



ANNUAL REPORT 2021



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A. Executive summary

The Integrated School Readiness Program (ISRP) is a Strategic and Development Project implemented in Morogoro Region by the Childhood Development Organization (CDO) in partnership with Children in Crossfire (CiC) Tanzania under Irish Aid from the Government of Ireland's official international development aid program. CDO started the implementation of "Watoto Wetu Tunu Yetu" Project in Morogoro Region in Mvomero and Kilombero District Council which is now divided into two administrative Areas of Ifakara Town Council and Mlimba District Council from 2017 to current. The success of the implementation of the project has been attributed by various stakeholders including government authorities including President's Office, Regional Administration and Local Government Tanzania (PO-RALG) and other government institutions including Teacher's training colleges such as Mandaka, Singachini, Nachingwea, Mhonda, Morogoro Teachers College and the Tanzania Institute of Education (TIE). By 2021 Watoto Wetu Tunu Yetu' Project has expanded in its implementation from 43 schools and added 50 new Schools. Therefore, by 2021 the project has reached a total of 93 new schools benefiting from the project and thus reaching a total of 93 Government Primary Schools from 3 District Councils of Mvomero, Ifakara, and Mlimba. In 2021 the project has a total budget of TZS 178,376,000/ = equivalent to USD 77,285.96

This Annual Report 2021 is divided into various Basic areas such as; the Executive Summary, the second part is strategic and policy framework updates, Context Analysis which influence or Contributed to the program implementation. Analysis of socio-economic, cultural, environmental and religious changes observed during the program implementation, the other areas / categories include engagement of different levels (micro to meso level), results of intended and unintended changes of the program, result framework and governance and management level at the organization. And the Final Part of the Report are Annexes with various figures.

Watoto Wetu Tunu Yetu Project' in Morogoro Region has been able to benefit 18 ECD Centers and 93 Schools (Phase I 43 and Phase II 50) Pre-Primary Classes from Mvomero, Ifakara Town and Mlimba District Councils and able to reach a total of 755 (Male 433, Female 342) children in ECD Centers and 8422 (Male 4382, Female 4040) for Pre- Primary Schools by 2021. The High enrollment in Pre-Primary Schools a Centers has reflected the objectives of the project which is to ensure the readiness of Schools for children. Community involvement for the most part has been able to bring success as through community participation for the most part which has brought about a number of successes including classroom renovations, production of learning and outdoor games, feeding programs, Drinking water and allocation of various resources to the Pre-Primary classes and ECD Centers.

The government of the United Republic of Tanzania has continued to place emphasis on the need for every Primary School to have a Pre-primary class which contributed for each District has had more implementation for example, the Mlimba District council in carrying out this

order as instructed all School Head Teachers to ensure that when submitting Requisition for various School development funds they must ensure that there is a priority for the Pre-Primary Education Classes. The same goes for the ECD Centers where the Department of Social Welfare continued to review ECD Centers by taking various measures including closing down some of the Centers that operate without due process. Various steps have been taken in Morogoro Region including giving some time to the owners of ECD centers as well as assisting and instructing them on the procedures for registration of ECD centers. However, community participation has continued to increase following their involvement through the ISRP where they have been able to participate in various activities including capacity building on feeding issues, manufacturing of various learning and play materials and Child Protection issues.

These results have been largely facilitated by the participation of various stakeholders, President's Office, Regional Administration and Local Government Tanzania (PO-RALG in the implementation of the Project where the Project has been able to provide opportunities for communities, Teachers, Care workers Venture in the Development of ECD Centers and Pre-Primary Classes

By 2021 the Program has managed to conducted Pre-Primary Teachers Training from phase two Schools for 3 days to Mvomero, Ifakara Tc and Mlimba. The training started jointly in Mvomero and Ifakara Tc councils from June 16th to 18th June, 2021 and was followed by Mlimba Dc from June 21st to 23rd June, 2021. The training was attended by 168 participants (55 Pre-primary teachers ,50 Head teachers, 50 Ward Education Officers, 11 District officials and 2 Regional officials).

The training exposed PPE Teachers in practical sessions on ECD in human development , PPE curriculum and other related materials ,PPE daily routines, learning a corners, Play based learning, Classroom management and organization, Lesson plan and Teaching methodologies, Phonics, Learning Styles (LS), Role of senses and Language, Micro teaching, inclusive education, Modelling reading aloud, high level questioning & Story writing, Materials development and parent engagement for child learning and development.

The Program has continued to expand further in Morogoro Region by being able to organize various trainings for 65 care workers from impact and non-impact ECD Centers from 30thOctober 2021 in Mvomero District attended by 20 participants (Male2,Female 18) followed by Mlimba District on 8thDecember 2021 attended by 45 participants(Male 23,Female 21).Similarly the Program has participated in various national events including the National Multi sectoral Inclusive ECD Program held in Dodoma Region on December 13, 2021.

Despite these great achievements in these communities still continue to face cultural challenges and poor economic situation that has led many children to engage in various business activities as well as parents abandoning children alone at home especially during farming and hence the responsibility of Child Protection remain in the hands of the Children themselves.

