



# Annual Report 2013

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EDUCATING - DEVELOPING - FACILITATING - ORGANIZATION

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**EDFO – Educating – Developing – Facilitating - Organization**

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## Abbreviations:

BS:	Baseline Survey
CAG:	Community Audit Group
CCAs:	Community Change Agents
COWSO:	Community Owned Water Sources Organization
CWST:	Council Water and Sanitation Team
DMO:	District Medical Officer
ECD:	Early Childhood Development
ECDDOM:	Early Childhood Development Diocese of Musoma
ECDM:	Early Childhood Development and Maternal health
EDFO:	Educating Developing and Facilitating Organization
EDFO:	Educating Developing and Facilitating Organization
ELCT:	Evangelical Lutheran Church of Tanzania
FGD:	Focus Group Discussion
FPCT:	Free Pentecostal Church of Tanzania
HBS:	Household Budget Survey
IGA:	Income Generating Activities
LGA:	Local Government Authority
MCDWCA:	Ministry of Community Development Women and Children Affairs
MKUKUTA:	National Strategy for Growth and Reduction of Poverty
MoEVT:	Ministry of Education and Vocational Training
MoHSW:	Ministry of Health and Social Welfare
MWAOMI:	Mwanza Orphans Ministry
NAWAPO:	National Water Policy
NGO:	Non-Governmental Organization
NWD:	North Western Diocese
PEDP:	Primary Education Development Programme
PETS:	Public Expenditure Tracking Survey



PHDR:	Poverty and Human Development Report
PSLE:	Primary School Living Examination
SEDP:	Secondary Education Development Programme
SNV:	International Netherlands Development Organization
TCC:	Tumaini Children Centre
TdH:	Terre des Hommes
THAT:	Tandabui Health Access Tanzania
TNA:	Training Needs Assessment
TNA:	Training Needs Assessment
UMABU:	Umoja wa Maendeleo Bukwaya
VEO:	Village Executive Officer
WDC:	Ward Development Council
WEC:	Ward Education Coordinator
WPF:	Water Point Functionality





## 1. Organization Information

### 1.0 Organization Information

#### **Who we are:**

Established in 2001, Education Development Foundation (EDFO) was registered as trustees in 2002 and then in 2013 it was changed into the Educating Developing and Facilitating Organization (EDFO) and was registered as a company limited by guarantee with number 97259. Since then EDFO has assisted more than 100,000 individual beneficiaries in various areas and more than 60 organizations in Tanzania (with those groups reaching thousands of people with vital support by working with them to create learning opportunities and networks to inspire children, youth, women, practitioners, policy makers and funders; to share and develop partnerships, programs and policies that support development in a more effective way.

We seek to create a legacy of improved skills and economic opportunities at the individual, community, national, regional and global levels. Over the last 10 years, EDFO has managed, in collaboration with its partners to undertake projects in different areas such as women empowerment, social accountability and good governance, civic education, health water, sanitation and hygiene; network capacity building, research organizational development, training needs assessment, and community empowerment; To date, EDFO is proud of its significant contribution in these (and other areas) directly and indirectly!

#### **Vision:**

We are a leading capacity building provider in the Lake Zone for social and economic innovation.

We envisage an ignorance, unemployment and poverty, force society we see now hopeless children, young men and women and community members putting off their rags and dress in new clothes, well fed, valued and cared for. We see them feel important and able to transform their generation into great future full of hope. We see them unlearning their full potential for the benefits of the community in which they live.

#### **Mission:**

We are facilitators that through sharing knowledge, enhancing skills, changing attitude and giving information we inspire and empower our beneficiaries and clients by providing high quality services through innovative approaches to create innovative solution and make informed choices to improve their lives holistically and sustainably.

