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## ISRP-ANNUAL REPORT 2022

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## **A. Executive summary**

The Integrated School Readiness Program (ISRP)/**Watoto Wetu Tunu Yetu**” is five years (5) Strategic and Development Program implemented in 3 Regions of Mwanza, Dodoma and Morogoro in Tanzania mainland, the programme is supported by Children in Crossfire (CiC) Tanzania under Irish Aid from the Government of Ireland's official international development aid program. In Morogoro Region programme implementation started since 2017 as a pilot/baseline survey, and direct implementation of the programme started on April 2018/2022. The Childhood Development Organization (CDO) is a non governmental organization that implements Watoto Wetu Tunu Yetu in Morogoro Region in 3 district councils of Mvomero, Ifakara Tc, and Mlimba Dc.

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 young children in the impact district. CDO has been working closely with different stakeholders including Governmental Authorities from lower level to higher level i.e., President’s Office Regional Administration and Local Government (PORALG), Ministry of Health Community Development, gender, elderly and Children (MOHCDGEC), Ministry of Education Science and Technology (MOEST) through Tanzania Institute of Education (TIE), Teachers Training Colleges (Mhonda, Mandaka, Singachini, Nachingwea), Morogoro Regional Administrative Secretary Office, District officials, ward officials, schools, and communities. In 2022 the project has a total budget of TZS 139,144,400/= equivalent to USD 60,497.56

The ISRP annual report 2022 is organized in different categories, first part is the executive summary of the whole report, the second part is strategic and framework updates on different issues globally, National and at the local context which influence the impact of the Programme implementation. The context analysis of socio-economic, cultural, environmental and religious observed due to Programme implementation the other areas/categories include engagement of different levels (Community level to National level), results of intended and unintended changes of the Programme, result frame, governance and management level of the organization. The lastpart of the report highlights beneficiaries, and the status of activities reached during programme implementation.



By 2022 Programme reached a total of 7,906 children from pre primary class (3860 Boys and 4046 Girls), and total of 670 children from ECD centres (362 Male and 308 Female), also programme reached 479 pre primary teachers (354 male, 125 female) 465 Head teacher (342 male, 123 female).

The ISRP Programme contributed in improving the quality of ECD Centers and Preprimary classrooms in Morogoro region through various trainings of Pre-primary school teachers, head teachers, Ward education coordinators as well as ECD Care workers with the proper engagement of Regional and District officials, along with training provided the programme also continue to support some of learning kits for pre primary and ECD centres transformation.

Through the quality classrooms transformed and its inclusiveness contributed to increase the assess to children and readiness to schools, 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 reach 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 safely play and learn.

The ISRP programme in Morogoro has continued to be successful and has been an attractive to other non-impact districts i.e., Morogoro municipal, Morogoro Dc, Kilosa, Malinyi, Ulanga, and Gairo. DEOs from non impact districts started to take an initiatives in their district to creates a stimulative learning environment along with allocation of quality classrooms for pre primary children in their district. Morogoro municipal organized and conducted 2 days teachers training in collaboration with programme team from CDO and CiC.



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

In recent years, quality early childhood education (ECE) has been receiving unprecedented attention globally (UNESCO, 2007; UNICEF, 2010). In sub-Saharan Africa, and Tanzania in particular, the quality of ECE has been arguably low (Ndijuye & Rao, 2018; UNESCO, 2007; UNICEF, 2010). Tanzania is among the countries in sub-Saharan Africa (SSA) in which the quality of ECE is very low due to under resourcing and inadequate infrastructure (Garcia, et al., 2008; Nsamenang, 2008; Young & Mustard, 2008). A report by UNICEF (2010) documented that children in Tanzania lack access to education and public health services, feeding, including vaccinations, clean water, and sanitation.

In low-income countries, only one in every five children has access to pre-primary education, those who are the least likely to attend early childhood education Programme would benefit from them the most. The Sustainable Development Goals (SDGs), and target 4.2 specifically, convey a clear objective that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. The global report confirms the importance of early childhood education in achieving SDG 4 and supports a bold challenge. All children must provided with at least one year of quality pre-primary education by 2030.

Tanzania's Vision 2025 target to reduce poverty and build an economically viable nation, include achieving middle-income status by 2025. The Education and Training Policy (ETP) of 2014 emphasizes the role of education in attaining national goals of achieving middle income status through poverty reduction and socio-economic, science and technological development. The government of Tanzania recognizes that securing enrollment alone is not sufficient to secure effective learning achievement needed for social and economic development. There is a concern that, while children are enrolled and attended preprimary classes, emerged evidence suggests that they are not yet learning effectively due to poor learning environment.

In Tanzania Primary enrollment increased by more than 2.5 million since 2013. Mainland now has 12.3 million students attending preprimary and primary classes. Nevertheless, Tanzania's education sector remains constrained by several key factors including inequitable access to early learning and primary education for rural marginalized and vulnerable groups, inadequate school learning



environments exacerbated by declining financing and increasing school populations, and a shortage of teachers and low teacher competencies. A long with all challenges facing education sector, through Watoto Wetu Tunu Yetu programme some of challenges are resolved in impact districts of Ifakara, Mlimba, Mvomero and Morogoro Municipal, the programme contribute to solve some challenges through improving learning and teaching environments, training of teachers, support of little fund for renovation, support of learning kits.

Also, the programme emphasises on inclusive learning environment in all schools, many schools currently have inclusive leaning environment for all children, along with support of inclusive learning materials such as large print books, braille, tactile, also improved infrastructure in pre primary classrooms. The District Education Officer (DEO) from Mlimba gave an order to all head of schools to reallocate budget to support pre primary classrooms, ***'for any request budget that need approval in my office it should contain items for pre primary education otherwise the request will not be approved,' said DEO Mlimba.*** And that lesson from Mlimba is currently used by other districts of Mvomero and Ifakara.

