education and Vocational Training(MoEST).



In the picture is one of the stakeholder's meeting coordinated by the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) attended by the Program involving various stakeholder in creating a care worker's guide for creaches(0-2years) and day care centers(3-5years)

From 17th August 2020 to 21st August, 2020 the integrated school readiness program Morogoro in collaboration with Children in Crossfire Tanzania (CiC) joined the Tanzania Education Network (TENMET) in activities related to the Global Action Week on Education (GAWE) which were organized in Chemba District in Dodoma region in the form of Mobilization campaign based on the theme "....**collective responsibility to fund quality and inclusive education**....". The 2020 activities of GAWE were organized in the spirit of participation in social activities. Chemba District was selected as a targeted campaign area as one of the most in need of Pastoral and hunter communities where children travel long distances to school. These national events have continued to build the capacity of staff but also and to provide opportunities for children, parents, teachers and various government and non-government institutions to come to learn in the program through the Model Pre-Primary Class which we were able to organize as a way to cascade the program in other parts of the country



In the picture is a modal pre-primary class organized by the Program in the Global Action week on Education which was nationally held in Chemba District in Dodoma region

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

The program has managed to ensure that teachers/Care workers acquire skills and knowledge through various trainings for example the refresher training that have been provided in October 2020 for a total of 29 ECD Care workers (f18, m11) from Mvomero District, Ifakara Town council. The Program has been able to make sure care workers have a good understanding of the upbringing and development of children. One of the five output

of the Programme stress on *Early years educators to acquire knowledge, skills and tools for effective child centred learning to the impact districts*. Therefore there has been a dramatic change in the PPE/ECD centers where caregivers have continued to use various teaching methods such as the use of songs and games as well as an increase in playing and learning materials that make the classes more stimulating in Mvomero, Ifakara and Mlimba District.

Increased volunteerism among parents and the community, these have emerged in the program due to the integrated approach used by the Program all the time and now the community has gained a state of ownership of the program for the most part. *Output 2 of the Programme emphasizes on Community volunteers apply knowledge, skills and tools for supporting Early Stimulation to parents / caregivers*. This has happened in different places for example, at Sewe Kipera ECD center in Doma ward and Bwawa la Chumvi in Mwaya ward where some community members with Primary education volunteer to help children in these centers that collect children and acquire a variety of skills. In terms of pre-primary education, some members of the community have decided to volunteer to help teachers due to the large number of students, this has happened in Udzungwa, Kaduduma, Mgudeni pre-primary schools. The program will continue to support care workers/assistant teachers so that they can become more knowledgeable and help parents with early stimulation skills

The involvement of leaders in various program activities, the program has witnessed an increase in enthusiasm from various district and regional leaders who have continued to monitor the development of pre-primary education and ECD Centers. *Output 5 is concerned about Regional and district government (LGAs) regulate and resource ECE initiatives*. The Program has changed the performance of district and regional officials who have seen the importance of Pre-Primary Education and ECD Centers. For example, Mvomero and Mlimba Social Welfare have been able to collaborate with the program and conducting joint visits in October, 2020 at Madizini Islamic centers, k.k.k.k.t Mtibwa, Jackson ECD Center and Upendo ECD Center in Mvomero District. Mlimba District Social Welfare Officer participating in some of the Center's committee meetings despite the budget deficit. Mlimba Education Officer instructed all school Head teachers to ensure that every school has the best pre-primary class where all 13 schools currently have the best pre-primary classrooms. The program will continue to use this involvement to monitor how LGAs can allocate resources for ECD

The program has changed the Districts where they now focus on Schools/ECD Centers allocating resources and discussing development of ECD Centers where out of the total five million Tanzania shillings provided by the program during covid19 Mlimba District decided to

use it to buy buckets for handwashing for all schools in Mlimba district. The Program has also prompted district and regional leaders to issue regular instructions to Head teachers to ensure that they allocate resources for pre-primary schools. This issue has increased motivation for PPE teachers to work due to their needs fulfilled in a timely manner. The program has continued to remind head teachers to continue to put Pre-primary Schools in their budgets and their School Development Plans each year and will help in the search for various resources.