#### **1.1 EDFO's Key Objectives**

- To collaborate with other education development stakeholders in a bid to improve access, equity and quality of basic education for children youth and adults as our beneficiaries.
- To establish, facilitate and promote communication among education stakeholders in the areas of development education, research and policy reforms.
- To promote all kinds of education that will help each individual from his earliest years to develop his full potential by giving him training in many aspects.
- To organize and hold programs for facilitating employment services through the provision of job search skills training, career guidance and employment counseling to the general public especially youths.



- To lobby, advocate and contribute towards development refinement and implementation of various development policies.
- To promote programs as well as lobbying and advocacy activities in the areas of rural and urban libraries, economic empowerment, women and democracy: education, refugee women, women and environment, women and land rights, inheritance laws, reproductive health, gender based violence, women access to credit and women leadership issues.
- To fully collaborate with the government and other local and international stakeholders in the endeavors against poverty diseases and ignorance.
- To increase awareness among communities on good governance and social accountability of both public and private sectors.
- To offer capacity building and consultancy services to both local and international organizations in various fields. Activities may include training workshops, exchange visits, short courses within Tanzania, Africa and externally.
- To mobilize resources locally and externally to be used for the development activities.

## 1.2 EDFO's Core Values

- **Partnership**  
All our activities aim to increase a win-win situation that seeks mutual benefits. We believe there's plenty for everyone all solutions are mutually beneficial and satisfying. We are empathetic but also confident; we are considerate and sensitive but also brave. We seek creative cooperation. We interact together genuinely, and are open to each other's influence.
- **Integrity**  
We are sticking with your true feelings, values and commitments. We speak and act honestly. The resources at our disposal are not our own. We are open and factual in our dealings with donors, project communities, governments and the public at large. We demand of ourselves high standards of professional competence and financial accountability.
- **Excellence**  
We seek to reach beyond effectiveness towards fulfillment, contribution and greatness.
- **Valuing people**  
We believe that life doesn't just happen. The choices are our and every situation provides a new choice and it gives us a perfect opportunity to do things differently to produce more positive results. We are responsible for our life and we don't blame genetics, circumstances, conditions, or conditioning for our behavior. We focus our time and energy on things we can control and we make things happen, rather than adjust to the situation or wait for something to happen.



## 2.0 Accomplishments and Impact

### Programs and Activities Implemented

#### 2.1 WASH Programs

##### Water Point Functionality and COWSO Formation

This was the major activity we undertook this year and we implemented it in Bunda, Musoma rural and Butiama districts to address the issue of water as per national water policy (NAWAPO) a long time, water projects (mostly) in rural areas have been progressively worse due to lack/poor supervision at the grassroots which is important for water sustainability.

In a bid to address this problem, the government of Tanzania prepared the policy on water (NAWAPO 2002) and the Water Act (2009) as a way of decentralizing the authority from central to local government – where the need is most critical. Policy requires communities (at the grassroots) to plan, run, operate and maintain water projects as this will instill in them a sense of ownership thus sustainability. This is done under the supervision/support from the district councils.

From January to July, EDFO and SNV worked together in accompanying CWST to form and strengthen community owned water supply organizations (COWSO) which are responsible for the gestation and maintenance of water points (which are not functioning anymore) in their respective areas.

##### Program Objectives

This program was implemented to fulfill the following objectives:

- To collaborate with councils to facilitate establishment of COWSOs.
- To collaborate with councils to register formed COWSOs.
- To work with councils in strengthening of COWSOs.
- To collaborate with councils and COWSOs to revive and or improve existing water points.

##### Program Activities

EDFO in collaboration with the councils carried out the following activities:

- Identification reconnection and mobilization: EDFO in collaboration with CWST identified and selected a number of water points where the key issue is functionality and to reconnect the already mobilized COWSO to finalize registration process.
- CWST training EDFO carried out the trainings to capacitate CWST members to be able to support COWSO establishment/formation, registration and strengthening process.
- Training focused on community mobilization skills, applicable policies and laws (NAWAPO & Water Act), constitution writing and registration and strengthening of COWSOs.
- Conducting a validation and inquiry process: EDFO in collaboration with CWST conducted the validation to know the status of water points and then shared the findings with the key stakeholders who together developed a plan of action for intervention.
- Sensitization and capacity building: EDFO in collaboration with CWST built the capacity of WEOs, VEOs, village chairpersons and sub-village chairpersons in order to be able to support COWSO mobilization, selection, formation and proper running/operation of them for sustainable water supply services in their areas.