B. Strategic and Policy Framework updates

The United Republic of Tanzania has become the first country in Eastern and Central Africa to launch a national multisectoral Early Childhood Development Program that will be implemented from financial year 2021/2022 to 2025/2026.

The launch event gathering actors from Health, Education, Internal Affairs, Finance and Local Government sectors; Development Partners; Representatives from UN Agencies, CSOs and NGOs; was officiated by the former Minister for Health, Community Development, Gender, Elderly, and Children on behalf of Her Excellency President Samia Suluhu Hassan.

The National Multisectoral ECD Program seeks to ensure that all children in Tanzania are developmentally on track to reach their full potential. Building on Every Woman and Every Child Strategy of SURVIVE, THRIVE, AND TRANSFORM and nurturing care framework, the program will address systemic and programmatic challenges that affect the growth and development of young children 0–8 years in line with the Sustainable Development Goal Target 4.2 which states that “by 2030 countries to ensure that all girls and boys have access to quality early childhood development”.

CDO in collaboration with Children in Crossfire (CiC) have been able to be part of the process of acquiring a national multisectoral Early Childhood Development Program in every step up to the launch stage held in Dodoma Region where they also had the opportunity to organize model ECD and PPE classes as part of demonstration and the start of implementation of the Program in the country of Tanzania.

C. Context Analysis

World Early childhood education and care (ECEC) holds tremendous potential for children, families and societies when it is of high quality. With expanding access to ECEC, policy makers, practitioners and researchers alike are shifting their focus from expanding the sector's size to ensure that all children are in settings that support their development, learning and well-being. The benefits of high-quality ECEC are wide-ranging, as are policy approaches needed to equitably support this sector, which sits at the intersection of education, labor, health and social welfare.

The COVID-19 pandemic underscores the myriad ways in which ECEC matters for individuals and societies. Even as schools closed to limit the spread of COVID-19, in many places, ECEC continued to operate, providing ongoing services at least for children of essential workers (OECD, 2021 [1]). Discussions about re-opening economies hinge on the capacity of ECEC systems to support parents' participation in the labor force. In this context, continuing government commitment to quality is imperative to promote children's development, learning

and well-being throughout and following the crisis, in addition to supporting parental employment.

International comparisons of ECEC systems provide rich information to inform policy developments and meet the rising demand and expectations for ECEC services. The Quality beyond Regulations project was launched to support countries and jurisdictions to better understand different dimensions of quality in ECEC and the policies that can enhance quality, going beyond minimum standards and requirements. The project and this publication focus on two policy areas within ECEC - curriculum and pedagogy and workforce development - that offer strong opportunities for countries to learn from one another, even in the context of highly heterogeneous ECEC systems. Moreover, these policy areas represent core aspects of children's daily experiences in ECEC, making them important for understanding quality beyond the complex governance and regulatory systems surrounding ECEC.

Tanzania Development Vision 2025¹⁸ seeks to transform the education system so that it can develop the country's human capital in tandem with socio-economic changes. One element of development is vision is a well-educated and learning society. It is also envisioned that Tanzania's people should be ingrained with a developmental mindset and competitive spirit. This should start at a very early age where children's mindsets will be inclined towards hard work and self-discipline. Education and Training Policy 2014. The ETP is the result of the harmonization and subsequent repeal of the Education and Training Policy (1995), the Technical Education and Training Policy (1996), the National Higher Education Policy (1999), and the Information Technology and Communication for Basic Education Policy (2007). The policy stresses the importance of pre-primary and primary school education. It emphasizes that PPE is compulsory for a period not less than one year in order to meet children's needs

Challenges Related to ECD Policy and Coordination of ECE In line with the 2014 ETP policy, the age aspect of PPE demands further clarification. While primary school entry officially starts at age six (having moved from age seven), PPE begins from age 3, with compulsory enrollment of one year prior to joining Standard I. However, it is not explicitly outlined where children aged four and five fit in. URT (2017) showed that similar percentages of students aged five and six were enrolled in PPE, which is above 40 per cent for all age categories. The existing curriculum targets competencies and activities suitable for five-year-old children. At the moment, it is the role of the teacher to categorize children and engage them, taking into consideration their age and mental ability. Research findings from Children in Cross Fire (CiC, 2017) recommends that there should be a mechanism to keep children aged 5 years and younger in place. In line with other policies, ECD cuts across different sectors, demanding an integrated effort in policy development and advocacy. With the rejection of the IECD, as organized by UNICEF in collaboration with other stakeholders (discussed earlier), addressing aspects that had been organized under the IECD might now be cumbersome, given the current policy framework.

The last census in Tanzania was conducted in 2012 and it shows Morogoro region had a population of 2,218,492 people among them 324,360 children age 0-4 years old, (161,450 males and 162,910 female) and 313,646 children of 5–9 years old (157,013 male and 156,633 female).

