

The "MAMMIE III" project represents the 5th intervention of those previously promoted by ACRA and Donor (former Intervita) in cooperation with SHIPO and Njombe Development Office.

During that first phase (2009-2011), the main focus was the support to the provision of a safe and conducive environment for primary education. The programme carried out some renovation works in the schools and provided school equipment to the targeted schools. Moreover, trainings for teachers were carried out in collaboration with the Education Department of Ludewa District.

During the second phase (2012-2014), interventions in pre-primary and primary schools of the area were extended to 13 schools. The objective was to contribute to a safe living and learning environment and, together with the District Authorities; trainings for teachers were organized in order to support the provision of a better quality education.

The third intervention entitled "MAMMIE" (Mawengi Mlangali and Milo Integrated Education) started in 2014 under the direct leadership of SHIPO. 7 new schools were added to the project reaching a total of 20 primary and pre-primary schools in Mawengi, Milo, Mlangali and Lubonde wards (Mlangali ward fragmented in 2015 in to the Current Mlangali and Mawengi wards).

The first phase (Mammie I) was implemented from October 2014 to September 2017. The second phase (Mammie II) was implemented from October 2017 to September 2023.

MAMMIE III represents the third phase (2023-2023) and will target 24 pre-primary and primary schools in the district of Ludewa (four schools are added to those that were targeted by the Mammie II project).

Assessment of country, region and project area situation /Identification of needs

Tanzania has sustained relatively high economic growth over the last decade, averaging 6–7% a year and is positioning itself to become a middle-income country (MIC) by 2025. In July 2023, the World Bank has categorized Tanzania as a lower-middle income country after the country made economic reforms, including making consistent plans and taking hard decisions aimed at improving its economic development.

The country has 80 percent of rural livelihoods and producing about 95 percent of the country's food requirements. However, small-scale production, which engages the majority of farmers and pastoralists, is vulnerable to natural as well as human-induced crises. Frequent exposure to shocks undermines their coping and adaptive capacity and wellbeing (FAO, Resilience Strategy 2019-2022). Despite Tanzania's steady trends in the reduction of the rates of undernutrition over the last two decades, the prevalence and the burden of undernutrition remains high in the country. According to the 2015/16 TDHS, a very high prevalence of stunting (of above 40 percent) were seen in five mainly rural regions: Rukwa (56.3%), Njombe (49.4%), Kagera (41.7%).

Tanzania Country Report on Out-of-School Children published in March 2018¹ reports that about 2 million primary school age children and 1.5 million lower secondary school age children are out of school in Tanzania. The numbers add together to a total of 3.5 million Out-of-School Children aged between seven and 17. At least one in every five primary school age children is out of school (23%). The figure is close to one in every four children. At the lower secondary school age, more than two in every five children are out of school (41%). Rural children are much more likely to be out of school than urban children. The situation is particularly serious at primary school age, when rural children are three times as likely as their urban peers to be out of school (27.7% in rural areas against 9.0% in urban areas). Rural children of lower secondary school age are also more likely to lag behind in primary education. Nearly half of children between the age of 7 and 13 who dropped out of school reported that the reasons for dropping out have to do with the lack of inspiring, performing, and convenient schooling.

The Tanzanian government made a commitment to provide free, compulsory basic education by eliminating primary school fees in 2010 and the school fees required for all lower-secondary schools in 2015 (the new Fee-Free Basic Education Policy - FFBEP). Those measures caused an appreciable increase in the number of enrolments (14.8% from 2015 to 2017) and a primary net enrolment rate of 91.1% recorded in 2017-18². However, achievements in learning outcomes have been slow to come. *Uwezo's* 2011-2015

¹ The Global Out-of-School Children Initiative (OOSCI), UNICEF, UNESCO Institute for Statistics (UIS).

² Annual Education Sector Performance Report (AESPR) for 2017/18

assessment³ revealed that only four out of 10 Standard 7 students were able to read or count at Standard II level.