Capacity building focused on Water Policy (NAWAPO 2002), Water Act (2009), COWSO guidelines on establishment and registration, constitution writing, COWSO



responsibilities (ownership & management of water facilities), planning, monitoring, financial management and reporting

- Accompanying CWST: EDFO accomplish CWST in mobilizing COWSO and strengthening them. This was in the areas of registration, drafting ..... and capacitating COWSOs to provide simple maintenance of their water points.
- Supporting CWST in improving functionality of existing water points: In collaboration with CWST, EDFO facilitated reviving of water points also linked COWSOs to district council technicians for maintenance and CWST for advice.
- Facilitating dialogue: EDFO organized and supported TWIFUNDE (which undertook councilor over right training-COT), Also EDFO facilitated the institutionalization of dialogue among communities, COWSOs and councilors.
- Facilitating Moll development by district water office: EDFO facilitated DWE in drafting/developing Moll which were for COWSO and respective councils in running of water operations.
- Joint Evaluation: This was a key activity in this program to know to what extent the beneficiaries have been impacted by the program and agreed on further follow up interventions. EDFO organized and held this activity and involved councilors, CWST, CWST support team, COWSOs and SNV.
- District COWSO consultation: EDFO in collaboration with CWST organized and facilitated the meeting which brought together COWSOs and CWST in order to exchange experiences and learn from each other on how to successfully establish and manage COWSOs.

### **Program Outcomes**

By implementing this program, people mindsets have been transformed as they have realized that they are responsible for taking care of their water resources instead of waiting for the government to do on their behalf. COWSOs have managed to execute their roles and responsibilities by influencing respective communities/members/villagers to contribute resources such as sand, stones, money, their labour and other necessary materials in reviving water points every week. This had never happened before! People were just crying for water without feasible situation to their long water problems.

### **More specifically as a result of implementing this program;**

- There's a growing awareness of CWST on their role and responsibility with regards to COWSO formation and strengthening.
- There's increased understanding of WPF issues among key stakeholders and show willingness to support the process
- COWSOs are now able to operate and manage their water supply and provide simple repair and maintenance of water points
- Regular contacts on water issues between COWSO and decision makers at village ward and district levels is established (in case of anything it is easy that COWSO can contact LGAs or CWST for help and support)
- Through COWSO, there's improved relationship between the community and the council
- Council representatives committed themselves to provide any necessary support to whenever there will be a need/problem

### **Success stories**

During district consultation meeting which brought together COWSOs and CWST, they shared success stories for the purpose of more learning. What happened was the result of this program implementation.



These are some of success stories from beneficiaries: (Bunda and Musoma):-

- Kasaunga were able to mobilize their COWSO to contribute and pay for their registration fee in which they managed and were registered.
- Kamusanga were able to revive natural wells and they planned every week to continue reviving at-least one well.
- Nyamuswa who were considered and taken (by Bunda council) as stubborn people they managed to pay for their registration fee and were registered thus becoming a motivation to other COWSOs and the council.
- COWSOs started to be fully responsible and hold each (member) other accountable. They are able to fire any member who seems to be irresponsible. For example, in Bitaraguru they fired the secretary and called upon the village meeting to select another instead.
- In one of the places/villages where they are getting water after water points were revived (Nyabange, Nyambiri, Rusoli...) one community member (water user) was asked about the difference between now (after intervention) and before, she said, *“now we have reliable water than before” when she was asked why different? She replied, “it looks like this time the committee (COWSO) is very much committed then before and community members have seen the changes and are ready to pay 50/= per bucket”* (water user from Nyabange).