In these localities children began attending pre-school at age four years old, although the majority are aged between 5-6 years old. However, age category versus class level needs to be carefully considered. In these communities 'standard one pupil ranged from age 6 years old to 10 years old; standard two pupils ranged from 7 years old to 12 years old, and standard three pupils ranged from age 9 to 12 years old. In that regard, typically standard one and two classes have pupils who are within the early childhood age and those who are way beyond that age. Distance from school is among the reasons that delay children's enrollment as most of the time, younger children would find it difficult to walk long distances to and from school. Responsibilities in household chores may be another explanation, as families rely on both female and male child labor to undertake different household tasks including caring for young children and managing livestock. However, the implications of having such age differences in classes need to be examined. Issues of bullying and sexual abuse may emerge as some pupils may attain puberty while still at these educational levels. Teachers also need to be capacitated to manage and equally help children with such huge age differences.

Social changes

Community involvement via various forums like School committee meetings, Parent Meetings in phase two schools /phase one and ECD Centers have been able to visualize and build relationships between the community and the ECD Centers where the project has been able to use those platforms to build capacity on various issues including, the importance of feeding, stimulating classes, the development of playing and learning materials, Outdoor games and Child protection issues. For the most part the Program has been able to move parents closer to participating in bringing about the development of ECD Centers and Pre Primary Classes.

Despite the community facing many responsibilities and relying mainly on agricultural and pastoral activities in Mvomero, Ifakara Mji and Mlimba District councils have been able to pay Assistant teachers especially for schools with large numbers of children in some schools such as Namwawala, Kalunga. Mwangaza, Mlimani, Msolwa Station. In these schools' parents have decided to set up a monthly donation of TSH 1000 per parent in order to pay Assistant teachers who are not employed by the government.

Similarly, the involvement of local and village government officials, especially in the various meetings held by the Program, has resulted in greater cooperation between schools and village governments to the point where villages provide some of the resources available classes such as wood for all Pre-Primary schools in the ward for making shelves and tables.

The project has continued to emphasize the importance of social cohesion in the development of PPE thus providing an opportunity for the community to participate and express their ideas at all times. The differences in the relationship between the community and the school have improved and this will shape the readiness of the school among all stakeholders including parents and children. Where right now parents have been able to contribute things like playing materials, outdoor games, feeding, drinking water and this has added teaching motivation for teachers and care workers.

In addition, the project continues to promote school-community relations to further strengthen the relationship between teachers and children for the most part. Through the training provided by the program to 55 new Pre-Primary teachers from Mvomero, Ifakara and Mlimba District councils, where teachers and care workers currently use a participatory Approach in Pre-primary classes through play-based learning. This situation has further strengthened the bonds and relationships between teachers, caregivers and children that were not there before due to various learning and teaching methods that grew up not providing opportunities for teachers and children to interact regularly and develop relations between them. This has stimulated the learning of all children by being very confident even with special needs as seen in the 2021 Program Evaluation where the Program assess the learning outcome for a total of 80(*Male38, Female42*) children who all demonstrated the ability to master 3Rs.

Economic changes

The success of the Program has not only resulted in learning and teaching outcomes but has also been productive especially by being able to touch the life of an individual parent as a result of the Program being able to successfully transform community awareness on the importance of children aged 3/4 years old enrolled in ECD Centers and PPE Classes thus providing an opportunity for parents to engage in other productive activities. These Economic changes have not only had economic consequences but also have played a significant role in reducing violence against children who have long been dominating the home instead of in ECD Centers and Schools.

The program has provided the opportunities for parents to engage in other productive activities and has also stimulated parents' ability to earn an income and thus be able to participate in various School/Centers contributions such as feeding, payment for Care workers in ECD Centers and Schools like, Ipapa, Kisawasawa, Kalunga, Mgudeni Pre-Primary Schools, Bwawa la Chumvi ECD Center, Upendo, Neria and Madizini Islamic ECD Centers.

In the past the PPE Classes was isolated due to the misconception that the Early Classes cost a lot of money and even the Head Teachers did not see the need to get involved in these Classes. Program training to parents and teachers have been able to get rid of the negative attitude they

had in the past about Early Classes and managed to significantly change the perception of the community and even led to the decision to allocate Pre-Primary Classes.

Quotation Mark from Pre-Primary School Parents

*... ..I knew that the Preliminary Class is very big and needs very expensive things as we see in English Medium Schools...**Mr. Omary Issa***

*.....We are very grateful to the people of this project for giving us this knowledge that has opened our minds but this class can only have ordinary/local materials and the children learned
...**Mrs. Diana Joseph***

*...We really did not know the importance of this Pre-Primary Class we grew up knowing Pre-Primary Class is a place Children can just come and play and come home that's why we could not stress at all....**Mrs. Adela Mweza***

*.....But now we have learned and continue to learn that this Class needs a lot of attention and should be the best because it is what prepares a child to join Standard One.....**Mr. David Ngoli***

Religious changes

The program through various meetings has been able to contribute to various perspectives among the centers owned by Religious Institutions e.g., Madizini ECD Centers, St John ECD Center and Upendo ECD Centers in Ifakara Town Council who previously targeted More Religious Children concerned. The Program was able to build the capacity of the committee members on the importance of quality ECD commercial services regardless of religion by being able to provide quality education for all children regardless of religious ideology. Similarly, to the new sitting arrangement of children in ECD Centers and PPE Classes where the previous case where girls were not sitting together with Boys in the classroom. The current situation is different where all children sit down together regardless of gender and classrooms often do not have desks to allow interaction between Children and Teachers or Care workers. The project has not only changed the culture of the Early Classes but also the Community as a whole where now when parents meet in School sessions, they have grown up sitting on the mats and rugs unlike in the past where women sat differently from men.