New data from the Uwezo learning assessment (2019) confirm a steady improvement in Kiswahili literacy skills among children in Standards 3 and 7. At the same time, there has been a marked decline in English literacy and fluctuations in numeracy. This assessment was conducted in 2017 to measure literacy and numeracy competencies of children aged 6-16 years both in and out of school. Nationally, only 2 out of 10 out-of-school children (19%) aged 9-13 years passed all three Uwezo tests. In comparison, the average pass rate for all three tests among children enrolled in Standards 3 to 7 (most of whom are aged 9-13 years) was 60%, three times higher than the rates among their out-of-school peers.

Furthermore, the *National Baseline Assessment for 3Rs*⁴ indicates that 40 percent of pupils scored zero in reading comprehension, 43.8 per cent scored zero in sentence dictation and, although students are reading Kiswahili orally with reasonable accuracy (62%), their fluency, at 18 correct words minute, is far behind the standard 40-45 correct words minute for standard I-II. These findings clearly demonstrate that most students do not have adequate reading skills, which will significantly affect their future learning outcomes. The education system lacks of qualified teachers. Although the government committed to addressing the low teachers' competences (the new Education and Training Policy (ETP) was adopted in 2014 and later, in 2019, the Ministry of Education released the National Framework for Teachers Continuous Professional Development (NF-TCPD) for Basic Education, teacher's access to training remain poor. Moreover, teachers generally lack motivation and their career structure does not encourage progression based on performance. The availability of textbooks, supplementary readers and other learning materials is inadequate. Insufficient provision and maintenance of school infrastructure, as well as lack of safe WASH facilities in schools, contribute to poor learning environments.

Management and leadership capacity across all levels is weak. The capacity at Regional and Councils level to provide resources for schools, to collect and use data on performance and to monitor the quality effectively is still weak. Planning and budgeting at council level is complicated by a multiplicity of funding lines and uncertainties over the amount and timing of fund flows. Budget execution is a problem, with plans rarely fully implemented. Decentralisation is effectively stalled and division of responsibilities is unclear, reducing accountability for service quality.

In 2017 the MOEST launched a new *National School Quality Assurance Framework (NSQAF)* as a process of monitoring, assessing, evaluating and reporting agreed quality standards for all aspects of school life to ensure that, acceptable standards are attained and maintained. However, the School Quality Assurance (SQA) system needs to be strengthened to ensure efficient and effective implementation of education policies, laws, and regulations in the provision of quality education (capacity building, information sharing, management, supervision, monitoring and evaluation and adherence to the standards of education).

Beneficiaries: description, type and quantification

The district of Ludewa is located in southwest Tanzania mainland and is one of three districts of Njombe Region (before 2012 Njombe was part of Iringa region). It is a rural (87.9%) and mountainous area with a population of 133,218 people (63,442 females and 69,776 males). Children (0-14) represent 44% of the total population (Census 2012).

Livelihoods in the target wards of Ludewa District depend mainly on the cultivation of food crops (maize, beans and cassava). Most households derive food from their own fields, while only some wealthier farmers sell their surplus on the local market. Poor subsistence farmers are often forced to sell part of their yield immediately after the harvest at the lowest price, in order to earn some cash and purchase goods and services, mainly health and education. These households, whose production is not quite enough to sustain them for a full year, must look for alternative income generating activities in order to purchase food and cover the period until the next harvest. The majority of poor farmers, during periods of stress, look for casual employment in rural areas performing land preparation, weeding, and harvesting for better-off households, or travel to nearby towns or outside their area offering unskilled services. Individuals, who

³ Uwezo (2017): Are Our Children Learning? Lessons from Uwezo learning assessments from 2011 to 2015. Dar es Salaam: Twaweza

⁴ National Baseline Assessment for 3Rs (Reading, Writing, and Arithmetic) in Tanzania, December, 2015

cannot access casual employment opportunities, normally try to make some profit out of selling forest products, mainly fuel wood, wild fruit and honey. Some better-off households complement subsistence productions with small cultivations of cash crops (mainly coffee, tea and pyrethrum sold on the national market) and also keep some livestock. Poultry is the primary livestock kept in the area; however, there are also a number of cattle, goats and sheep. A minority of households are engaged in small businesses such as trading, running of small stores, restaurants or micro-scale processing activities (mainly mills and jam production for local market). Alternative sources of income in the area are very limited, mainly due to the poor quality of education services that severely constraints the number of available options. Poverty and cultural factors affect access to education for children. Pupils are often sent to the fields for agricultural and farming activities during school time, with the approval of both parents and teachers. The use of corporal punishment by parents and teachers to obtain discipline and respect is widespread and culturally accepted.