## 2.2 Health: Malaria and Maternal Health

EDFO in partnership with Tanzania Health Access Tanzania (THAT) implemented a project on malaria and maternal health (ECDM) specifically on health services and behavior change communication. THAT (in partnership) with EDFO works to realize improved access to quality health services, survival, health and well-being of poor and vulnerable people in Tanzania. It focuses on communicable diseases, non-communicable diseases, maternal, newborn, child and reproductive health, community integrated management of neonate and childhood illness, pre-natal and post-natal care, child nutrition and family planning and policies and guidelines and other health related issues.

To address each childhood and related maternal health care challenges, THAT designed early childhood development and maternal health care (ECDM) project which was implemented in partnership with other actors including EDFO.

The project implements social action component by integrating behavior change communication and intervention approaches to make elected leaders more accountable and involved in the provision of quality early childhood and related maternal health services. Through this project, health facilities committees were strengthened to well execute their responsibilities i.e. planning and monitoring of health services to ensure accountability in the delivery of quality and improved early childhood and related maternal health care services in Mwanza region.

In implementing this project, EDFO through community change agents (CCAs) worked closely with the reproductive and child health department at DMO's Mwanza city, health facility committee (overseers of the health facility activities and performance) , ward development committee (WDC).

### Role of CCAs



CCAs played a critical role in sensitizing the health service providers and beneficiaries of the services (communities) in order to improve the quality of the services provided. In this year, CCAs worked in 9 wards of Ilemela district by visiting schools; health centres communities in general and homes. Visiting was made in 9 wards: Nyamanoro, Kirumba, PasiansI, Ilemela, Nyakato, Sangabuye, Kitangiri, Buswelu and Bugogwa. On average, in

every ward more than 210 people were reached every month making a total number of people reached for this to be 25,380 which is about 6% of the total district population. Their message to the service providers was to provide quality health services to patients coupled with high customer care. To the patients /beneficiaries, the message was to attend the clinic earliest possible (women), to feed their children properly, to sensitize people to use mosquito nets (to avoid malaria), proper use of medication, men/husbands to accompany women/wives to the clinic/hospital, reporting any abusive cases to the respective authorities. In addition to these activities, CCAs were involved in the malaria day events.

### **Program progress, challenges and lessons learned**

According to the evaluation that EDFO carried out in this year, it revealed progress, some challenges facing the program and some lessons from the community/beneficiaries and service providers.

#### **Progress:**

- Increased number of clients attending the clinic (women in early pregnancy/children –from 20 to 50-70 per day).
- Increased number of men accompanying their wives (from 0% to 10%).
- Increased knowledge about the service related to maternal health services that should be provided.
- Increased number of people that have been sensitized toward, ECDM and that tell others the importance of maternal health.



#### **Challenges:**

- Health rights knowledge among communities is still low and no knowledge about how to claim them.
- Advocacy activities and use of accountability channels still poor.
- Quality of services provision still insufficient:
  - Inadequate nurses and doctors.
  - Inadequate equipment materials (e.g. clinic cards), laboratory services, medicine.
  - Lack of customer care.

- Lack of transparency about payment that create confusion.
- A few CCAs (to adequately reach out to many people)
- Low knowledge about early childhood development (ECD)

#### **Lessons learned:**

- Community members appreciate the sensitization activities and respond mostly positively. Those who are positively affected... also to sensitize others (family, friends, neighbors...). This creates an important “multiplier effect”.
- The improvement of knowledge and awareness take place faster than establishment of accountability mechanism and the improvement of the services. The situation could bring conflicts on different levels.
- Afya Radio is a crucial ..... in sensitizing the community on ECDM services, if enhanced will benefit many more ECDM service recipients.