Cultural changes

The program for the most part has been able to bring about significant social change especially through various parent meetings and School committee meetings and ECD Centers by empowering members on their importance to participate in the development of Education and other issues such as feeding and Indoor and Outdoor playing materials. Currently the

community has a system in place to ensure feeding is sustainable in ECD Centers and Pre-Primary Classes like Mhonda, Mhola, Milola, Nakaguru, Mchombe, Ipapa, Mwangaza.

Even the culture of some parents not enrolling children in Early Childhood Education has also changed dramatically in the past two years, unlike in the past when many children were sent straight to Standard I at the age of 6. Children especially with special needs right now the situation is different. Parents who have been trained through the Project have continued to impact others and know the importance of Early Childhood Education. Similarly in the implementation of the Program various factors have changed such as the Playing and learning environment differs from the previous ones where the Classes that were most viewed or emphasized are exam classes like Standard IV and VII. Currently the situation is different where each School When building new classrooms one room must be allocated for Pre-Primary School children such as, Udzungwa, Mgudeni, Kinyenze etc. However, the tradition that has always been popular among teachers is that teaching in the Pre-Primary Classes is the same as for uneducated teachers right now it's different and this concept has been eliminated by the Program by encouraging stimulating classes which has been a major attraction for the Teachers and Children and thus stimulated the readiness of the School for Children as per the objectives of the Project.

The program has also been able to increase the value of Pre-Primary Education in the community where it has been observed that schools are conducting Pre-primary school graduations unlike in the past where valuable classes were STD IV and VII. Through these ceremonies parents have been able to fund raise to support the acquisition of playing and learning materials in order to stimulate the Early Childhood Development.

Quotation Mark from District Education Officer-Mlimba District

.....I ask every Headmaster when he/she prepares any request for his school's to make sure he includes Pre Primary Class otherwise I will not be able to approve these requests for funding...

..Witness Kimoleta

Environment changes

The change in all 93 Schools reached by the Program is significant first in the learning environment inside and outside the classroom, where each Class is loaded with various learning and play materials that enable the child to learn full time. The Program has been able to donate TZS 5000,000 / = to 50 new schools from Mvomero, Ifakara Town and Mlimba councils where each school received TZS 100,000. Through this amount of funds, community contributions and Capitation Grants there has been a dramatic change in Pre-Primary Schools such as, Milola, Mhola, Kisawasawa, Tchenzema, Mlandizi, Kanga, Kinda etc. However, some Schools have succeeded in carrying out repairs and electrical installation in PPE classrooms as well as

sketching various pictures such as, Mhonda, Masanze, Mhola, Milola, Mkindo B and Sokoine Pre-Primary Schools. Some Schools have also recognized the need for Enabling environment for Children with Special Needs and have seen the need to create Ramps outside the classrooms to meet the needs of all children. In addition, some schools have continued to develop outdoor games in collaboration with parents by installing swings and tires such as Mwangaza, Milola, Kinyenze, Misegese ..

In general, these major learning environmental changes in the implementation of the Program have not only occurred in the PPE Classes but also in the ECD Centers where they have continued to be motivated and take various steps to make outdoor Games where centers such as Neria ECD Center and Upendo Mlali have been able to make Metal Swings and thus provide playing opportunities for Children.

D. Engagement at Different Levels – Rationale and description

The program has continued to carry out its implementation in Morogoro Region by involving all regional, District, Division, Ward and Village government authorities by recognizing the importance of Joint participation in achieving great results. The Program has continued to work with the community for the most part to stimulate the sustainability of the Program and promote cooperation between the Schools, CD Centers and the Community.

The program in fulfillment of its goal of coverage and quality ECD / ECD in Tanzania taken to scale has continued to collaborate with various government institutions including the Tanzania Institute of Education (TIE) Teachers Colleges such as Mandaka, Mhonda, Nachingwea and the Ministry of Education, Science & Technology, Ministry of Health, Gender, Women, Elderly and Children, Fire and Rescue Force. Thus, the Program has had the participation of all stakeholders from Micro to Meso level as follows;

Micro level

School and ECD Centers

At the School and ECD Centers level there has been the involvement of all groups including, parents, teachers, Care workers, Owners of ECD Centers, Committees and all children including those with special needs. The project through with the collaboration with the schools has managed to renovate a total of 50 classrooms that have undergone a variety of renovations including painting, repainting the classrooms, repairing the floor, repairing stairs and ramps at a School like Mkindo, Kanga, Homboza, Msufini, Milola, Mhola, Kinda, Ngwasi, Kamwene etc.