The ECD Center has been able to bring awareness to the community about the importance of education. The ECD centers established by the Program at Sewe Kipera has strongly encouraged members of the community to see the importance of education where they have been able to mobilize and volunteer in partnership with the government to build two buildings to start primary education in 2021. The establishment of ECD Center has also encouraged many children in the Sewe community aged 6-15 who have not yet started the Primary School to come to the center to learn with their little brothers/sisters and has forced Care workers to start a separate session for the group of older children. The program through various LGA ,s meetings will discuss the need for the Sewe community to establish a primary school to help children

Increased Center's Management Committee's motivation and accountability. The Program has been able to build capacity on the School/center's leadership to enable the operationalization of the Schools/Centers including setting up a work plan with the School/Center Committee members (CMC's). Some of the Center's committees have begun to have the practical implementation where the Madizini Islamic Center which has set 2019/2020 work plan have begun construction of the kitchen and teachers' office which has now reached the rental stage. The k.k.k.k.t Ching'anda ECD Center's committee also put in place its work plan for the expansion of the building and they have now set aside a specific area for the construction of the new center where the building has also reached the rental stage. The program will continue to encourage ECD Centers to have decision-making committees to implement their plans. By 2020 the program has been able to reach a total of 338 members (male 195, female 143)pre-primary committee members and 89 ECD committee members (male59, female30)from ECD Centers



The community are encouraged to enroll children in 3-4 years at the ECD centers. The community has become aware of the importance of ECD Centers unlike in the past where children of this age were staying at home except through the ‘Watoto Wetu Tunu Yetu’ Program which has been capacitating Parents and village leaders through various meetings now a large number of 3-4 years old’s children are in the ECD Centers. In the past where the majority of children in ECD centers enrolled were 5-6 years. The program will continue to work with village leaders to encourage the importance of 3-4 year-old being sent to ECD Centers

The program has managed to increase household income unlike in the past where parents realizing the importance of sending children to ECD Centers they now have more time in the production than in the past where many women were left with only one parenting role. For example, the Neila ECD Center in Mtibwa ward has started serving children from morning to the evening to enable parents to continue with other productive activities. And various other centers that have been able to extend the time for children to stay at the centers until 2;00

pm like Agatha Ecd center in Mlali, Pathfinder ECD Center in Mwaya and Madizini Islamic .This increase in income has not only benefited women but also seems to bring more productivity for parents to afford other important expenses such as food, clothes, school fees etc.

Watoto Wetu Tunu Yetu' Program has brought great benefits especially in children's understanding where Standard one teacher has given various testimonies that since they started teaching children in these two years, they have seen differences in the understanding of children especially those from Pre-primary Schools.

.... To tell the truth since I started receiving the ECD children I have seen these children from ECD centers understand it differently from those who have not gone through those centers...

Said Salesia Malela pre-primary Teacher-Mchombe Primary School

*..... You can receive a child from ECD Center that if you start teaching, he grabs things quickly and even his motivation to learn is really great*Said Zakati Mkufya pre-primary teacher - Mwaya

..... Now there is no work anymore if you find children who have gone through these ECD centers i.e. they are good but secondly, they are holding things easily and some games for example they already know it so i have to use them to guide the other children then the work is over Said Fatma Mkilindi Pre-primary Teacher -Darajani

Increase in school readiness for children at an alarming rate now and in some cases leading to some Schools/ECD centers facing a high number of children. This number of children has been largely due to stimulating environment provided by the Program including Play based learning, an adequate playing and learning materials, indoor / outdoor games. Use of Environmentally available locally materials. The changes of the learning environment have made the pre-primary schools/Centers seem the only place that gives the child the opportunity to play and learn for example, the Upendo ECD Center in Mlali ward has more than 90 children, Kwa Bibi ECD Center in Mwaya has more than 70 Children. Mlali Pre-primary School have continued to receive children up to 214, Kipera 181, Misegese112, Doma Satellite 122. However, the Program has continued to encourage school/center committees to start mobilizing the community on the expansion of buildings and hiring assistant teachers in tackling overcrowding and ensuring every child gets a chance to achieve quality education.