### C. Context Analysis

**Morogoro Region** is one of Tanzania's 31 administrative regions. The region covers an area of 70,624 km<sup>2</sup> (27,268 sq mi). The region is comparable in size to the combined land area of the nation state of Ireland. Morogoro Region is bordered to the north by the Manyara Region and 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 Njombe and Dodoma Regions. The regional capital is the municipality of Morogoro. According to the 2022 national census, the region had a population of 3,197,104 (1,579,869 M, 1,617,235 F). The Region has a total of 9 district councils which are: - Morogoro Dc, Morogoro Municipal, Mvomero, Gairo, Kilosa, Ulanga, Malinyi, Ifakara Town council, and Mlimba Dc, whereby among 9 district councils programme work directly in 3 district councils of Mvomero, Ifakara, and Mlimba, also programme cascaded to Morogoro municipal, while other district like Malinyi, Kilosa, Gairo, Ulanga, and Morogoro Dc has already put a strategy to learn and cascade from impact district.



The Morogoro Region has a tropical savannah climate with regular rainfall. In lowlands, the annual average temperature ranges from 18 °C to 30 °C. Nearly the entire year, the Region receives moderate temperatures of about 25 °C. Typically, the cooler season lasts from July to September. The Region typically experiences a bi-modal rainfall pattern, with long rains from March to May and short rains from November to January. The yearly rainfall ranges from 600 to 1800 millimeters.

The Region's main economic sector is agriculture. About 80–90%. The sisal estates, vast paddy farms, and sugar estates in Dakawa, Morogoro Rural District, Mngeta, Mlimba District, and Kilangali, Kilosa District are examples of large farms. The main crops for staple foods are maize Sorghum, sweet potatoes, beans, cassava, millet, groundnuts, tomatoes, fruits, and vegetables are some of the other food crops grown in the area. Cotton, coffee, sisal, onions, oil seeds (such simsim and sunflower), and some cocoa along the mountain slopes are the main economic crops in the region.

The major ethnic groups in Morogoro includes Luguru, Wandamba, Kaguru, Pogoro, Hehe, and Bena. However, in recent years, the immigration of pastoralists and agro-pastoralist like Masai, Sukuma and Barbaigs into the district has been observed, but also business people from all over the country. Some parents migrate with their children to farm areas resulting to school dropout. Existence of child labor in farming activities during harvest season and small business at TAZARA railway station for Kilombero District council. Majority of children are involved in various economic activities such as growing bananas, loading rice and fishing that in one way or another affect the enrolment and attendance of children at pre school.

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 Kisasi connecting Morogoro district with Kilombero District in the south which has passed in some impact wards like Mwaya, Mchombe and Ching, anda, Mkamba, Mlimba, Mbingu, 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.



In 2017, there were 872 pre-primary classrooms in Morogoro Region, 823 (94.4%) of which belonged to the public, and 49 (5.6%) to private owners. Pre-primary school enrollment climbed to 833 in 2019 (1.2% rise), of which 822 (93.2%) were public schools and 61 (6.8%) were private at the council's level, Morogoro DC had the most pre-primary schools in 2019 with 159 (157 public and 2 private), followed by Kilosa DC with 154 (148 public and 6 private), Mvomero 104 DC with 144 (143 public and 3 private), and Malinyi DC with 35 (35 public and no private).

By 2022 the allocation of new EPR classrooms has increased, after HT and school management committees (SMC) member to understood the importance of pre primary education i.e., DED from Mlimba Dc, gave an order to all HT to ensure that children are using mostly safe and clean building in the schools. Also, the enrolment and attendance of pre primary children has increased in impact districts of Mlimba, Ifakara, and Mvomero, that is due to improved learning environment, infrastructure, out door games, feeding programme, and teaching methodology.

- **Social changes**

The programme highly succeeded on engagement of parents and community in all levels of implementation, currently majority of parents are well aware on importance of participating on his/her child's school development. Parents engaged on ECD centers and preprimary classes during parent meetings at school level and ECD centers regarded as the social gathering where parents discussed different issues related to child development and other social issues. During these meetings parents develop various outdoor and indoor materials, also its a room for teachers and careworkers to capacitate parents on different issues like child protection, feeding programme. Also, the programme emphasises and participated on different Village meetings, i.e., village government meeting held at Diburuma Primary School with District Academic Officer and to discuss various issues such as PPE enrolment and feeding Program.

The program also emphasizes the participation of community and Bwawa la Chumvi Village Government to continue paying the two Care workers at the center. Other ECD centres have continued to provide feeding to children such as Upendo Mlali, Upendo Mwaya, k.k.k.t Mtibwa, Madizini Islamic etc.



Parents have continued to actively participate in feeding, outdoor games at Mwaya, Darajani Pre-Primary Schools and Mwaya Ward that has been able to encourage parents for each PPT to have the assistant teacher who is paid by PPE parents, also formation of a parent sub-committee and appointed a treasurer to take care of the fund and collect contributions from the parents.

The programme in collaboration with Bwawa la Chumvi communities has reached a good point where through the community engagement has been able to finish flooring, plastering the outside and inside, painting the classroom and currently the children are using new classroom.

The continuation of the programme to handover the learning kit to pre primary and ECD centres have increased motivation for teachers and caregivers and they have been able to create playing and learning materials and the village leadership has gained a lot of momentum after receiving the learning kits and is now gearing up for the construction of children's toilets. ***'We are very excited to receive the learning kit from Watoto Wetu Tunu Yetu, the programme helped us a lot, we got new classroom because of this programme and not enough they support us a bundle of learning kit we are very appreciating and promise to enrol many children as possible in order to allow all children to have access to quality education'*** (said village chair person from Bwawa la chumvi)

The Parents and Children Association group (UWAWA) played the big role in primary schools whereby they administerer of all matters concerning children at school example availability of feeding programme, follow up of children attendance at school, attendance and responsibility of teachers.

- **Economic changes**

Yet, Tanzania is improving its education to reduce poverty among its poorer populations. In an effort to reduce poverty, the Tanzanian government has made investments in education over the past decade. Since 2007, Tanzania's government has worked to provide free education for all its people and from 2011 to 2016, it increased its education spending budget by more than half. This led to a sharp increase in the rate of enrolment in primary education.