Strategy

The MAMMIE Project promotes inclusive and equitable quality education and lifelong learning opportunities for all (SDG 4), in line with the overall objective of the National Education Sector Development Plan to improve literacy, life skills and lifelong learning for better livelihoods of children, youth and adults in Tanzania (ESDP 2017-2025).

The project gives continuity to the approach adopted during previous phases of the MAMMIE project and focuses on strengthening community and parental participation in education as well as governance of the education system at different administrative level. The strategy is based on a holistic approach which integrates a set of activities to respond to the different needs of children and simultaneously strengthening community care structures to create better conditions for ensuring children's wellbeing and protection.

Four (4) new schools have been included in the project following the request of district authority to expand the coverage of the project and allow other schools to benefit of it. The new schools are: "Masaula primary school" that has been registered at Mlangali ward and "Sambala primary school" which is about to complete its registration at Mawengi ward; "Figanga primary school" in Madope ward; "Mbwila primary school" in Luana ward.

The project strategy is developed around the following priorities:

- **Ensure access to safe learning environment** through school facilities construction, distribution of school furniture and learning materials.
- **Effective community and parental awareness and participation in education programmes** by strengthening the school cost-sharing system (community contribution) for the provision of school meals.
- **Improve learning outcomes of pupils in the target schools** through in-service training for teachers.
- **Increase awareness on crosscutting issues** for both parents (community members) and children.
- **Strengthen an effective school Management system** by supporting an effective implementation of the School Quality Assurance Framework.

General objective

To contribute to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4).

Outcomes

OUTCOME (1): Access, Participation and Equity

Increased capacity of schools and communities to ensure equitable access and successful completion of basic education, with particular attention to excluded and marginalised pupils.

OUTCOME (2): Quality of Education

Improved learning outcomes of pupils in the target schools

OUTCOME (3): Education for Social and Economic Development

Skills development for learning, personal empowerment and active citizenship

OUTCOME (4): Governance and Management Systems & Structures

Improved performance of education sector governance, planning, management and coordination systems at LGA levels

Outputs and activities**OUTCOME (1): Access, Participation and Equity**

Increased capacity of schools and communities to ensure equitable access and successful completion of basic education, with particular attention to excluded and marginalised pupils

Output 1.1: Improved access to safe learning environment**A.1.1.1: Construction of 1 kitchen with dining hall (Year 2)**

One (1) kitchen with dining hall will be built in a selected school (priority will be given to the school with a larger number of pupils preferably Itundu). The new built kitchen will be provided with low energy consumption stoves and specially made steel pots. The activity, that will take place in Y2 of the project, aims to ensure access to school meals to pupils). Finally the low consumption stoves will reduce the consumption of firewood, decreasing the expenses and the time employed in collecting the firewood and consequently decreasing the cooking time.

The kitchen construction activities will be implemented by SHIPO in collaboration with the members of the community and the relevant village, ward and district authorities. The community will be requested to contribute local material (like sands and gravel), accommodation and food for the chief masons and covering the labour cost of the masons coming from the village where the infrastructure will be constructed.

The community of the school where the kitchen with dining hall is going to be constructed will be involved by the SHIPO community development officer and required to constitute a Construction committee. During a 3-days good governance training, the Construction committee will be assigned the responsibility to provide all resources needed for the construction, making the work plan and ensure that it is respected.

Local authorities will be involved in the mobilization of the communities and in the monitoring and evaluation of the works; costs for food and accommodation will be covered by the project in order to facilitate their participation. At the end of the work, constructed kitchen with dining hall will be handed-over to the community and the responsible local authorities who will be in charge to guarantee its smooth operation and maintenance.

A.1.1.2: Construction of 1 classroom (Year 3)

One (1) classroom will be built in a selected school (Mavala, Mkiu and Mlangali which, according to the assessment conducted in September 2023, have a pupils-classroom ratio of 1:82, on average). Further assessment to confirm the needs will be conducted during the month of November 2022.