## **2.3 Education: STOP Program**

### **Background to the Context of Tanzania**

Tanzania free and compulsory primary education was launched in 2001 with exclusive planning report like PEDP I and PEDP II, soon followed by SEDP plans as the outcome of free primary education and the government promotion of secondary education also resulted in high enrolments in secondary (2.7 times higher enrolment between 2004 and 2007, planning for 8 x higher enrolment in 2010).

### **Financial allocation for quality education**

Significant geographic disparities for the indicators of quality in primary education persist. Recent analysis suggests a strong correlation between indicators of quality and of educational outcomes and financial allocations. The ten local government authorities (LGAs) with the lowest budgets received on average Tsh. 21,000 for staffing for 7-13 year old child in 2008/09 compared with Tsh. 161,000 for the ten LGAs with the largest budgets.

In the 20% of districts with the highest budgets, the average pupil: teacher ratio is 44:1, in the 20% with the smallest budgets, it is 70:1.31. In the 20% of districts with the highest budgets the PSLE pass rate is 57.6%, whereas in the bottom 20% of district is 43.6%.

Improvements in equity of education provision through the application of formula – based grants are not being realized. Despite a 17% increase in the amount of funding for the primary education, there was no increase in equity of allocations for primary education at local level hence no improvement of education quality.

### **Rationale for STOP program**

As briefly explained from above on the relationship between financial allocation and quality of education; EDFO embarked on tracking government expenditure in education sector particularly at pre-and primary school levels through its STOP program.

Expenditure tracking, or follow the money has become a byword in development circles for interventions that look into whether the money gets to where is supposed to be going. The best known ‘follow the money’ initiative is the Public Expenditure Tracking Surveys (PETS) methodology that was developed in 1990s in Uganda, following the leakages of funding intended for primary schools, were cut from 80% to 20%. The Uganda PETS has become one of the most frequently cited success stories in the anti-corruption literature and has spawned a large number of similar initiatives in other countries including Tanzania.

### **Why PETS/Why STOP?**

A public Expenditure Tracking Survey (PETS) and sensitize, Train, Observe and Publicize (STOP) programme, tracked the flow of public funds and material resources from the central governmental level through the administrative hierarchy, and out to the frontline service



providers. The aim was to improve the quality of service delivery at the local level, and the key questions that a STOP set out to answer were; “Do public funds and material resources end up where they are supposed?” if not, “Why are those funds being diverted ?” “What should be done now and how to curb the situation?” These questions were answered as they formed the essence of the program.

### **Program Description**

#### **Goal**

The STOP program aimed to improve the quality of primary education in 30 Musoma rural and Butiama districts schools during a period of 3 years by promoting good governance and accountability. It empowered communities to make a difference in education. It worked to bridge the gap between policy and practice and enabled communities to be better informed, sensitized, organized and engaged to contribute towards quality primary education.

#### **Program Activities**

In implementing this program, EDFO carried out the following activities:

- **Baseline and Training Needs Assessment Survey**

- **Sensitization**

EDFO (and its partners) held meetings with the communities and services providers and sensitized them on available education policies, education funds (capitation grants, contributions, fees, etc) and school systems and how it is supposed to work. In each community/village, members selected community audit groups basing on ability to read and write, gender, availability, willingness and readiness to volunteer for the work

- **Training**

EDFO conducted trainings on two levels: CAGs and service providers. On CAG, training aimed at equipping members with the techniques/tools of auditing /following up, budgeting processes how to address officials, and basic education policies.

On service providers, EDFO trained them on their roles and responsibilities and education policies (including MKUKUTA).



- **Observing**

This was more or less monitoring of the auditing. EDFO (and its partners) followed up how CAGs were monitoring the school funds, its uses (in building infrastructure, etc). EDFO (and its partners) provided support to CAGs where was needed in order to continue with the exercise.