The cost of the tuition itself is only part of the total cost of education and many impoverished people in Tanzania are unable to afford the costs of traveling to and from school. In some rural parts of Tanzania, students have to travel nearly 15 miles every day just to receive an education

Tanzania's economic development has faced significant roadblocks in the past, with the COVID-19 pandemic being especially detrimental. However, it is clear that Tanzania is improving its education to reduce poverty among its population. To reduce poverty rates and improve career opportunities, the Tanzanian government is investing in better education for its citizens. With the support from education programmes implemented in Tanzania like Watoto Wetu Tunu Yetu, Tanzania will reach at a good point of all children to have access to quality education with low/no cost.

For the past 4 years of the programme implementation, many positive changes happened in the community, or direct to the beneficiaries one of those changes touches economic status of community and beneficiaries. The enrolment of children in pre-primary classes and at ECD centres helped parents to go in other productive activities included farming activities, small business, and contracted works in sugar care estate in Kilombero and Mtibwa.

The programme emphasises on the uses of collected locally available materials from the community that are cost effective/no cost, the collection of bottles of water, boxes, maize cobs, bottles caps, small stones, counting sticks, reduces the cost of using purchased materials for teaching and learning in the classroom, instead of collecting money from the parents, the pre primary teachers and ECD care worker have been involving parents in collection and production of local playing and learning materials. Proper engagement of parents in different activities reduces the schooling/centre running cost hence improve economic status of an individuals.

***'For the first time when I saw this Mhonda class I was so afraid because, I thought it involves high cost, but after observing the tools and materials used also asking the teacher, she told me that it was her own effort with the parents engagement that make her classroom look like that, from that lesson now my classroom is also stimulative with a rich of teaching and learning materials without spending a lot of money' (said PPT Ngomeni primary school the cascaded school from Mhonda)***



- **Religious changes**

For several years programme has been working with religious institutions in the community. During sensitization meetings conducted by the programme, religious leaders are involved, to discuss different agenda concerning children such safety and security, responsive caregiving, feeding programme, and stimulative learning environment, programme work closely with ECD centres found at religious institutions without any bias, both Christianity and Islamic institution are involved equally.

For the year 2022, ISRP programme in Morogoro region has been working with a total of 16 ECD centre whereby 8 out 16 are from religious institutions in both mosque and churches. That programme enabled knowledge to spread to other member of the church from their leaders and caregivers who are trained and capacitated by the programme. Due to stimulative learning environment at those centres found at religious premises, parents are highly motivated to enrol children, so that reduces the number of street children and ensuring child safety and security.

Programme has been supporting both ECD centres equally, in terms of training, and learning kit, for the year 2022 programme succeeded to complete the support finishing of 1 building at Bwawa la chumvi which found at mosque owned by community



*Jointly community of learner at Mofu*



*The supported building at Bwawa la Chumvi*

Also, the programme through community of learners conducted has been engaging both religious and private primary schools around the impact wards.

- **Cultural changes**

The programme has been implementing different activities in the impact area of Mlimba, Mvomero Dc and Ifakara Tc, among those activities are direct impacted the community and resulted to different changes like cultural changes. Programme contributed a lot to bring gender balance in community, before pre primary teacher were not conducting meetings and for few schools which conducted meetings only women were attended, but programme bring a common understanding on importance of conducting parents meeting, also engagement of programme staff during these meetings added value and bring an awareness to parents, currents both men and women attending meeting and participating in different school activities.

The program continued to emphasize and motivate head teachers, schools/center committees and parents on important of feeding program, clean drinking water, outdoor games, currently more than 80% of both phase I, phase II and cascaded schools have improved on feeding, and developed different games for children, and more than 95% of ECD centres have set a feeding routine as a mandatory agenda and discussed throughout school meetings. The program has also managed to improve SWASH system at schools whereby both hand washing and drinking water are currently prioritized at schools and ECD centres, more than 75% of 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.



***Photos showing engagement and participation of parents in different school activity***

- **Environment changes**

CDO in collaboration with CiC has been providing various trainings to Pre primary techers, head of schools, cere workers, and ward education coordinators, during these training teachers are capacitated on different teaching methodologies regarding to Tanzania education policy and PPE guidelines, through this programme teachers are very aware on teaching and learning environment both outdoor and indoor environments. The programme has been supporting teachers and parents to create various outdoor games and materials development that stimulate brain growth, the response has been great especially after the education given to the parents who have been able to collaborate with the schools to create various indoor and outdoor games by using local available material around the environment.



***Parent developing outdoor games***



***Recycled materials collected as learning materials in the classroom***

The program has also been able to change the learning environment of the PPE Classes and ECD centre that seems to be better than the rest of the upper classes, making parents convinced of enrolling children but also making the community aware of the uniqueness of the PPE Class, more than 97% of programme schools from Mvomero, Ifakara Tc, Mlimba have stimulative learning environment in both indoor and outdoor schools like Mhonda, Nganjengwa, Ngwasi, Mwangaza, Madizini, and

others have very attractive learning environment. Pre primary teachers, care workers, parents and children tend to collect materials like boxes, cans, bottles, and others, that used in a classroom as teaching or leaning tools. Collection of such materials from the environment leave the environment safe and clean.

Availability of collected materials in the classrooms, make the classroom attractive, when those materials are well arranged in the learning corners, after collected materials teachers and care giver clean and make them safe for children to use.

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

The ISRP programme has been implemented in Morogoro Region since 2018, during the implementation of the programme, different stakeholders have been engaged from community level to National level. Programme work closely with government systems including, President Office Regional Administrative Local Government (PORALG), Ministry of Health, Community Development, Gender Elderly and Children (MOHCDGEC), Ministry of Education Science and Technology (MOEST), Regional office, Mvomero, Ifakara and Mlimba Executive Director Office, Ward office, Teachers colleges, like Mhonda, Nachingwea, Morogoro teachers' college, Local government authorities (LGAs).