The activity, that will take place in Y3 of the project, aims to ensure an improved pupils classroom ratio hence more convenient teaching and learning environment and consequently improved general academic performance.

The classroom construction activities will be implemented by SHIPO in collaboration with the members of the community and the relevant village, ward and district authorities. The community will be requested to contribute local material (like bricks, sands and gravel), accommodation and food for the chief masons and covering the labour cost of the masons coming from the village where the classroom will be constructed.

The community of the school where the classroom is going to be constructed will be involved by the SHIPO community development officer and required to constitute a Construction committee. During a 3-days good governance training, the Construction committee will be assigned the responsibility to provide all resources needed for the construction, making the work plan and ensure that it is respected.

Local authorities will be involved in the mobilization of the communities and in the monitoring and evaluation of the works; costs for food and accommodation will be covered by the project in order to facilitate their participation. At the end of the work, constructed classroom will be handed-over to the community and the responsible local authorities who will be in charge to guarantee its smooth operation and maintenance.

A.1.1.3: Provision of desks (Year 3)

25 desks will be provided to the new classroom to be constructed in Y3 of the project implementation.

A.1.1.4: Provision of learning materials (Year 1)

Text books will be provided to the 24 schools based on the number of pupils and textbooks deficit and in coordination with the teachers. A schools survey will be conducted to know the textbooks requirements before the procurement process. The activity will be carried out in Y1 of the project implementation, between December 2023 and January 2025.

Output 1.2: Increased community and parental awareness and participation in education

A.1.2.1: Distribution of vegetable seeds and fruits/avocado seedlings to the schools (Year 1, 2, 3)

A set of vegetable seeds will be distributed each year of project implementation to each school after preparation of the plots in November-December to be ready for transplanting in January, when schools reopen. While avocado/fruit seedlings and gardening tools will be distributed only to the new schools (Masaula, Sambala, Figanga and Mbwila) in Year 1, the vegetable seeds will be distributed to all schools every year.

A.1.2.2: Monitoring of the management of school gardens and avocado planting and growing (Year 1, 2, 3)

Monitoring of the management of school gardens and avocado planting and growing will be carried out in collaboration with WAEOs who will conduct follow up visits every 6 months, from January to June.

Avocado production and marketing will be monitored (for schools receiving the seedlings in previous years). SHIPO will collaborate with 6 Ward Extension Officers (1 per ward) to implement the activities in the field. The activity will be coordinated by SHIPO Community Development Officer, while SHIPO's Monitoring and Evaluation Officer will be in charge of monitoring the activity along the 3 years of project. SHIPO will be in charge of purchasing and distributing the seeds in all the 24 schools. The 6 Ward Extension Officers will supervise the school gardening activities with follow up visits for a period of 6 months after new seeds are

planted. The supervisory expenses will be covered by SHIPO as per the agreement to be signed by the two parties.

A.1.2.3: Monitoring of the school meals provision - provided through parents' contribution (Year 1, 2, 3)

A school-level system to monitor the provision of school meals (number of meals distributed, menu) will be established in each of the target school during the first half of Year 1 under the supervision of the HTs. The activity will be coordinated by SHIPO Community Development Officer, while SHIPO's Monitoring and Evaluation Officer will be in charge of monitoring the provision of school meals to pupils along the 3 years of project where the meals ingredients will be assessed as per the template available in the visible impact software. Monitoring of school meals provision will be done on a monthly basis.

A.1.2.4: Global Action Week for Education (GAWE) – Year 1, 2, 3

The Global Campaign for Education (GCE) is a civil society movement founded in 1999 that promotes and defends education as a basic human right and mobilises public pressure on governments and the international community to fulfil their commitments to provide free, compulsory public basic education for all people, in particular for children, women and those from excluded communities. GCE's collective work over time has included cross-national and global campaigns, as well as participation in shared programmes to build civil society capacity, influence and impact. A key vehicle for cross-national campaigning has been Global Action Week, organised annually by GCE.

