

ANNUAL REPORT FOR YEAR 2012

DECEMBER, 31



EDUCATION DEVELOPMENT FOUNDATION (EDFO)



*P.O.Box 10630
Mwanza, Tanzania
Tel: +255 (0) 28 2561369
Cell: +255-784-554884
Email: edfotz@gmail.com
www.edfotz.org*



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Abbreviations:

EDFO:	Education Development Foundation
	Educating, Developing and Facilitating Organization
STOP:	Sensitize, Train, Observe and Publicize
SWASH:	School Wash Sanitation and Hygiene
WASH:	Water Sanitation and Hygiene
COWSO:	Community Owned Water Sources Organization
YD&TMP:	Youth Development and Talent Management Program
THAT:	Tandabui Health Access Tanzania
HIV:	Human Immunodeficiency Virus
AIDS:	Acquired Immunodeficiency Syndrome Parchment
ECED-DOM:	Early Childhood Development – Diocese of Musoma
UMABU:	Umoja wa Maendeleo Bukwaya (Bukwaya Development Initiatives)
CAG:	Community Audit Group
TNA:	Training Needs Assessment
PEDP:	Primary Education Development Plan
ETP:	Education and Training Policy
YD&TMP:	Youth Development and Talent Management Program
SNV:	The Netherlands Development Organization
FPCT:	Free Pentecostal Church of Tanzania
TZS:	Tanzania Shilling
MPI:	Mwanza policy Initiative
TDH:	Terre Des Hommes

1.0 ORGANIZATION PROFILE

1.1: Who We Are

Inception and Legality:

Education Development Foundation (EDFO) was established in 2001 and registered in 2002 under the Trustees Incorporation Ordinance (Cap.375) as non-governmental, non-profit organization in Tanzania.

Purpose

EDFO was established for the purpose of promoting, linking, organizing and implementing educational programs which lead to intellectual, moral, physical and social excellence to Tanzanian society.

Vision

EDFO envisages socially and economically strong Tanzanian society.

Mission

EDFO exists to significantly contribute towards the wellbeing of the Tanzanian society through imparting knowledge, enhancing skills, changing attitude and giving information for present and future sustainable development.

Philosophy

“No one is hopeless”

1.2 EDFO'S Key Objectives

- To develop and conduct training programs and organize workshops and seminars aiming at equipping small and medium entrepreneurs/students with the knowledge/skills in business management to be able to exploit the available opportunities and taking advantage of globalization.
- To fully collaborate with the government and other stakeholders in the endeavors against poverty, diseases (such as HIV/AIDS) and ignorance. This is (deliberately) done by initiating and maintaining educational oriented programs/projects.
- To conduct researches aiming at providing information (results obtained) for improvement of the socio-economic status of our communities.
- To build strategic alliances with non-governmental organizations (local & International), government departments, United Nation's agencies, Faith based organizations and others, for the development of linkages that promote complementary collaboration.
- To create awareness on good governance and accountability for the workers of both public and private sectors.



1.3 EDFO'S Core values:

Team work

We work together as one team, valuing each other's contribution in the organization.
Together Each Achieving More!

Excellence

We believe in excellence. Our God is Excellent God: Whatever we do we strive to do it excellently!

Partnership

We believe in partnership- in partnership we are able to exploit effectively available opportunities, sharing and using the resources we have. *Alone can go far but together we can go farther.*

Valuing People

We value people. We value and respect people we serve. It is for them that organization exists. It exists to satisfactorily fulfill their needs.

- Integrity

We are committed to integrity in every aspect of our operation and pledge ourselves to the highest standards of truthfulness and obedience to the law.

2.0 PROGRAMS AND ACTIVITIES

In the year 2012 EDFO carried out its activities on 4 programs: Social accountability & good governance, capacity building/training, consulting and youth development and talent management program.

2.1 Social Accountability & Good Governance

Under this program, we implemented three activities

2.1.1 School Water Sanitation and Hygiene (SWASH)

We implemented SWASH program in Mwanza City (Nyamagana and Ilemela districts). This program targeted 8 schools: 4 from each district. In Ilemela we had Ziwani, Nyafula, Buswelu and Hekima, while in Nyamagana we had Makongoro, Bukaga, Tambukareli and Mirongo (government) primary schools.