The program has also effectively involved parents and the community in the acquisition of these Pre-Primary stimulating classes by agreeing with the schools to decide to allocate good rooms for Pre-Primary Education in all new 50 classes. However, Involvement of Regional and District government authorities in the training of a total of 55 New Pre-Primary teachers held in June, 2021 was largely able to make the implementation of the Project a quick start with some District councils such as, Mlimba which has given instructions to all school Head Teachers to ensure that each school allocates room for PPE Children. These instructions have been very helpful in implementing the Project and by December 2021 each school had a Room for the Pre-Primary Children.

However, the Program has continued to hold meetings with the Parents in Phase Two Schools and provide an opportunity for each School to develop its own Action plan based on available resources for Pre-Primary Children and the development of playing and learning materials.

Community and families

The program has a direct engagement with the community where in October, 2021 the Program were able to meet with groups of School Committee members totaling 274 (male130, female144) and build their capacity on various issues including Brain Development, Play Based learning, Parent Partnership and Child protection but also the Program has mentioned the importance of incorporating the PPE Component into the School Development Plan. However, the community in collaboration with the school through the amount of TZS 100,000 / = supported to each school by the Program have been able to Renovate classrooms in Schools such as Mpanga, Ilungusha, Katurukila, Masanze etc. This community readiness is largely due to Project involvement and capacity building from the Program.

Ward level

In recognition of the contribution of various ward officials including Ward Education Officers from phase one and two ward schools the project has been able to conduct training for some Ward Education Officers from 11st, October,2021 and to reach a total of 28 Ward Education Officers (Male 20, Females 8). The Program built capacity on Pre-Primary School oversight and quality control for Phase one and Two Ward schools. This orientation has had a profound effect where some Ward Education Officers have begun to cascade the program to non-impact Schools within the impact wards by running a community of learners where teachers from non-impact schools have been able to come to modal schools and learn and many have started implementing the Program Some of the Wards that have started to cascade the program are like Mofu, Mbingu, Katurukila, Igima, Kamwene, Utengule, Kalengakelu etc. Also in ensuring the implementation the Program in November, 2021 the Program has provided Communication Allowance to a total of 56 Ward Education Officers from phase one and two ward schools totaling TZS 1,680,000 / = and the second phase in December 2021 a total of 51 Ward

Education Officer amounting to TZS 1,530,000 / = Majority of Ward Education Officers have continued to acknowledge that the support of Communication Allowance that has enabled them to make regular follow up to non-impact schools and abled to know the various steps which is taking place in impact and non impact Schools in making the scale up of the Program through direct calls and shared photos.

Quotation Marks

*.....We really thank you for this communication support which helps us a lot there are 15 km schools I can't visit these schools every day so I have been calling them to find out the progress.... **WEO Kalengakelu***

*.....CDO we thank you very much for your support it also gives us a lot of motivation and we feel we have a huge debt we owe.... **WEO Mzumbe***

*.....We are very grateful to Airtime right now the job is just to call all the time and ask for development has made it much easier for us instead of going to every School as it was in the beginning..... **WEO Mchombe***

Meso level

The Project implementing in getting results has continued with direct engagement with District and Regional authorities and other key actors working in the ECD sector.) who also has attended a 3-days training for head teachers, Pre-Teachers and Ward Education Officer but also participated in the Program field visits to know the progress of the Project and to increase Joint accountability. This involvement has accelerated the implementation of the Program More than before as leaders have been giving instructions to Ward Education Officers and Head Teachers.

The involvement of these leaders has even extended to the ECD sector where some District leaders such as District Social Welfare Officers have been able to partner with the Program in training Care workers from non-impact ECD Centers in Mvomero and Mlimba District councils which have been highly productive and cascade the Program. The training was held at different times where Mvomero District councils were conducted on 30th October.2021 and Mlimba District Council on 8th December.2021 attended by a total of 65 Care workers from private and institutional owned institutions.

National level

Child Development Policy 2008 emphasizes the upbringing and basic rights of children with guidelines on how to care, protect, and develop children. Section 68 of the policy stipulates the

measures for child development, including advocacy for the establishment of pre-schools and education of parents on the importance of enrolling children in these classes. The policy further shows the importance of providing essential school materials and improving the academic quality of ECE teachers, having good Teaching Capacity and updating the curricula.

In ensuring the coverage and quality of ECD / ECE in Tanzania is taken to scale the project has continued to inspire the community of learners despite various training to Care workers and Pre-Primary Teachers and provide an opportunity to consult on various aspects of the Project and provide regular advice on the development of Early Childhood. The program for 2021 has also been able to participate in the launch Event gathering actors from Health, Education, Internal Affairs, Finance and local Government sectors, Development Partners; Representatives from UN Agencies, CSOs and NGOs; was officiated by the former Minister for Health, Community Development, Gender, Elderly and Children on behalf of her Excellency President Samiah Suluhu Hassan.

In addition to participating in the launch of this important Program held in Dodoma City it was also an opportunity to cascade the Program in other parts of the country through the opportunity offered to prepare an ECD Class Model. One of the people who could attend this modal Class was the former Minister of Health Hon. Doroth Gwajima who he also represented His Excellency the President of the United Republic of Tanzania. Her participation in the Class was able to attract various stakeholders who came with the goal of learning about the ISRP Project.