Engaging with stakeholders is crucial to the success of the ISRP project, this started from planning process, up to implementation process. Effective engagement helps to translate stakeholder/beneficiaries needs into organizational goals and creates the basis of effective strategy development. The program has continued to engage different key stakeholders/beneficiaries in implementation through various forums e.g., School committee meetings (SMC) and Center Committee meetings (CMC), parent meetings, RALG meetings, community of learners, community sensitization meetings, and various jointly Monitoring and Evaluation visits. Also, the programme has been involved in different meetings/workshops/events, called up/organized by Region, Districts or other partners like Ten/Met, Tecden, etc.

- **School and ECD centers level**

By 2022, the programme reached a total 289 primary schools in phase I, II and cascaded from 3 impact districts of Mvomero, Ifakara and Mlimba Dc, also programme cascaded to 102 primary schools in non impact district of Morogoro municipal. Still programme continue working with ECD centre whereby in 2022 a total of 16 ECD centres out of 18 are still in operation, Agape ECD and kkkk



Ching'anda were closed. Programme continue supporting schools and centres by making regular visits as well as collaborating with pre-primary teachers, care workers and head of schools, school management committees and centre management committees to ensure the development of pre-primary schools and ECD Centers.

The program has been able to use various school forums such as parent meetings, committee meetings and community of learners' meetings 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, and care workers, feeding programs, SWASH, safeguarding and child protection, and outdoor games. By 2022 programme conducted teachers refresher training and supporting of learning kit including inclusive materials (Books) that handed in 3 impact districts. The training involved 50 impact schools (27 from Mvomero, 11 in Ifakara TC and 12 schools from Mlimba DC). A total of 199 participants were reached during the training where 50 Pre-primary teachers, 50 Head teachers, 50 WEOs, 10 District and 2 Regional officers, plus 37 Teachers from Municipality.



- **Village/community level**

The programme engagement started from lower level of village/community in all levels of planning and budgeting and implementation process. The collection and prioritization of different issues from the community depend on the proper involvement of communities in all levels of implementation. The involvement of Village level aimed also to create awareness and the importance of Village government to plan and budget for Early Childhood Development programs in Village budgets and plans. Integrated school Readiness Programme conducted various meetings at village levels. For example, villagers from Bwawa la chumvi mobilizing themselves to build a room for ECD children and programme supported to finish. The programme works closely with Village Executive Officers, Village Chairman and sub committee's representative members. By 2022 programme team participated in village meeting and got a chance to mobilize on issues of child protection and safeguarding the meeting organized by Bwawa la chumvi community also, programme supported learning kit like, Tarpaulins, Big Glue, Manila paper, Flip Chart, Crayons, Scissors and books for Children with Special Needs. The released learning kits have increased motivation for caregivers and they have been able to create playing and learning material and the village leadership has gained a lot of momentum after receiving the learning kits and is now gearing up for the construction of children's toilets.

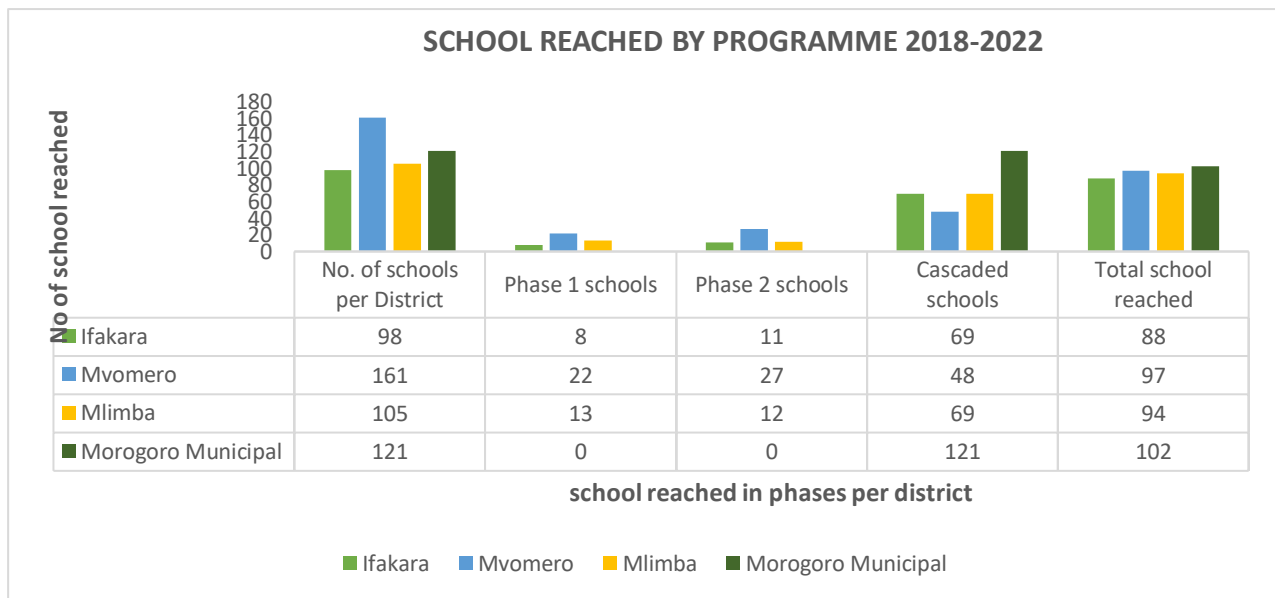


- **Ward level**

By 2022 integrated School Readiness Programme worked with 56/69 wards whereby 6 from phase I and 50 from phase II across Mvomero Ifakara and Mlimba Districts and covering a total of 279 Primary Schools out of 365. The results achieved in pre-primary schools and ECD Centers have been contributed by the proper engagement of ward education officials who have been co-coordinating schools and ECD Centers more closely.

The program conducted various trainings and joint monitoring and Evaluation visits with Ward Education Coordinators as the capacity building so they can monitor the programme at their schools. In the phase II of programme, the main actors are Ward Education Coordinators, due to nature of implementation modal, programme facilitated one school per ward by providing training to pre primary teachers, head teachers and WEO, support of learning kit and renovation support, but all remained schools around the ward requires an effort of WEOs in scaling up, the Ward Education Coordinators contributed to cascade from 50 impact schools to 186 schools from 3 district of Mvomero, Ifakara Tc, and Mlimba Dc, in phase II. This achievement reached is due to proper coordination of community of learners organised by WEOs, in 2022 more than 250 community of learner conducted in all schools both phase I and phase II schools.