The project will support the Global Action Week campaigns in the target schools (May 2025, May 2022 and May 2023) involving 1 school each year. The schools will be selected from different wards each year where the neighboring schools will also be allowed to participate. Not less than 2500 people will be reached including pupils, parents, teachers and community leaders of the respective selected school communities. The events will be advertised to the community by using the bulk messaging platform Telerivet with the advertised global themes or/and other educational messages.

OUTCOME (2): Quality of Education

Improved learning outcomes of pupils in the target schools

Output 2.1: Improved teaching competencies

A.2.1.1: Residential INSET training for teachers on pedagogical competencies linked to the new syllabus on reading, writing and arithmetic (the 3Rs) – Year 1, 2.

A key shift in policy within Tanzania has been towards a competency-based early grade curriculum. This has led to a significant change in the early-grade primary school curriculum, both what is being taught and how, through a more effective pedagogical approach. In 2015, the government introduced a new competency-based curriculum for standards I and II. Subjects taught were drastically reduced to focus more on reading, writing and arithmetic skills (3Rs). The new curriculum, syllabi and teachers' guides promote a phonics approach to teaching children to read, which was new to most teachers. Since 2016, the government has introduced a revised curriculum for Standards III and IV, which follows on from the Standards I and II curriculum in approach, but has more advanced content. The Literacy and Numeracy Education Support programme (LANES) has been a key driver of curriculum reform and is providing materials and in-service training (INSET) to support teachers across the country. In 2010, MOEST developed and piloted a National Teacher Competency Framework (NTCF) led by the Teacher Education Department, with contributions from Teacher Training College (TTC) representatives and UNICEF. The purpose of the NTCF was to provide a common reference point for making explicit the knowledge, skills, actions and attributes that characterize good teaching practice. Additionally, MOEST and the Tanzania Institute of Education (TIE) launched the 3Rs national initiative in 2014/2015 to improve the quality of

instruction and pupil performance at Standards I and II in three important learning areas: reading, writing, and arithmetic.

The INSET training will support teachers to develop pedagogical competencies linked to the new syllabus on reading, writing and arithmetic (the 3Rs).

The training will be facilitated by Vikundu or ADEM who will develop the training modules.

The expected duration of the training is 9 days. One training session will be organized in Y1 and one training sessions in Y2. One teacher from each school will participate making a total of 48 teachers benefiting from the training in Y1 and Y2. 4 HTs of the new schools will also be invited.

The training is expected to take place during school closures in June/July 2025 and 2022 at SHIPO office in Njombe.

OUTCOME (3): Education for Social and Economic Development Skills development for learning, personal empowerment and active citizenship

Output 3.1: Improved awareness on crosscutting issues for parents and children

A.3.1.1: School-based extracurricular activities (Year 1, 2, 3)

Child-friendly video and audio material on different topics and tailored to the different age and levels of students will be collected during the period December 2023 to February 2025 (e.g. series such as "Ubongo kids"). Searching and collection of video and audio material will be a continuous activity for the whole project duration in coordination with other organization in Tanzania (e.g. HakiElimu) and institutions (e.g. TIE).

Screening of audiovisuals at school level will be organized starting from March 2025 to support education, child development and social skills, as well as to promote social inclusion of disadvantaged children and to prevent school dropout. SHIPO will work together with the school administrations to activate the extracurricular activities in each of the project schools.

Suggested topics are:

- Sexual and Reproductive Health for pupils of STD VII
- Menstrual Hygiene Management for girls of STD VII - pilot distribution of re-usable sanitary pads to 50 girls will be considered depending on the availability of financial resources
- Health and environmental education including personal hygiene, environmental protection and Nutrition Education
- Child Rights and Child Protection
- Gender equality
- Social inclusion of people with disability

1 "Mobile Kits" (comprising of 1 laptop, 1 projector, 1 generator and an external speaker) will be purchased and used on a rotation basis by each school to support screening of the audio and video material.

A calendar of the activities will be defined by each school considering the involvement of different students on a rotation basis, involving approximately 15 children per session.

Activities are expected to take place once every two month (bi-monthly session) in each school, starting from the month of March 2025. The expected no. of children that will be involved in the activity for all the 24 schools is 6,000. 360 sessions (1 session*24school*15months*) are expected to be conducted by the end of the project. SHIPO CDO will coordinate the activity in the 24 project schools.