Quotation Mark

.....I am very impressed with the work you are doing for the children but in our environment we are able to have classes like this which are quite possible I think now there is a need to see these things in action Hon. Doroth Gwajima

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

Transformation of Playing and learning Environment in Phase two Classes

Despite the changes in phase one Schools in Mvomero, Ifakara Tc and Mlimba Districts and ECD Centers on the Learning and Teaching Environment this trend has continued to emerge in 50 new Schools where immediately after the Pre-Primary teachers received training, they were encouraged to start Project implementation. This motivation is largely due to the willingness of each District council to decide on the implementation of this project. The implementation was started immediately by ordering the allocation of Primary school to allocate Pre-Primary Classes in all Schools. This was achieved more quickly by involving parents in the Program where various resources were needed for the completion of these Pre-Primary classes.

Renovation and Improvements of Phase Two Schools, One and ECD Centers

In 2021 the program has been able to contribute TZS 100,000 / = to each phase two schools for the renovation of the phase two classes and encourage the school as and the community to work together to ensure the classrooms are of the required quality. This amount of fund has been able to support in various improvements as, painting classrooms, repairing the floor, setting the windows, painting various pictures inside and outside the classroom, making Stair ramps for Children with Disabilities and making outdoor games in phase two Schools such as Lubungo, Bunduki, Idete Crossing, Ilungusha and Katurukila. In ensuring sustainable quality in the PPE and ECD Centers the Program in 202 despite training in phase two Schools has managed to provide learning kits to Phase one 43 Schools, phase two 50 Schools and ECD 16 Centers. The Learning kits were in each school include tarpaulins, mats, big & small glue, Big cello tape, Text books, Marker pens, Rim papers, Manilla papers, Crayons, Colored pencils, guide for learning corners and set of games.

Classroom Changes after Renovation Support



Photo;Mkamba Pre-Primary Class Before



Photo:Mkamba Pre Primary Class After



Photo:Ongoing Renovation in Mkindo- B Pre-Primary School





Photo; Construction of Stair Ramp at Kisawasawa Pre-Primary School

Scale Up of the Program

The status quo of the Program has continued to improve where by 2021 the Program has been able to scale up from 6 first phase wards and add 50 new wards thus reaching a total of 56 wards (Mvomero30, Ifakara12, Mlimba 14) from Morogoro Region. In addition to the training provided to pre-primary school teachers 55(Male23, Female32) from 50 new Wards. There have also been various efforts made by Ward Education Officers to ensure that all Schools within the impact wards learn from the modal Schools. Ward Education Officers have continued to coordinate Community of learners' sessions by bringing together Program trained teachers and untrained teachers who have also started implementing the Program. So far, the wards that have been able to cascading the Program are; Mkula, Kiberege, Utengule, Mhonda, Mofu, Mbingu, Idete, Mgeta etc. Where wards such as, Mchombe, Ching, anda, Mwaya and Mtibwa have been champions in conducting these sessions. The community of learners has also grown to be helpful by continuing to build the capacity of new teachers about ISRP project and assist in the replacement of retired teachers. The success of the Program has also continued with the ECD Centers where by the year 2021 the Program organized various trainings for 65 care workers from impact and non-impact ECD Centers from 30thOctober 2021 in Mvomero District attended by 20 participants (Male2, Female 18) followed by Mlimba District on 8thDecember 2021 attended by 45 participants (Male 23, Female 21).

Improved Parent Involvement in PPE and ECD

In starting the implementation of the Program in phase one and two Schools, the Program has always placed great emphasis on the importance of parental involvement especially in the development of education in general. Various issues such as Brain Development, Play Based learning, Parent Partnership Program, Feeding Program and Child Protection is among the

things capacitated by the Program. A continuation of parent meetings that have been very effective in Pre-Primary Class and ECD Centers where parents have seen the need for Feeding Program, Playing and Learning Materials and Child protect and thus cooperate with centers like Upendo Mlali which has put up a fence to protect children from accidents as the center is located Near the Road passing Cars and Motorcycles. The Program has continued to insist Teachers and Care workers on the importance of conducting Parent Meetings where by 2021 a total of 3857 Parents (Male 1519, Female 1519) have been able to participate.

Various trainings in PPE



Participants in the Morning Circle session in Ifakara Tc

Photo; Training continues on various Pre- Primary Education topics

learning kits provided by the Program for phase one, two and ECD Centers





Photo; Ongoing Training for Impact and Non-Impac Care Workers from Mvomero District



Photo; Ongoing Training for Impact and Non-Impac Care Workers from Mlimba District

CASE STUDY FROM BWAWA LA CHUMVI COMMUNITY ECD CENTER



Photo; ECD class built with community engagement and the Program

Bwawa la Chumvi Community ECD Center is located in Mhelule village, Mwaya ward in Ifakara own Council. The center is community owned and managed by a total of two careworkers Mr.Mbwajila Salum Omary and Mr.Fadhil Mpandangindo who have received training from the Project. The center was established in 2019 after the Program provided training to two caregivers from Mhelule village and the community have seen the need for an ECD center due to the Primary School being far away(5kms) thus leading to a large number of children on the street. To achieve this the community requested an unfinished mosque-owned building to be used as a classroom. Following the growing need for an ECD center the village leadership decided to allocate an area in collaboration with the community and start classroom building strategies. In an effort to achieve the construction of the classroom the community was able to participate by breaking 4000 bricks and starting the construction of the classroom until the completion of the building. In 2021 the community asked for support from the Program and the Program provided TZS 2,700,000/=equal to 1169.84 USD to complete the building.