**Figure below illustrate the number of cascaded schools per district.**



The Programme in collaboration with District education office able to designed a reporting tool/template, that used as a guide to WEOs on daily follow up. Report sends to DEO/DAO office and copied to ISRP office, that help to keep WEO responsible on follow up and scaling of the programme.



Sample of WEOs reporting tool

Different photos of community of learner sessions

Programme participated twice in Mvomero District WEOs Quarterly Review Meeting; the main objectives of the meetings were to discuss Academic development in Primary Schools in Mvomero District as well as the implementation of various development projects including the ISRP Project (Watoto Wetu Tunu Yetu). A total of 26 Ward Education Officers were able to attend the meeting and provide feedback on the implementation of the Program. The session enabled WEOs to share their success, challenges, way forward put an action plan to ensure all its existing schools in the ward have stimulating Pre-Primary classrooms. ***'All WEOs, to reallocate buildings to PPE children if the school have quality room that should be PPE class, also Head teachers should make sure that in any budget requested there should be an item for PPE children... order from DEO Mvomero'***



Photos show the First and second WEOs meeting at Mvomero District

▪ **District and Regional level**

By 2022 the Integrated School Readiness Programme (ISRP) continued working with three district councils of Mvomero, Mlimba and Ifakara Tc. The programme engages different departments from District and Region level, these departments include: - Education, social welfare, community development, special need education office, School Quality Assurance, furthermore the programme also works closely with DED, and RAS office. All these departments played a great role in supporting the implementation of the programme in components of ECD centres and Pre-primary education. The Education, and Social Welfare departments have highly engaged and supported the programme implementation during training of ECD caregivers, training of pre-primary teachers, joint school mentoring visit and parents/community awareness.

Programme has been succeeded to conduct and participated in different meetings/forums at District and Regional level, and the programme conducted several meetings at the district and regional, these meetings involves an inception meetings, and programme review meetings, the inception meetings conducted because there were changes of leaders/officers i.e. in Mvomero Dc all education department officers, District Executive Director changed, also at Ifakara there were changes of DEO and for Mlimba there was a new DED, programme also conducted an inception meeting at regional



*First right is REO running RALG session that included Principal Officer-Guest from PO-RALG, CiC*

level aimed to build and strengthen relationships with new regional officials , reviewing the implementation of the Program, Increase and strengthen Joint participation in Project implementation, finding solutions on various ongoing challenges in Program implementation, plan for scale up of the programme in all Districts, and



*RALG Meeting at Mlimba Dc, meeting includes RAO, RCDO, DED Mlimba, DPLO, DEO, CDO staff*



share Project plans in parallel with creating Project ownership for RALG.

On 7<sup>th</sup> Dec 2022, CDO organized and conducted Annual Regional Review Meeting, the meeting attended by Districts Education officers (DEOs), District Academic Officers (DAOs), District special need officer (DSNO), School Quality Assure Officer (SQAQO), from District of Mvomero, Mlimba, Malinyi, Ulanga, Morogoro Dc, Morogoro Municipal, Kilosa, Gairo, and Ifakara Town council.

The guest of honour was Regional Administrative Secretary RAS, who was accompanied by Regional Education Officer (REO), Regional Academic Officers (RAOs), the meeting got a representative of programme focal person from PO-RALG office. The objectives of the meeting were: - experience sharing between impact and non impact districts, sharing programme implementation updates, planning for action on programme scale up in all Districts at Morogoro Regional. The impact districts of Mvomero, Ifakara Tc, Mlimba shared the programme implementation updates of 2022, the content of updates shared includes the programme success, challenges, best practices, lesson lent, and way forward to scale up the programme in schools within the district.



RAS addressed the issues of child protection and safe guarding, that should be given priority at all level starting from the family, community, and at school, also he insisted on feeding programme along with safe drinking water to young children at schools, REO gave an instruction and insisted DEOs, DAOs, DQAO, DSNO, to take an action to scale up and sustain the programme. Along with all events the ISRP programme supported a special needs book to impact district whereby about 150 books of braille, large print and tactile given in each district, the handed over done by RAS.

During the meeting non impact district of Morogoro municipal, shared a success story on the achievement reached like training of all pre primary teachers and head teacher by using own insource, DEO from Morogoro municipal gave directives to all head teachers to support pre primary to attend the two days training organised by DEO office, with support of technical from CDO and CiC, about 102 pre primary teacher and 98 head teachers attended the training. During the training, PPTs and HTs exited with the stimulative modal classroom designed by using local available materials, all PPTs inspired to make changes in their classrooms, up to date more than 60% of primary schools in Morogoro municipal have allocated classrooms for pre primary children and more than 50% of that allocated classroom have learning and teaching materials (stimulative).

Program Participated in Morogoro stakeholder's forum: The Morogoro Region Education Stakeholders Meeting was held on 1<sup>st</sup>-2<sup>nd</sup> July,2022 at Muslim University of Morogoro (MUM). This session organized by the Morogoro Regional Commissioner's Office with the aim of discussing the development of education in the region and congratulating the President of the United Republic of Tanzania for the best work she has been able to do for a year since she came to power especially for the Morogoro region. CDO has been awarded as one of the major contributors through the ISRP to the education sector in Morogoro Region. The **motto** of the Education Stakeholders Meeting for 2022 was; - ***Engagement for quality education***



- **National Level**

The United Republic of Tanzania (URT, 2012) follows the 1(2)-6-4-2-3+ formal educational model, which includes one (or two) years of PPE, 10 years of compulsory primary and lower secondary education, two years of upper/high secondary education, and three or more years of tertiary education. The system evolved from the inherited 4-4-4-4+ colonial education system. With Tanzania's rapid economic growth and social changes as well as technological advancements throughout the world, it became obvious in the early 2000s that Tanzania's existing education policy was not bringing the desired results. The Education and Training Policy (ETP) (Ministry of Education and Culture, 1995) aimed to increase access to education without compromising the quality thereof, and focus on issues related to inclusiveness, class size, improved teacher training, and attrition issues (Ministry of Education and Vocational Training [MoEVT], 2014). As such, educational practitioners started to argue for changing the education policy to meet new demands.