OUTCOME (4): Governance and Management Systems & Structures

Improved performance of education sector governance, planning, management and coordination systems at LGA levels

Output 4.1: Strengthened effective school Leadership and Management

A.4.1.1: Monitor and evaluate data management and data use, including management information system (EMIS) – Year 1, 2, 3

Both SHIPO M&E and IT officer will maintain regular support and communication with the HTs and SLO to monitor and evaluate data management and use in each target school throughout the project implementation.

A.4.1.2: Residential training for school committees on leadership, management, and administration (Year 1)

The training will last for 5 days. A total of 57 participants are expected to attend; including 48 school committee members – two from each school, 6 WEOs, and 3 district officials (DEO, SLO and DSQA).

The training will be conducted at SHIPO office in Njombe during the month of June 2025 by facilitators from ADEM.

Training subjects:

- Formulation, roles and responsibilities of School Committees
- School governance, students and staff welfare
- Community resources mobilization and management
- Management of school funds
- School Quality Assurance Framework and Handbook (tools)
- Development of a supervision program for the 24 schools for the next 3 years
- Whole School Development Planning (including evaluation of the 2022-2023 Whole School Development Plan and to preparation of the 2025-2023 Plan).

A.4.1.3: Coaching and supervision program for the 24 target schools in collaboration with the WEO and SQA division (Year 1, 2, 3)

The coaching program aims at provide regular support and supervision to the schools and to strengthened the capacity of School Quality Assurance (SQA) to monitor teacher, student and school performance against standards. The program foresees the following activities:

- **Close-to-school supervision:** as per Schools Quality Assurance Framework, the SQA activities at ward level are led by the WEO who is required to hold monthly meeting with Head Teachers and teachers. The WEO of the 6 wards will receive support (costs for travelling and lunch) in order to be able to visit the schools once per month. This activity will start in February 2025.
- **Quarterly follow up by School Quality Assurance Division:** during the 3 project years, a total of **10 quarterly follow up meetings** with the Quality Assurance Officers and WEO will be conducted in the target schools (2 meetings during the first year of the project; 4 meetings during the second year of the project and 4 meetings during the third year of the project). The meetings will start from the second semester of the first year up to the end of the project.
- **Whole School Visits (WSV) (Year 2 + Year 3):** School Quality Assurance Officers (SQAOs) will conduct a Whole School Visit (WSV) to provide academic and administrative support to teachers and school leadership. During the visits, each school will be evaluated according to the set quality standards which are 'Excellent', 'Very Good', 'Good', 'Satisfactory', 'Weak' and 'Unsatisfactory', as per the new Schools Quality Assurance Framework (SQAF, 2017). A School Summary Report Cards (SSRCs) showing the school's performance after a WSV will be displayed in each school.

Two (2) WSV will be conducted, one during the second year of project implementation and one during the third year of implementation.

A.4.1.4: Participation to education stakeholders meetings, forums, workshops at relevant levels

SHIPO officers (can be Project Coordinator, Community Development Officer or Monitoring and Evaluation officer) will represent the organisation in forums, meetings or workshops with particular attention to those addressing education and nutrition. This will be an opportunity to share experiences and to widen collaboration.

A.4.1.5: Development and dissemination of project informative and visibility materials to relevant stakeholders

During the project implementation SHIPO expects to produce and disseminate visibility and advocacy materials including leaflets, posters, burners and brochures. The dissemination will be done during activity conduction and/or during stakeholders' forums, meetings and workshops.

1. PROJECT REALIZATION METHODS

1.1. Methodology

MAMMIE III project will adopt the same methodology and approach successfully implemented during previous phases, while also promoting innovative actions to strengthen the results previously achieved.