In following up, the CAGs used PIMA cards to track what was supposed to be in the school according to the education policies and what was actually in place, and documented the results accordingly. CAGs interviewed (in collecting data/information) head teachers, students, school committees, chairpersons, WECs, VEO).



- **Publicizing**

After the CAGs have carried out the follow up exercise, the findings/results were documented and reported to local

leaders, community members and district authorities.

➤ **Feedback meeting**

Feedback meetings were held in various communities in order for them to know what the results were. The results were discussed and where necessary actions were taken against those implicated for the misuse/diversion of public funds.

**Program Findings**

Prior to commencement of the (STOP) program, EDFO carried out a baseline survey (BS) to ascertain the situation which would help in addressing the issues affecting the quality of primary education in Mara region.



From the findings (as per survey conducted), all schools were in (one way or another) a pathetic condition. Many of the schools had not enough classrooms for the increasing number of children being enrolled each year. They lacked learning and training material (textbooks). In some schools it was only one book for a teacher (while pupils had no books). From the interviews, this situation was mostly attributed to lack of openness and transparency in the transfer and reporting of funds from the central government to primary schools as per primary school education development program (PEDP II) which requires each pupil

to receive 10,000/= per year. But what they were receiving was far less than 10% (of the total capitation grant per year) in the last four years ago. Another cause for this situation they mentioned, was the reluctance of community members to contribute towards school development due to extreme poverty, and lack of openness and transparency (community members know that government gives money to the school and it is free education) which has led to community not trusting service providers. Politics was also mentioned as another cause which had negative impact in sensitizing people towards school development.

When asked (head teachers) why they were receiving that much less: They had no answer since they didn't know what was going on and they feared following up so that they might not be sacked from their jobs or be transferred to places they didn't like, thus kept quiet and continued with the situation as it was. Due to this, many teachers (we found that) had been using their money (to buy things like chalks, etc) and this was okay to them than facing the district education authorities.

Due to the decreasing of the capitation grants, most schools resorted to income generating activities such as farming, firewood project, etc as an alternative way for them to survive. But in some communities, this was opposed because of the low age and ability of pupils to engage in IGAs.

It was also observed that, most of the service providers had never attended special training to develop them since when they were given leadership positions. Those few who received training, it was either once in the last five years or done by non-governmental institutions. At least the councilors were mentioned to have received training once in a while compared to



the rest of the service providers in these communities.

## **Program Achievements**

### **General Program Achievement**

As a result of implementing this program, generally there is an increased awareness among community members on issues related to education policies, resources, school responsibilities and improved ownership and confidence to express their views and where necessary take appropriate action for school development.

Before this program, people were not able to follow up the service delivery on education in their communities as they were not aware of their rights to do so, as a result had a little contribution to the development of their schools especially primary education.

## **Monitoring and Evaluation**

### **Monitoring**

Monitoring was one of the core activities of this program. Monitoring was done from the time of sensitization, training and during observing phase. This was done so to ensure that EDFO (and its partners) get what was intended from the beginning.

During sensitization we monitored a kind of people that would be selected to constitute the CAG. We ensured that criteria set were observed and worked on accordingly.

### **Evaluation**

EDFO (and its partners) carried out the evaluation basing on the relevance, efficiency and effectiveness of the program.

Relevance refers to the appropriateness of the intentions in relation to the priorities of the target group. This program (STOP) was carried out in line with the need of community members who are part and parcel of primary education/school development.

Effectiveness assesses the likelihood of the project in achieving its targets in terms of the defined objectives and a comparison of output against purpose. Program targets (service providers and community members) were impacted positively in terms of increased knowledge and awareness on participatory planning and budget process in issues related to primary education/school development.

Efficiency concerns itself with whether or not resources used in a cost-effective manner, implying that the results (outputs) are commensurate with the investments (inputs) in terms of human, physical financial and other resources. The fact that program objectives have been achieved, the resources were used cost-effectively!