The government of Tanzania acknowledged pre-primary education for children ages 5 and 6 years under Tanzania's ETP in 1995 (Ministry of Education and Culture, 1995), and placed it under the direction of the Ministry of Education. However, it was formalized and made compulsory and free in the 2014 Education and Training Policy (MoEVT, 2014). The recognition of pre-primary education was a response to the international policy statements which emphasized the rights of education for all children. The government of Tanzania agreed to provide ECE in partnerships with parents, community, and nongovernmental organizations.

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, Ifakara Tc, and Mlimba. The programme has conducted joint visit/meetings for the purpose of learning and observing the progress of the programme, Creating and strengthening the relationship between the Program and RALG, Increase and strengthen Joint participation in Project implementation, finding solutions to various ongoing challenges in Program implementation, Sharing Project plans in parallel with creating Project ownership for RALG.



By 2022, the programme hosted a visitors from PO-RALG office, on 15<sup>th</sup> of February 2022, Dr. Mgogo who is Principal Education Officer from PO-RALG, visited the programme for the learning purpose, the programme team planned for a joint visit which took place from 16<sup>th</sup> to 18<sup>th</sup>, February, 2022 in including Regional officers, the visit started in Mvomero District Council in Phase Two Schools of Mhonda and phase One of Madizini Pre-Primary School followed by Ifakara Town Council on 17<sup>th</sup>, February, 2022 at Darajani and Mwaya Phase One Pre-Primary Schools and Milola Phase One Pre-Primary School followed by Mlimba District Council on 18<sup>th</sup> February, 2022 visited Mwangaza and Ngwasi Phase two Pre-Primary Schools . During the jointly visit the Principal Education Officer from PO-RALG was very exited on the success reached by the programme such as availability of stimulative learning environment, feeding programme, outdoor games, engagement of parents, sustained community of learners, SWASH and safety of children a school, transition of standard I and II.

Another jointly visits includes the Principal Education Officer from PO-RALG, Regional officers, CiC, and CDO, took place on 24<sup>th</sup>, March 2022 in Mvomero District in phase one School of Ng'wambe in Doma ward and Ifakara Town Council in Darajani and Mwaya Phase One Pre-Primary Schools in Mwaya ward and concluded by Mhonda, Madizini and Kiwandani Pre-Primary Schools in Mvomero District on 25<sup>th</sup>, March, 2022. During the jointly visit, RAO has given instructions to Ngwasi "a/g" Head Teacher to ensure that the Ngwasi PPE classroom that had lagged far behind to ensure that it becomes stimulating, after the schools visit the team got a chance to meet DED Mlimba and give him feedback on a field visit made to Phase two Schools, whereby DED instructed DEO to ensure programme sustainability and scale up in whole District.

The programme team and RALG officers has Successfully hold a Program Review session with the new Town Primary Education Officer (TPEO) Ifakara and outline the strategies in place to scale up the Program, the Town Primary Education Officer (TPEO) has applied for a permit from the District Commissioner for parents to contribute to Feeding. The principal officer (PO-RALG) noted the absence of good PPE follow up mechanism and advised TPEO Ifakara to improve the monitoring area, and gave an order to DEO and DAO (programme focal person) to make follow up and plan for scale up of the programme to all schools around the district.





**Photo;** Program discussion session in Ifakara Primary Education Department Offices led by Principal Officer (PO-RALG) sitting second left.



**Photo:** Principal Education Officer (PO-RALG) in a joint discussion with teachers at a community of learners' session organized in Mwaya ward.



**Photo:** CiC and CDO Joint visit at Mhonda Pre-Primary School.



**Photo;** CDO and RALG in a joint visit at Mwangaza Pre-Primary School-Mlimba TC



**Photo;** CDO and RALG in a joint visit at Milola Pre-Primary School-Ifakara TC



**Photo:** Principa Education Officer(PO-RALG) receiving a Pre-Primary Class explanation from a Teacher.



**Photo:** A reflection session on Project Implementation led by RAO at Madizini Primary School-Mvomero DC



**Photo:** A reflection session on Project Implementation led by RAO at Mwangaza Primary School-Mlimba DC



**Photo:** A reflection session on Project Implementation led by RAO at Milola Primary School-Ifakara



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

- **High commitment of the Regional, and District officials, WEOs, HTs and PPTs, careworkers, on PPE and ECD Component in Morogoro Region.**

In 2022, high successes reached by the programme are contributed by commitment of stakeholders/beneficiaries engaged in programme from regional level to community level, the proper engagement of Regional, and District officials in programme supervision contributed to make WEOs, HTs, and PPTs accountable with the programme. During the pre primary teachers/careworkers training, after all sessions the participants such as regional officials, District officials, WEOs, HTs, PPTs and care workers prepared an action plan for programme implementation, the action plan prepared according to the schools/centre and district demands.

*Below: Sample of action planned at District level*

Requirements	Strategies	Indicators of success	Time	Responsible
To increase no. Of cascaded schools in all wards	To cascade the pre primary classrooms from one classroom in the ward to all schools around ward and reach whole district	No. of schools reached	July 2022- Nov 2023	DED, DEO, Community, CDO, CIC
To increase no. of trained PPE teachers from 0-25 reaching 2021	To train PPE teachers to increase their knowledge reaching 2020	No. of trained PPE teachers	July 2022-June 2023	DED,DEO, Community, CDO, CIC
Availability of safe and clean drinking water to the schools	To discover areas/ schools with a challenges of safe water	To reach all 22 schools in all 3 wards to have safe and clean water	July 2022- Nov 2022	Ward health officers, Ward nutrition officers, MEK, WEO, DHO,
To cascade the programme in whole district	To conduct training to all teachers form non impacted schools/wards	No of teachers trained No of schools reached	July 2022- Nov 2023	Ward health officers, Ward nutrition officers, MEK, WEO, DHO,DED
Availability of food/ feeding programme to the schools	To make a planning and follow up strategies	Having feeding programme to the schools	July 2022- Nov 2022	Ward health officers, Ward nutrition officers, MEK, WEO, DHO