School readiness and mastery of 3Rs has increased for PPE Children

The issue of absenteeism and drop out in Pre-Primary Class and even STD I&II has proved to be different where teachers have continued to acknowledge that since the Program intervention in phase two Schools in 2021 the number of dropouts has continued to decline among Children

especially due to the stimulation of the teaching and learning environment. In the Program Evaluation held in 2021 which involved Child Assessment 80(Male38, Female42) to assess the learning outcome and facilitation of literacy and numeracy skills in Pre-Primary Education showed many children could afford 3Rs

Q uotation Marks

....In fact this project has come at a time when it is absolutely right as we had the challenge of absenteeism but now that is the Children again they are increasing...Mr. Ally Msanda

.....This project has been very useful to us even the teachers of the upper classes if you talk to them they will tell you.....Mr. Mapenzi Chilongola

Pictures and various achievements of the Program in 2021



Photo; Program Assessment of learning outcomes in phase two Schools



Photo; Teaching Aids developed by teachers using locally Available materials at Jangwani Pre- Primary School



Photo; Creativity in learning corners using locally Available materials at Jangwani and Mhonda Pre-Primary Classes



Photo; Stimulating Classrooms from phase two Schools, left is Mhonda Pre -Primary School and right is Msufini Pre-Primary School



Photo;Feeding Program at Ngwasi Pre-Primary School



Photo;Outdoor games created using Locally Available Materials at Idete Crossing Pre-Primary School



Photo; Pictures and various Playing and Learning sessions shared by Teachers in the Program Whats App group

Other programme Results are;

- Establishment and sustainability of Feeding programs which has reached 37 out of 50 phase two Schools
- Communities in collaboration with Phase One and Two Schools have continued to have a culture of purchasing various learning materials and playing materials such as Glue, Chalks, Tarpelins etc
- Sustainable Creation of various outdoor games such as Swing, Tires in PPE Classes and ECD Canters
- Pre-Primary Teachers has continued to teach according to the relevant Guidelines and Pre-Primary Education Curriculum and the use of Teaching Aids
- The Department of Education Quality Assurance in collaboration with the Ward Education Officers are currently conducting follow-ups in Pre-Primary Classes
- The Department of Social Welfare is currently conducting ECD Centre’s monitoring and providing various support such as registration of the canters
- Program *Whats App groups* have increased motivation for Pre- Primary Teachers and ease of learning together.

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

The overall objective of this Project is to ensure that Young Children in impact Districts are ready for School, CDO commits to deliver this Objective through an integrated approach that combines direct Engagement at micro level through communities, families, Schools and ECD Centers, ward officials and the Meso level through direct engagement with District and Regional authorities and other key Actors working on ECD Sector in taking ECD / ECE to scale.

By delivering this result framework the project has continued to aim and ensure coverage and quality of ECD / ECE in Tanzania taken to scale.

Program target 2021 in Phase 2 wards is to ensure Pre-Schools achieve 50% avg score on quality standards, 20% of children 3-4 years. attend Pre School. CDO in 2021 organized various trainings for 65 care workers from impact and non-impact ECD Centers from 30th October 2021 in Mvomero District attended by 20 participants (Male 2, Female 18) followed by Mlimba District on 8th December 2021 attended by 45 participants (Male 23, Female 21) to ensure the quality of education delivery in ECD. By December 2021 a total of 21 centers equivalent to 44% started implementing the Program and appeared in new quality. Some of those impact and non-impact centers are like St Bernard, Amani, Little Angel, Wema, Comfort, Judith, St Theresia, St Elizabeth, Ukombozi, St John, Upendo, Neria, k,k,k.t Mtibwa, Madizini Islamic .

Program target 2021 Expected enrolment in Phase 2 wards is to increase from 123 to 1,200 (600 M 600 F) Of which 120 will be MVC (60 M 60 F). for Children in partnership with the community. This goal has continued to be achieved by many parents sending children to schools in phase two schools where as of March 2021 the total number of registered children is 433(Male 262, Female 171) children in ECD Centers and 8422(Male 4382, Female 4040) 2741 (where MVC is 264 from Mvomero, Ifakara and Mlimba) District.

Program target 2021 in Region in Phase 2 wards is to ensure 50% parents provide toys, 70% caregivers 5+ play activities and 62% caregivers do not leave children alone with children. of phase 2 school committees and parents in ECD Centers where by the year 2021 a total of (329(parents) equal to 75% have been able to participate in the production of playing and learning materials. However, the level of service delivery has improved among care givers and parental involvement has increased significantly where ECD Centers like St John, Pathfinder, Madizini Islamic have been able to partner with parents in the manufacture of playing and learning materials where parents have been able to make various materials such as swings, toys.