Increased morale and motivation to work among Teachers/Care workers significantly where Mwaya ward Care workers have now established their own Community of learners where

they meet and build capacity on teaching and learning on ECD including providing a sense of responsibility and commitment. Care workers meet at least once a month to work together to address the various teaching and learning challenges of ECD Centers and the production of materials. The program will continue to strengthen the community of learners in order to ensure that all ECD Centers are consistent

The program has been able to promote cooperation between schools and the community through workbooks distributed to children during the covid19 outbreak where the workbooks has now been used by parents as a guide for children at home. Parents have developed a culture of asking questions to teachers when they get stuck by visiting a school or via telephone. A total of 3798 children (1901, f1897) were able to receive workbooks through parents. The program was also able to distribute Covid19 protective equipment such as Big Water Buckets, Hand washing soaps for a total of 43 Schools. The program will continue to encourage all phase2 wards schools to have buckets of water and soap for each class

“Watoto Wetu Tunu Yetu” Program has been a model for Pre-Primary Education in Tanzania and government officials have used the program as a model for other non-impact schools in the country and have been able to inspire many regions and districts such as Kibaha, Kisarawe, Kongwa and Chamwino in Dodoma region

.....This is the kind of a Pre-Primary Classroom we want to see in the whole country so I direct every Primary school in Tanzania to have Pre-Primary Classes corresponding to this Class. Surely this is a good Classroom and exampleSaid Julius Nestory -the Director of Education

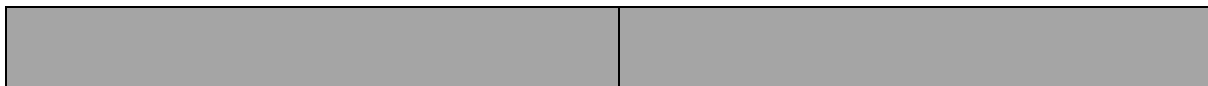
Safe guarding and Child Protection have improved this situation has been a continuation of the Program after providing Covid19 preventive facilities and hand washing facilities where teachers and children have continued to use to this day. Through the Workbooks provided by the program for children it has made children get activities to do when they are at home and persuaded parents / guardians to set aside time to take care of them and thus has stopped children from roaming the streets. The program will continue to emphasize to teachers the importance of children having homework under parental supervision



In the picture is the Upendo ECD Center in Mlali ward where it has decided to put up a fence as a way to protect children and passing vehicles

Transition in standard one and two is one of the results of the ‘Watoto Wetu Tunu Yetu’ Program where currently in a total of 40 schools there has been a continuation of stimulating classroom environment and thus upper class teachers collaborating with pre-school teachers through internal school learning communities to share experiences has made teachers interested and decided to improve the standard one and two to be more stimulative. The role of Head teachers has been to ensure the availability of various materials such as manila papers, glue, marker pens etc. The program has continued to encourage Ward education coordinators to continue organizing these sessions regularly to also be part of professional development program.

Parental involvement in Pre-primary and ECD Centers is one of the achievements of the Program after it has put a lot of effort into these sessions by building the capacity of teachers and care workers in the best way to run these sessions unlike in the past where parents were called to school only when donations were needed. Teachers and care workers now acknowledge that parental involvement has enabled them to solve many of the challenges that plagued them





In the pictures are pre-primary parents participating in the development of pre-primary education by contributing tarpaulins and playing and learning materials at Nakaguru Pre-primary school in Mchombe ward and Kinyenze Pre-primary school in Mlali ward

.... In the time I stayed here for 5 years I grew up completely unknown to the community but through this program to teach us about parenting partnership I have been able to get to know all the parents right nowPre-primary Teacher -Kunke

.....Regular meetings with parents have been able to help us build this building with a classroom, courtyard and two offices, parents donated total 3000 each community and 40 bags of cement.... " 'Said Pastor k.k.k.t Ching'anda

..... The village leadership is supporting and before the project there was no feeding but now the children are drinking porridge " "said Care Worker-Pathfinder ECD Center

.....The village leadership has decided to allocate funds for the construction of 20 holes for student toilets and previously including and now they have finished digging toilet pits and are starting to cover the concrete....." said Head teacher-Kinyenze

The scale up of the program to the non-impact wards is one of the most visible achievements where Nyandira, Mzumbe, Homboza, Melela and Mgeta wards have been influenced by the program and visited Kinyenze School in Mlali ward. The Pre-primary teacher trained in the program was able to build their capacity by effectively practicing with all the participants who were Ward Education Coordinators, head teachers and pre-primary school teachers and after learning they have started implementing the program by improving their pre-primary classes and having a new and attractive appearance. The program will continue to use phase1 ward schools to support non-impact wards