Before starting the implementation, we obtained first the permit from the city council authorities, then we introduced the program to key district stakeholders such as heads of departments (education, water, community development and

health); ward education officers, councilors, school committees, teachers, students, local government leaders and other key actors.

Conducting accountability analysis and resource mapping

In conducting accountability analysis in three schools, EDFO visited and met with key actors (school committees) and discussed why was the WASH situation in their schools left the way it was. After discussions they were able to raise some accountability issues which had contributed towards this situation. These are some of the issues;

- Lack of transparency on the use of capitation grant
- Lack of communication between school committee and mtaa/local leaders
- Lack of school ownership by the community
- Political differences among key actors
- Inadequate support from the government (due to low budget on education)
- Poor knowledge on SWASH issues by the community.



During the process (by EDFO), they were able to bury their differences and start afresh as one team so as to improve the situation. At this time, they were able to identify resources available within their

reach which they would use to improve the situation. Resources identified were such as sand, stones, water, manpower/expertise and money which they contributed towards the situation. District stakeholders' meeting was conducted and participants validated the findings from accountability analysis and resources mapping and they provided their inputs and agreed on their roles and responsibilities as they address SWASH issues.

Coaching and Training

In phase two of this program we conducted training and coaching to 8 school committees on how to draft and implement school level plans (planning and budgeting for SWASH) and how to access their resources and utilize them for school WASH improvement. All school committees (except one) prepared school level action plans and implemented them during the coaching period. This manifested their improved capacity in addressing school WASH issues.

As a result of this, some school committees in collaboration with community (and city council) managed to construct new toilets which observe most of hygienic conditions. By end of this year, one was at the final stages while others (existing in other schools) were improved in terms of availability of water and clean environment!



This was one of the successes of the program not only to EDFO but also to the beneficiaries. This is what some of the school head teachers said:

"I would like to thank you (EDFO) for sensitization on the issue of SWASH. Right now community members have contributed about 650,000 (\$420) ready for school's toilets construction. We really thank you". (Mazebule – Bukaga Primary School).

"If the community is sensitized to contribute for school development, they are willing to help more. After your coming here, now we have new toilets and adequate water". (Stephano Majura – Buswelu Primary School).

As part of this program implementation, we wrote a case study on the importance of coaching and mentoring over training as a conventional way of capacity building. We have shared the outcome of coaching and mentioning with various stakeholders to adopt it in their capacity building programs.

2.1.2 Sensitize Train Observe and Publicize (STOP)

This is one of the accountability and governance projects we implemented in Mara region targeting 30 villages from Musoma district. This program is designed and planned by EDFO. In the course of implementation EDFO collaborated with other three organizations: CADA (Community Active in Development Association), UMABU (Umoja wa Maendeleo Bukwaya – Bukwaya Development Initiative) and ECED-DOM (Early Childhood Education Development – Diocese of Musoma). It is funded by Terre des Hommes (Netherlands) for 3 years (2012-2014).

The aim of this cooperation is to build the capacity of individuals, communities, institutions and organizations to put regional development project into action and other processes that will be implemented to ensure that the overall goal of improved quality of primary education in Mara is reached.

Program overall objective

STOP program aims to improve the quality of primary education in 30 Musoma district schools through active community participation.



Program Implementation

This program has four phases: Sensitization, training, observing and publicizing.

- **Sensitization**

In this year, EDFO (in collaboration with UMABU and ECED-DOM) organized community sensitization meetings in 20 villages aiming at creating awareness on available education policies, education funds and school systems and how they are working/how they are supposed to work. In each village many community members attended and elected 7 members to constitute the community audit group (CAG).

- **Training**

Before conducting training, EDFO carried out training needs assessment (TNA) to key actors (school committees, teachers, students, LGAs) which revealed that there was a dire need to intervene in order to improve the quality of the education. Thereafter, training activities followed.