MVOMERO DC

MLIMBA DC

- **Increased enrolment and child readiness to school**

Due to stimulative learning environment in impact primary schools, parents are motivated to enrol children this led to increased number of children in impact schools, most of the impact schools from Mvomero, Ifakara and Mlimba have enrolled excess number of children in the classroom e.g., Madizini, Mhonda, Mtibwa, Mlali, Ngajengwa, Kipera, kidudwe, Vigaeni, Darajani, Mwaya, Mgudeni, Udzungwa, Kisawasawa, Maendeleo, Jangwani, have children more than 100 children in the classroom. Availability of Stimulative leaning, outdoor games, feeding programme, contributed to increase daily classroom attendance, children are motivated to come to school.



*Photos: showing some impact classrooms with high enrolment, Mtibwa, Mhonda, and Nyandila*

- **Transformation of learning and playing environment**

One of the big achievements reached by the programme is transformation of PPE classroom, pre primary teachers training, supported learning kit, parents meeting, community of learners, and frequent monitoring and mentorship are the components that contributed in such transformation, more than 89% of the programme schools both from Phase I, phase II and cascaded schools in Mvomero, Ifakara, and Mlimba has transformed.



**Photos: Some of transformed classrooms, Mwangaza, Darajani, and Kiwandani**

- **Transition in standard I&II classes with transformative stimulating learning environment**

The transformed pre primary classrooms has motivated other upper classes like standard I and II to prepare their classrooms to be stimulative too, many schools have adopted pre primary modal of having learning and playing materials, teachers from upper classes are more attracted with the pre primary classroom, that led to use the pre primary classroom as the resting room during break time or after the session. The transition of these classes of standard I and II has been motivate by community of learner sessions which involve them in material development.

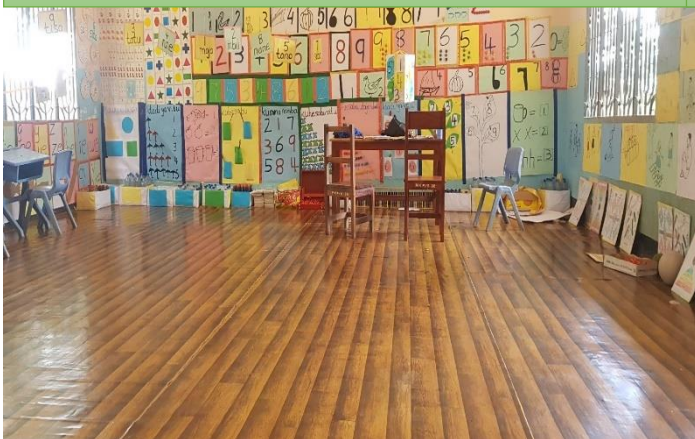
*'I have been visiting pre primary classroom and become exited, after participating in community of learner, I realized that its simple to have stimulative classroom, slowly I started to take initiatives of changing my classroom by support from my head teacher' (said madam..Auxilia standard I & II teacher from Jamhuri primary school)*



**Jamhuri pre primary classroom**



**Jamhuri standard I & II classroom**



**Darajani Pre primary classroom**



**Darajani standard I classroom**

- **Improved SWASH system primary schools ECD centers**

The Programme has contributed a lot in cultural and behaviour changes, in many programme schools there is drinking water for children and hand washing water and facilities. Pre primary teachers and ECD caregivers has been ensuring the availability of drinking and hand washing water, although in some area there is a scarcity of water whereby some of water tapes are not releasing water, for the rural areas they use of wells and rivers water. About 94 primary schools and 16 ECD centres from Mvomero, Ifakara, and Mlimba have improved in SWASH system. Head teachers supported to purchase buckets for water storage.



- **Development of Outdoor games in programme schools**



Parents are engaged in development of outdoor games, apart from pre primary classroom having indoor games and other learning materials but still children need outdoor games for their learning, physical development, health improvement, socialization and language development.



Most of schools developed outdoor games using local available materials found in the environment, schools like Kiwandani have a sustainable outdoor game, more than 70% of the programme schools have

developed outdoor games for the children.

- **Active parents' engagement and participation in child learning cycle**

one of the topics facilitated during the teachers/careworkers training was parent engagement (parent partnership programme), before the programme, schools was calling for parents meeting by engaging all parents from all classes, but after getting knowledge on how to engage parents separately helps to solve issues like feeding programme, development of outdoor games, participation in other issues concerning child at schools, parents willingly contributed to bring fire woods, purchasing of sitting mats, visiting schools and help to cook. This practice of calling parents meeting separately adopted by other classes like standard I and II. Most of pre primary teachers has conducted more than 3 meetings per year. In most of schools like Madizini, Mhonda, Mkusi, Ngwasi, Mwangaza, Muungano, Kisawasawa, and others has initiated pre primary parents' committees which is responsible to make follow up to other parents.



***Photos: showing engagement of parents in different activities at school***

- strengthened and sustained community of learners

Watoto Wetu Tunu Yetu programme contributed to strengthening and sustain community of learners, Ward Education Coordinators (WEOs), playing a big role ni coordinating these community of learners meeting. According to programme modal, the community of learners is the base for the programme scall up.

Programme has been providing communication allowance to 56 WEOs and champion teachers to support coordination. The wards like Mtibwa, and Mchombe from phase I schools have set for sustainable plan for community of learner sessions, this community of learner sessions has motivated other non impact teachers from private and government schools to join and learn together. The engagement of project staff during the community of learner meetings led to increased knowledge and skills of pre primary teachers.