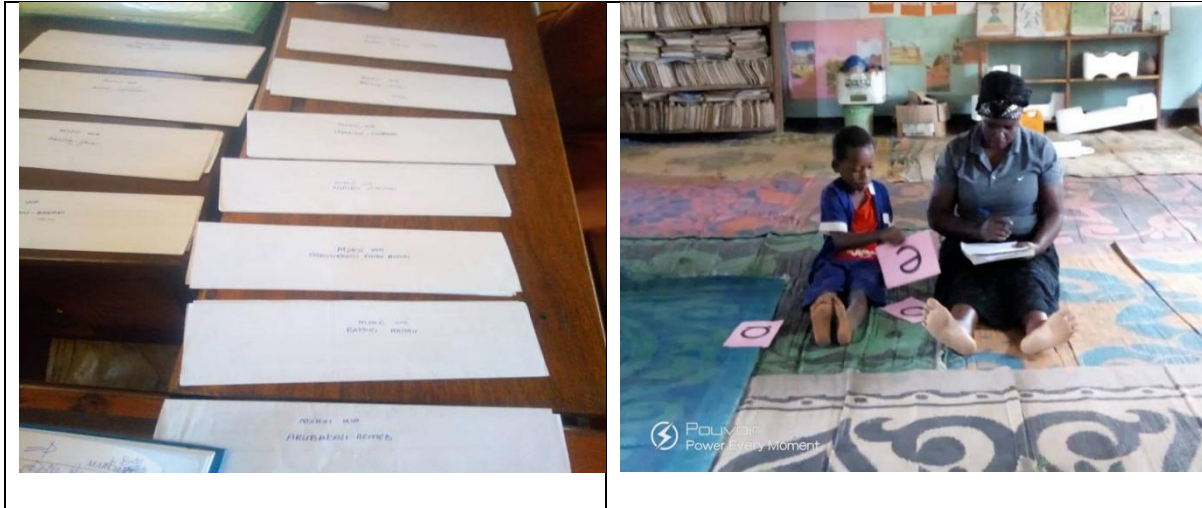


From the first and second picture above are the Education Coordinators, head teachers and pre-primary teachers from Nyandira, Mzumbe, Homboza, Melela and Mgeta non-impact wards when they visited Kinyenze Pre-Primary School learning about Pre-primary Education. And the picture below is the Sisters from San Anthony Pre & Primary School from Morogoro and My Kingdom international school from Dar es salaam having come to learn at Zawadi Day Care Center owned by CDO

Increased creation of outdoor games using environmentally available materials is one of the major steps taken by the Program for some Schools and put it into practice. For example, Nakaguru primary school has been able to use trees to make swings, large car tires, Kiwandani have been able to find large tires and install them in trees where even upper school children use them. Kinyenze Primary School Parents in collaboration with the pre-primary teacher have been able to make tree swings for the children to play with. Mtibwa Primary School has also been able to dig out the tires that children use during play. The program continues to encourage all teachers and care workers to create out games so that every pre-primary school class/center can provide access to outdoor games.

Child development assessment is an area where the Program has been successful in some schools as outlined in the pre-primary Education curriculum (2016). Despite the teachers

being taught regularly through the program how to assess children. Some teachers have been able to achieve by filling in at least every time they have completed a specific competency and by the time the children have completed a year, they have been able to provide developmental results to parents. By 2021 the Program will ensure that every teacher completes the assessment forms and monitors them regularly



In the picture on the left are the assessment forms filled out by the preprimary teacher at Kunke and Right is the teacher assessing the child through questions

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

The CDO has continued to use the approved results framework in both planning and management to ensure that it achieves the results Framework(s) and this has enabled the program to obtain a basis for monitoring & evaluation and adjust the program activities when necessary. This strategy has enabled the Program to a large extent to improve the 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 as one of the approved results frameworks.

Through these strategies the implementation of the Integrated School readiness Program Morogoro has been able to meet the requirements of Sustainable Development Goal 4 by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities in pre-primary schools and ECD Centers in Mvomero, Ifakara and Mlimba districts. Through the Program there have been significant changes in pre-primary schools and ecd centers classes in a structure that provide equal opportunities for all children especially children with special needs by encouraging the use of environmentally friendly materials.