EDFO conducted two kinds of trainings; first to CAG members and second, to service providers! CAG members were trained on techniques of following up money, budgeting process, how to address officials, basic education policies/guidelines, constitution and tools necessary for Public Expenditure Tracking System (PETS) interventions.

Second training was done to service providers such as head teachers, ward education coordinators; ward executive officers, village executive officers and councilors. We trained them on issues regarding accountability and good governance as per national education and training policy(ETP), primary education development plan (PEDP II) and the national constitution which requires them (as key actors in education sector) to provide the quality education in their schools.

CAG members (105 from 15 villages) were divided into two equal groups: one was trained in this year while the other will be trained early next year.

- **Observing**

At this (stage, after CAG members are trained), they start following up in schools. Basically they follow up to know how much money came for school development (capitation grant), how it was used, the quality of school facilities; they compare the planned situation to the actual situation. Then they document any discrepancies and any reasons for the same. This follow-up is done to the level of district, where they enquire to confirm if information given at village level is true or not. Until the end of this year, follow up was still going on.

- **Publicizing**

Publicizing goes with interface meeting (village and district stakeholders meeting) whereby the findings from the CAG will be made public among community members, district education authorities and member of parliament (MP) from the respective area and other local leaders. Then after a discussion, a way forward will be agreed and action to be taken to improve the education quality.

This being the final stage will be done next year by August for first group and February 2014 for second group.

Program outcomes

- Community ownership has significantly improved than before the intervention. There is increased involvement in school committees, school management, education meetings and school development contributions

- Head teachers and school committees have increased knowledge on management, education, policies and accountability/responsibilities and apply this in their schools
- Through the CAGs many community members are now aware of education policies, accountability issues, their role and their responsibilities in improving education quality in their villages.



Program feedback

By the end of this year, schools we visited have proved to have so many shortcomings such as insufficient classrooms, a few textbooks, a few desks, as few teachers, few teachers' houses, insufficient toilets/drop holes as per education and training policy. All these findings will be presented during the interface meetings.

2.1.3 Community Owned Water Supply Organizations (COWSO)

EDFO is one of the organizations (LCBs) that are working with SNV in Tanzania to support the local government/councils in improving communities' accessibility to adequate and sustainable water supply through the registration and strengthening of COWSOs. EDFO implemented this program in 2010 in Mwanza City (Ilemela and Nyamagana). Following this success, this year was again assigned to two districts (Bunda and Musoma – in Mara) to do the same from January to June next year. Much was not yet done, except preparations for next year (2013).

3.0 Capacity Building



Capacity building is the core programme/the backbone of EDFO. When EDFO implements projects/assignments, mainly it builds the capacity of beneficiaries in order to be able to continue implementing respective projects even in the absence of EDFO. In this way, it works with communities, local government staff and other stakeholders who are part of the projects to ensure sustainability and it has proved success so far! This year we built the capacity of pupils, teachers, school committees and local government leaders under SWASH program while under STOP

we built the capacity of community members (CAGs), teachers, ward education coordinators, local government leaders (ward and village levels) and councilors. The knowledge they have acquired they will be able to continue with the implementation without or with minimal supervision from EDFO.

Apart from capacity building for own projects, EDFO also offered to individuals, and organizations capacity building and training services. Due to the repositioning that was going on, EDFO managed to provide a capacity building to one organization – Tandabui Health Access Tanzania (THAT), in the area of impact assessment. This was done to the staff and boundary partners of THAT in Ilemela district.

EDFO believes that this is the only way of creating a sustainable development of any program if individuals and organizations' capacities are developed. This remains to be the core program that EDFO will continue to focus on!



4.0 Youth Development and Talent Management Program (YD&TMP)

One of the many challenges that youths are facing now in Tanzania, is lack of employment and lack of employability skills. EDFO set up this program in collaboration with Tanzania Employment

Services Agency (TaESA) in order to contribute in addressing the issue of lacking employability skills, and to reduce the brain drain in Tanzania. The program is based on the following pillars:

- Capacity building and competences development
- Networking and facilitating access to work and business opportunities
- Sensitization and mobilization to form youth groups of interests.