### **Program Challenges**

During the implementation of this program, EDFO and its partners faced some challenges which to some extent hindered a smooth operation of activities. Some of the challenges were;

- Inadequate financial and human resources to fully implement the program (ECED DOM & UMABU had not enough staff especially after project officer-Hermenegilda had left).
- Lack of common understanding among partners during program implementation which caused some delays and addition of program area which didn't match with the funds allocated/budget.
- Partners considering STOP program as an additional task to their already existing programs thus not giving it a priority (but also coupled with a shortage of staff).
- Reluctance of some (few) CAG members to work/volunteer without allowance.

## **Program Lessons and Recommendations**

### **Lessons**

- Community members have a more trust with a neutral body than a government (CAG received well as/a neutral body).



- More efforts are needed to sensitize poor, ignorant and hopeless community members who do not consider education as a priority.
- When community members are sensitized and realize their rights and responsibilities, they are willing to participate in development initiatives.
- If trained well and are motivated, CAGs can become a catalyst of change among service providers and community members for the benefit of children.

### Recommendations

In light of the challenges we faced in implementing this program and the lessons we have learnt, EDFO recommends the following: -

- Continuing with this (STOP) program in order to strengthen the work of CAGs and reach out to more other communities
- EDFO working as independent implementer as we continue with this program.  
This will minimize significantly the delays and potential conflicts from the partners. Also will improve the efficiency



### Conclusion:

#### Relevance / Effectiveness of the Program Main Activities

Activities	Relevance	Effectiveness
Conducting baseline survey to schools in the program area	High	High
Community sensitization activities towards importance of participation	High	High
Selection of members to constitute CAG	High	High
Training and information sharing for service providers	High	High
Training and information sharing for Community Audit Groups (CAGs)	High	High
Activities to involve citizens in monitoring the quality of the primary education services	High	Average
Data collection, analysis, interpretation and reporting (CAG)	High	Average
Feedback meeting	High	Average
Activities to involve citizens in taking actions for primary school development	High	High

### Sustainability

Sustainability is not yet guaranteed at this stage. This demands key actors in this program to agree on a way forward to maintain its momentum hence sustainability.

### 3.0 Capacity Building Program

This year EDFO decided to embark on capacity building as independent program to provide more services to beneficiaries/clients in a more professional ways than when it was being implemented as part of a big project. This decision was reached in 2012 during the strategic planning (2012-2014) as one of the programs to be implemented by EDFO.

#### Why capacity building?

Being the first time to implement this program more seriously, EDFO aimed at two things:-

- **First:** to generate its own income as part of its sustainability strategy. While it will continue receiving funds from its partners, EDFO intended to substantially generate its own income and reduce significantly depend on donors.
- **Second:** To capitalize on the knowledge, skills and experience of EDFO staff (and associates) also as one of the ways to enhance skills and competencies, by adding value to others through provision of consulting and training services to various beneficiaries/clients. These two reasons drove EDFO to start this program.

#### Assignments Implemented

##### Training and consultancy

In this year EDFO carried training and commuting services to two organizations:

- 1) Tumaini Children's Centre (TCC Bukoba), and
- 2) Nyakato Home Craft Centre (Mwanza).

##### ➤ Tumaini Children Centre (TCC)

EDFO was offered this work through a competitive bidding in which it won. Two consultants from EDFO carried out the assignment (according to the terms of reference). The assignment was on evaluation, organizational analysis and organizational development. Assessment focused on the following key areas of the program:

- Organizational structure
- Qualifications and skills
- Daily tasks (operations)
- Accounting and financial reporting
- Gender
- Fundraising and sustainability
- Advocacy and child protection policy.

As external consultants, they collected data/information from different perspectives including organizational reviews, individual interviews (internal and external), focus group discussions, workshops and observations. EDFO consultants carried out this assignment for one month. The consultants provided the final report with findings and recommendations which was followed by another to address those recommended issues.