Program target 2021 is Preschool facilitators to achieve 50% avg score on quality practice. (36 facilitators trained in Phase 1 wards). Where in 2019 and 2020 the Program has been able to provide training to a total of 65 caregivers of which 60 are from non-impact ECD Centers this completes a total of 94 care workers who received training in Morogoro Region.

Program target 2021 in Phase 2 wards is 40 pre-primary teachers identified and trained. Achieving 75% avg score on knowledge. CDO has successfully achieved this target by 2021 by being able to train Pre-Primary teachers for 3 days from Mvomero, Ifakara Tc and Mlimba District Councils from 16th June to 23rd, June, 2021. The training was attended by 168 participants (55 Pre-primary teachers, 17 male, 38 females, 50 Head teachers, Ward Education Officers 50, District officials 11 and 2 Regional officers).

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

CDO in the second quarter of 2021 elected Mr. Richard Mayunga as a Board member but also Prof Kuzilwa who was the Chairman of the CDO Board appointed in August 2021 by Her Excellency the President of the United Republic of Tanzania as Chairman of the Board of Directors of Hombolo College in Dodoma City. Following the nomination CDO elected Anna Marwa to fill the vacancy left by Prof. Kuzilwa and officially confirmed at Annual General Meeting 2021 making the total number of Board members 8.

CDO have continued to follow all procurement procedures and if any purchase is required first the relevant department identifies the services needed then consider the list of suppliers and make a formal agreement before finalizing the purchase order where the supplier sends invoice for payment procedures after making delivery and service reviews. All procedures go through all CDO financial manual in conducting requisition, quotations analysis and selecting a supplier with the best price commensurate with the value for money and who has an EFD receipt and a taxpayer. In reviewing the evidence and documentation CDO was audited in September 2021 by the Audit firms named ISHARA from Dar Es Salaam to provide an open-minded and independent examination of financial statements. CDO observed compliance with generally accepted accounting principles and statutory requirements.

Annex 1: Key summary of beneficiaries across Mvomero, Ifakara and Mlimba Districts

Category	Mvomero			Ifakara			Mlimba			Sub Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Pre- Primary Children reached (Phase One)	1395	1344	2739	407	383	790	569	541	1110	4639
Pre- Primary Children reached (Phase Two)	792	714	1506	745	579	1324	474	479	953	3783
ECD Centers Children reached -PG II	174	129	303	140	146	286	119	67	186	775
MVCs- also reflected in ECD data above	12	41	53	38	10	48	26	21	47	148
MVCs- also reflected in PPE data above	37	13	50	20	15	35	18	13	31	116
Pre-primary Teachers (Professional teacher)Phase I&II	20	61	81	21	5	26	19	9	2	134
Para- professional teachers in phase I & II	3	1	4	2	5	7	1	5	6	17
ECD Centers Care workers - phase I & II	11	1	12	4	4	8	2	2	4	24
School Head Teachers- phase II (PPE)	38	11	49	14	5	19	23	2	25	93
School Management Committees (SMC's)-Phase II	17	24	41	62	56	118	51	64	115	274
Parents reached through PPP- phase II	580	820	1,400	562	824	1386	377	694	1071	3,857
ECD Centers Parents reached through PPP-phase II	117	68	185	100	68	168	69	31	100	453
Parents reached through PPP- phase II	17	13	30	768	654	1422	445	420	865	2,317
Village Officials (VEO's & Chairman)	1	1	2	2	0	2	2	0	2	6
Ward - Education (WEO's)-Phase I (PPE)	2	1	3	2	0	1	2	0	2	6
Ward - Education (WEO's)-Phase II (PPE)	22	5	27	7	4	11	9	3	12	50
Ward Executive Officers-Phase II	2	6	8	4	5	9	3	7	10	27
District - Education (DEO, DAO & QAO)	2	2	4	2	2	4	2	1	3	11
District – SWO	-	1	1	1	0	1	0	1	1	3
District - Other Officials reached (DED, DPLO, DCDO, DMO, DHO, DNO)	3	3	6	1	2	3	2	3	5	14
Regional (RAS, REO, RAOs)	3	1	4							4
Government Teachers colleges (Morogoro: Nachingwea/Morogoro/Mandaka-Moshi)	1	1	2						2	2
TOTAL										16411

Annex 2: Status of implementation of Program Planning from January to December,2021

Activity Code	Details	Status
2.5(c)	MEL & COORDINATION	Completed
5.2(c)	Conduct pre-observation to selected schools	Completed
5.4(c)	Procuring Learning kits for pre-primary education	Completed
5.5(c)	Conduct 3 days teachers training (PPT, HT and WEO) training per district including 1 day for planning	Completed
5.4(c)	Parent Partnership programme (PPE) - Minimum Standards	Ongoing
5.1(c)	Strengthening and planning meeting with SMC's members	Completed
4.5(c)	ECD Centers Support (3 & 4 Years)	Completed

.....THE END.....