This program did not start this year due to lack of funding. However, 15 participants were selected to pilot it and then to operate fully from next year (2013). Participants in this program will undergo a 6 month training. They will learn transversal competences in the areas of self-management, interpersonal competencies, social responsibility, innovation and task management (among others).

This program targets 135 youths aging between 18-28 years for three years (2013-2015).



5.0 Consulting Program

Over the last 10 years EDFO staff have acquired adequate knowledge, skills, experience and competencies in the areas of organizational development, corporate strategy, change management, human resources management, good governance, management and leadership. Other areas are such as customer care, stress management, team management, etc. Capitalizing on this, this year EDFO designed the consulting program aiming at offering consulting services at a fee as part of income generation to support its social projects (including youths).

In offering its services to clients, EDFO will link theories to practices and will employ two approaches:

- Standardized services: These are quality services that EDFO has designed and which caters for any client/customer is serving
- Tailor made services: These are quality services that EDFO has to design and plan to offer in accordance with clients needs and specifications.

In providing these services, EDFO will target board members, managers and employees from public and private organizations/institutions and business companies.

6.0 Others

6.1 Organizational Development

In this year EDFO underwent a rigorous changes-being the biggest changes that EDFO has ever done in the last 11 years.

These changes were aiming at re-positioning EDFO in order to be more effectively in delivering its services to the community. Some changes were over while others until the end of the year were still going on. The results of re-positioning are:-

- Change of the name from Education Development Foundation to Educating Developing and Facilitating Organizational (EDFO) to be used from next year
- Change of logo

- Reviewing of the vision and missions
- Coming up with 4 core programs for the next 3 years
- Staff re-alignment and development
- Starting creating a website.



Under this re-positioning we recruited and trained 4 new staff to work for projects which will take place next year in Musoma and Bunda District, Mara region, funded by the Embassy of the Kingdom of the Netherlands through SNV.

EDFO is determined to minimize a number of staff to have a small staff team. It will do this by employing people to work in the project (as project staff) and recruit others as associates – who will work with EDFO staff in the area of consulting and training. These will not be permanent EDFO staff but will work with EDFO whenever there is an assignment to do.

EDFO will continue to build the capacity of its staff (internally and externally) in order to improve them and become more effective.

As part of a capacity building team, this year we received an intern from Switzerland who worked with the staff in the areas of interpersonal and communication skills.

6.2 Networking and Partnerships

Re-positioning went along with the identification of new partners and reviewing the current partners.

In this year, EDFO identified and partnered with Tanzania Employment Services Agency (TaESA) the government agency to deal with employment issues.

The following were still our partners by end of this year:



- Tanzania Education Network (TEN/NET)
- Terre des Hommes (TDH)
- Tandabui Health Access Tanzania (THAT)
- SNV – The Netherland Development Organization
- Mwanza Policy Initiative (MPI)
- Free Pentecost Church of Tanzania (FPCT)
- Inter-team (Switzerland)
- Mwanza City Council (Local govt. authorities).

7.0 Way Forward

EDFO anticipates to have completed all the changes by mid of next year (2013) thus implementing the programs with effectiveness for greater impact to its beneficiaries (and partners as well).

EDFO will continue to raise fund from its current partners in order to fund social accountability and good governance programs and will look for new partners for youth program in order to implement it as planned.

EDFO will remain accountable to its partners and ensure that resources given will be used as requested.

8.0 Financial Information

8.1 Sources of Revenue

Due to re-positioning, this year EDFO did not raise fund from its partners. The only source of income was Tandabui Health Access Tanzania (THAT), which funded EDFO about 13,530,000/= (\$8590).

8.2 Expenditure

This money was spent for the following items:

Activities/Item	Amount \$
Data collection (under “Mama na Mwana” Program) from Ilemela district (schools, dispensaries, traditional midwives, ...)	570
Maternal and child health impact assessment/evaluation	4600
Office Administrative costs: Computer, modem, internet, telephone, cartridges, stationeries and allowances to one program’s coordinator.	3420

8.3 Expected Income for next year

EDFO expects to raise at-least TZS 450,000,000 (US\$280,000) which will be used for programs (>85%) and administration (15%). This will come from own sources, current and new partners!