Tumaini Children's Centre (TCC) is a program of the ELCT/NWD based in Bukoba, Kagera. It has a staff team of 26 people.

During this time, consultants prepared accounting and financial reporting guideline, gender policy, advocacy action plan, and a sample of job description.

##### ➤ Mwanza Home craft Centre

This is a church (FPCT) owned technical and vocational training centre located at Nyakato, in Mwanza. EDFO consultants worked with the management team to examine the real problems to address. The consultants diagnose four areas to focus on:

- Extra production



- Accountability
- Sustainability and
- Strategic plan.

Basing on these, it was agreed (between consultants and NHCC) that the consultants would start working and implementing changes on the practical level rather than to start to the strategic level.

After that consultants didn't continue due to financial constraints.

### **Training Needs Assessment (TNA)**

In order to provide relevant training services to our clients, EDFO carried out a training needs assessment to potential clients in Mwanza city. EDFO focused/targeted management and staff from hospitality industry and education. EDFO visited more than 20 hotels and 20 private primary schools located in Mwanza city. Information obtained helped in designing appropriate training program for hotel managers and school principals/head-teachers/headmasters/directors. EDFO focuses on these two areas because they are becoming in Mwanza.

## **4.0 Networking and Partnerships**

By understanding the need and importance of networking and partnerships for effective delivery of EDFO's services, EDFO identified and partnered with new partners and strengthened current partners. All the partners were/are falling under programmatic areas of EDFO's operations as elaborated in the following table:

No.	Partner	Status	Theme/Sector
1.	TEN/MET	Old	Education
2.	THAT	Old	Health
3.	SNV	Old	WASH
4.	TECDEN	Old	ECD
5.	MPI	Old	Education
6.	GAA	New	Education
7.	Others: Government	Old	All themes/sectors
8.	interterm	Old	Capacity development

EDFO appreciates these networks and partnerships with other like-minded organizations, as they add value to EDFO. For example this year the Executive Director through Interterm went to Namibia for learning and sharing. He was able to share the experience of Education sector in Tanzania with the directors and principals from the ministry of education and health in Namibia. This added value not only to the Executive Director but also to the organization (EDFO).

However, each year EDFO examines and gets rid of dysfunctional partnerships and networking.



## 5.0 Human Resources

Staff play a key role for the success of any organization. Staff plan and implement activities. Rising or falling of the organization depends much on the capacity of its staff coupled with commitment, integrity and the like.

By recognizing this, EDFO this year maintained a small staff team of 5 people (4 local and 1 international). This was done for the purpose of increasing efficiency (by having a capacitated team of staff) and reduces unnecessary operational costs by having many permanent staff. To ensure that EDFO is able to implement all its programs /activities, it recruited temporary staff (associates) who work as long as the project ends. Once the project is over, their staff also stop to work with EDFO. In this year EDFO had 4 staff/associates working under WASH program in Bunda, Butiama and Musoma rural.

**Permanent staffs were:** executive director, programs coordinator, finance officer, office assistant and security guard.

## 6.0 Financial Information

EDFO like many organizations mobilized resources from various sources in order to facilitate running of its programs as planned.

### 6.1 Sources of Revenues

The main source of EDFO fund this year was grants from its partners. Grants were given to run the agreed projects/activities which ranged from 6 months to one year.

Another source was capacity building. This was internal generation of income through training and consulting services offered to beneficiaries /clients including other services.

More specifically, this is how it was:

Source/Donor	Type
SNV	Grant
TCC	IGAs
MWAOMI	IGAs
THAT	Grant
TdH	Grant

### 6.2 Expenditure

More than 80% of the total income received this year was used for program activities while the rest (20%) was used for administration such salaries/allowances, office rent, house rent (for volunteer), communication, utilities, sundries,...



### 6.3 Expected Income for next year (2014)

According to our strategic plan our financial projection for 2014 total revenue stands at 528,640,000 sources being grants/donations from our partners and income generating activities under capacity building program.