*Photos: shows the different community of learner sessions from different schools*

- **programme scale up**

The Municipality of Morogoro was very interested in the training for Mvomero Teachers thus in collaboration with the Regional Education Offices they organized the training for Head Teachers and Pre-Primary Teachers and requested the Program to conduct the training and now a total of 121 Primary Schools from Municipalities have started implementing the Program. Other District councils in Morogoro region like Malinyi have also been motivated by the program and have started a whats App group for Pre-Primary Teachers.



***Photos: shows Morogoro municipal teachers during training conducted at Kikundi primary school***

## Best Practices study

**TITLE:** Parent participation in the development of the PPE at Madizini primary school in Mtibwa ward



**Mr. Elijah Savuo** a Pre-Primary School Parent at Madizini Primary School due to the ongoing struggle in Pre-Primary class done by Pre-Primary Teacher was decided to donate chairs and one table for the children which he handed over to PPT-**Monica Kibena** on 23<sup>rd</sup> June, 2022.

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

Childhood Development Organization is implementing Integrated School readiness programme (ISRP), the main objective of the project is to ensure that all Young Children in impact Districts are ready for school, CDO is working in participatory and integrated approaches to ensure the programme goals are reached and achieved, through the agreed capacity, CDO has succeeded to implement the Programme and achieved more than 95% of the result framework with the series of capacity building conducted to staff on child protection, Programme implementation and Management.

The best practices and quality standards of pre-primary classes and ECD centers contributed by strong and expertise of CDO staff along with strong engagement and collaboration with other stakeholder and Government officials form village to Nation level in all implementation areas of Mvomero, Ifakara Tc, and Mlimba District Council, workshop and training conducted to district and regional officials strong increased Community engagement in promoting, supporting, sustaining and improving pre-primary education and ECD centers.

Program target by 2022 in Phase 2 wards is to ensure Pre-Schools scaled up from 1 school in a ward to at least 70% of all schools within a ward by October 2022.

The programme target is to ensure that children are ready to school and enrolment raised by at least 20% by 2022, Due to improved learning and teaching environment in the programme schools, the intention is to increase the attendance. Programme target to reach all pre primary teachers from impact district, investing to WEOs in coordination of community of learner's sessions increased the number of capacitated teachers.

By 2022 Program targeted to engage more parents in school activities, at least 60% of the parents to be engaged direct in school activities such as material development, support of feeding programme, outdoor games development. The engagement involves both parents form Pre primary classes and ECD centres

Program target in 2022 is Preschool teachers to achieve at least 60% in Phase 2 wards whereby 50 pre-primary teachers direct trained. Programme achieving more than 75% improved knowledge and skills of teachers and care workers whereby about 50 PPTs, 50 WEO, 50 HTs, trained from impact districts of Mvomero, Ifakara, and Mlimba.

CDO in collaboration with CiC conducted programme end of year MEL, the activity target to measure the impact of programme to children also, to compare programme schools and non programme schools. The activity involves the engagement of Regional and District Officials, this activity conducted in impact districts of Mvomero, Ifakara Tc, and Mlimba, these impact district compared with Morogoro Dc. The end of year MEL based on assessment of children by using KUYEA tools, also assessment of teacher's knowledge and practices, classroom activities and minimum standards by using Kobo Collect tool. The assessment conducted in both phase I and phase II schools, from phase I assessment conducted in 5 schools, phase II 8 schools, 3 ECD centres and 3 schools from non impact district of Morogoro Dc, 3 children assessed from each school.

KUYEA tools developed by ministry of Education Science and Technology (MoEST), in collaboration with other education partner intended to use this assessment form to assess children in all 6 competences by deploying games. The status of classrooms from non impact district is very worse, children are sitting down on dust no sitting mates, no learning and playing material, no feeding. The



results not analysed yet, will be shared with region and district to see on what to improved. But from the comparison of infrastructure impact school has allocated quality classroom than non impact school, poor allocation of PPE classrooms is due to lack of awareness and knowledge on ECE. There is a big need of other district to learn from impact district example Morogoro Municipal which took an initiative.



***Pre primary classrooms from non impact district of Morogoro Municipal***

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

There has been an administrative change starting at the regional level where the Regional Commissioner and Regional Administrative Secretary have also been transferred. Also, on the part of Mvomero District Council, the Primary Education Officer has also been transferred.

Following the expiration of the organization financial policy of 2017/2022, the new/revised financial policy of 2022/2027 by CDO SMT and board of directors approved the recommended changes of staff field periderms based on current life demands, full perdiem will be Tsh.100,000/ and half perdiem will be Tsh. 50,000/.

By 2022 CDO planned to conduct financial audit, the CDO management and the Board of directors have already engaged the auditor to facilitate this activity. Also, the resignation of ISRP coordinator reduced a workforce to remained 2 staff regarding the size of working areas.

By 2022, CDO through procurement department purchased office furniture whereby 5 executive chairs, 2 executive tables, and 1 big photocopy machine were purchased.

**Annex 1: Key summary of beneficiaries reached by programme in 2022**

Beneficiary category	Morogoro Municipal		Mvomero District		Mlimba District		Ifakara Tc		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Trained HTs	47	43	23	4	9	3	8	3	140
Trained PPTs	6	96	19	8	8	4	9	3	102
RALG	3	2	2	2	1	3	2	2	17
WEO's	-	-	5	22	3	9	2	10	24
PPE Children			2059	2015	1156	969	1085	1030	8314
ECD Children			168	196	58	63	136	142	763
<b>Total</b>									<b>9,360</b>

**Annex 2: Status of implementation of Program Planning from January to December,2022**

4.3 (T)	Teacher's refresher training (PPT, HT and WEO)	2022	Completed
4.4 (T)	PPE Learning kits Support	2022	Completed
2.5 (T)	Monitoring and Mentorship support	2022	Completed
	RALG and Joint school visit with PORALG), District, CiC and CDO	2022	Completed
	Participation in Mvomero DC WEOs Quarterly Review Meeting	2022	Completed
4.5(T)	ECD Centers Support (3 & 4 Years)	2022	Completed
	Participate in Morogoro stakeholders' forums	2022	Completed
	2 Days Teachers Training	2022	Completed
	Conducted End of Year general MEL	2022	Completed
	Conducted Regional Review Meeting	2022	completed