ISRP Morogoro set targets to ensure 36 pre-school facilitators identified and trained. Where in 2019 and 2020 the Program has managed to provide training for a total of 36 care workers. In 2020 Annual Monitoring and Evaluation conducted in total of centers 10 out of 18 ECD Centers the level of knowledge of care workers has increased compared to 2019. ISRP Morogoro through training provided and various visits in assisting care workers has been able to ensure Early years educators acquire knowledge, skills and tools for effective child centered learning. This is indicated by the increase percentage of average knowledge demonstrated by ECD center facilitators.

CDO also set target to ensure Pre primary classes achieve 70% avg score on quality standards and all Pre-Primary Classes have been reached in all 40 Pre-Primary classes in Phase 1 wards. The program has achieved this goal by having a total of 43 stimulating classes that are loaded with a variety of playing and learning materials .

Other target set by the CDO are to ensure 50% of parents provide toys, 70% care workers provide play activities and 62% care workers do not leave children with children. The target has been achieved with a high level of participation of parents who have been sending playing and learning materials to the ECD centers but also care workers have been using the play based Approaches and parents have taken on the responsibility of child care at home.

The CDO also set targets to ensure that it can provide training to a total of 40 teachers in 40 government primary schools in phase 1 wards. This target has been achieved to a large extent by providing training to a total of 64 pre-primary teachers and 50 head teachers from 43 primary schools.

The CDO set itself a target in phase 1 wards to ensure 70% of parents/caregivers have good knowledge, skills and tools for parenting and ECE. This target has been achieved through the Program to enable teachers and care workers who have been great help parents by holding regular meetings with parents and building their capacity on parenting and ECE. A total of 37149 (male 985, female 2729) pre-primary parents have been reached with 678 (male 278, female 400) ECD parents

CDO achieved 91% of results framework targets by 2020 and this has been largely driven by an integrated approach that combines direct engagement at micro level through

communities, ECD centers, schools and ward officials and the Meso level through direct engagement with District and Regional authorities in Morogoro region.

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

The CDO has continued to determine the program's consistency with the organization's mission and monitor their effectiveness, making performance evaluations, oversee financial management and improvements as appropriate. The Board has managed to ensure the organization remains financially solvent by evaluating financial policies, approving budgets, and reviewing financial reports. has a total of 9 board members (5 Female and 3 male) and

CDO has a total of 8 Board members (5Female,3Male) who continued to be the catalyst for the success of the Organization. From having a board with a mix of core competencies that could include financial, marketing, technical, entrepreneurial, legal, and social service skills. Yet, helping to raise funds through writing project proposals and developing a fund raising strategy for 2021 to make sure the Organization remains financially sound.

CDO has managed to plan and develop methods and options to reduce threats or risks to project objectives through qualitative and quantitative risk analysis, by determining g to the following aspects of the projects, activity resource estimates, schedule, cost estimates, budgets, quality and procurement as a key risk and mitigation strategy.

Childhood Development Organization(CDO) managed to find 2019-2020 Unqualified Audit Report(clean audit report) issued by the auditor Kim Consultancy in Morogoro region to financial statements when auditor found no material misstatements after their testing. Similarly CDO has a system of Internal audits which are conducted voluntarily by in-office accounting department to verify and assure the Organization that all its internal operational controls and risk management tools are okay as per the financial goals and objectives

By coordinating procurement, the CDO has established a good procurement structure which range from a single person with responsibility for purchasing, to a large (Centralized committee) with procurement professional working in separate departments. Steps that have been followed and considered by the CDO before making a purchase including requirements determination, supplier research, value analysis, reviewal phase, conversion to purchase

order, contract administration, monitoring / evaluation of received order, payment fulfillment, and record keeping.

Table 1: General Plan and the status reached from July to December 2020

Activity Code	Activities	Status
5.3 (C)	ECD caregivers Refresher Training	Completed
6.5 (C)	Procurement of Learning kit for PPE phase I schools	Ongoing
5.4 (C)	Procurement of Learning kit for ECD Centre	Completed
6.6 (C)	Parent Partnership Programme (PPE)	Ongoing
5.4 (C)	Parent Partnership Programme (ECD)	Ongoing
6.1 (C)	Strengthening and planning meeting with School Management Committee	Completed
5.6 (C)	Strengthening and planning meeting with Centre Management Committee	Completed
5.5 (C)	Monthly Allowance for ECD Care workers/Community centers	Completed
2.5 (C)	Monitoring, Evaluation and Learning (MEL)-ISRPP Morogoro	Completed