School Infrastructure: SHIPO's participatory approach will apply to all the construction works (WASH facilities, kitchen, and classroom). SHIPO's methodology is designed to involve the community and the local authorities before and during construction works, and until the works are completed. The objective is to listen to the community, create ownership and ensure a mutual understanding on how the community is going to participate in the implementation of the project. The first step is to introduce the project to village authorities. Then a village assembly will be organized to introduce the project to the whole community. Once the community agrees with the project, a project contract is signed explaining the responsibilities of all stakeholders involved (SHIPO, masons, schools, authorities and community members). Training in good governance, stock keeping and work planning is given to masons, authorities and to a newly constituted Construction Committee that will be in charge of supervising and coordinating construction works at village level. Then SHIPO and the community will be ready to start construction works. Once implementation has started SHIPO in collaboration with the relevant local authorities (district engineers, ward education and executive officers, etc.) regularly monitor the works to ensure the quality of the construction and good management. SHIPO makes a final evaluation when works are completed to ensure the project is successful and the infrastructures are ready to be handed over to the community. For the handover of the infrastructures an event is organized by the community. A handing over certificate is signed for the community to feel that the new infrastructures belong to them. From that moment, the community and the local authorities will be responsible for operation and the maintenance of the facilities.

With regards to capacity building, the project foresees different sessions addressed to different key actors of the project: teachers, HTs, LGA authorities, communities (including parents) and students.

Depending on the targeted audience and expected results of training sessions, the project includes "residential" and "school-based training". Residential trainings are conducted in Njombe at SHIPO premises.

Academic training for teachers will be facilitated by Vikindu Teacher's collage and by ADEM. The teachers will be requested to provide SHIPO with a list of topics they would like to be trained on for every selected subject (Mathematics, English, Kiswahili, Science, etc). The list of topics will be used by the Facilitators to prepare the content and the material for the training. In all trainings, teachers will make an action plan establishing how are they going to share their learnings with the rest of the teachers of their schools and how are they going put into practice the new knowledge acquired through specific actions. Those plans will

be shared with the WEOs who are in charge to supervise the job of the teachers and who will have the opportunity to verify that action plans are implemented with monitoring visits in each school.

Capacity building for school committees on leadership, strategic planning, management, M&E and accountability aims at strengthening the coordination mechanisms among key stakeholders at different administrative level, sharing best practices and preparing/evaluating the Action and Whole School Development Plans. Trainings and workshops under "Outcome (4): Governance and Management Systems & Structures" have the final objective of improving the quality of education in the target schools as per School Quality Assurance framework standards. The training will be facilitate by ADEM.

With the aim of increasing **community and parental awareness and participation in education**, the project seeks to enhance participation of the communities to the school activities and their commitment towards the improvement of the quality of education for their children. Special attention is given to strengthening the cost-sharing arrangements (parents/community contributions to schools) for the provision of **school meals**. In order to provide continuity to the achievement of previous projects, seeds and garden tools will be distributed to the schools. The provision of school meals will be monitored to ensure that children have access to micronutrient-rich vegetables and fruits. Moreover, the provision of avocado seedlings is seen as a potential strategy of generating income for the schools to cover running costs due to the limited governmental support.

The methodology of implementation of **school-based extracurricular activities** (A.3.1.3) represents another innovative aspect of the project to challenge the common "frontal teaching" methodology and to provide new inputs and inspirations to children while learning. The methodology foresees the provision of a "mobile kit" of equipment (including a laptop, a projector) to be used by each school on a rotation basis to screen child-friendly video and audio material on different topics and tailored to the different age and levels of students (e.g. Sexual and Reproductive Health for pupils of STD VII; Menstrual Hygiene Management for girls of STD VII; Health and environmental education including personal hygiene, environmental protection and Nutrition Education; Child Rights and Child Protection; Gender equality; Social inclusion of people with disability). SHIPO will use the sound system purchased during the first phase of MAMMIE to support the implementation of the extracurricular activities.

TELERIVET (bulk messaging platform) will be used to inform the communities on different activities of the project and to raise awareness on specific issues that will be defined on a regular basis during the project implementation in coordination with We World staff. The Telerivet platform represents also a "feedback mechanism" that allow receiving feedback from the project beneficiaries.

The project is expected to reach a large number of beneficiaries and mobilize the communities in ensuring quality and inclusive education and protection of children rights. Specific Information, Education and Communication Materials like posters, brochures, etc., will be designed and disseminated based on the activity and target audience.

MAMMIE III will hire and academic officer to coach teachers and school committees and will support an effective SQA mechanism by covering travel costs for the WEOs, DSQA and other relevant officers to make them able to effectively supervise and provide support to the schools.

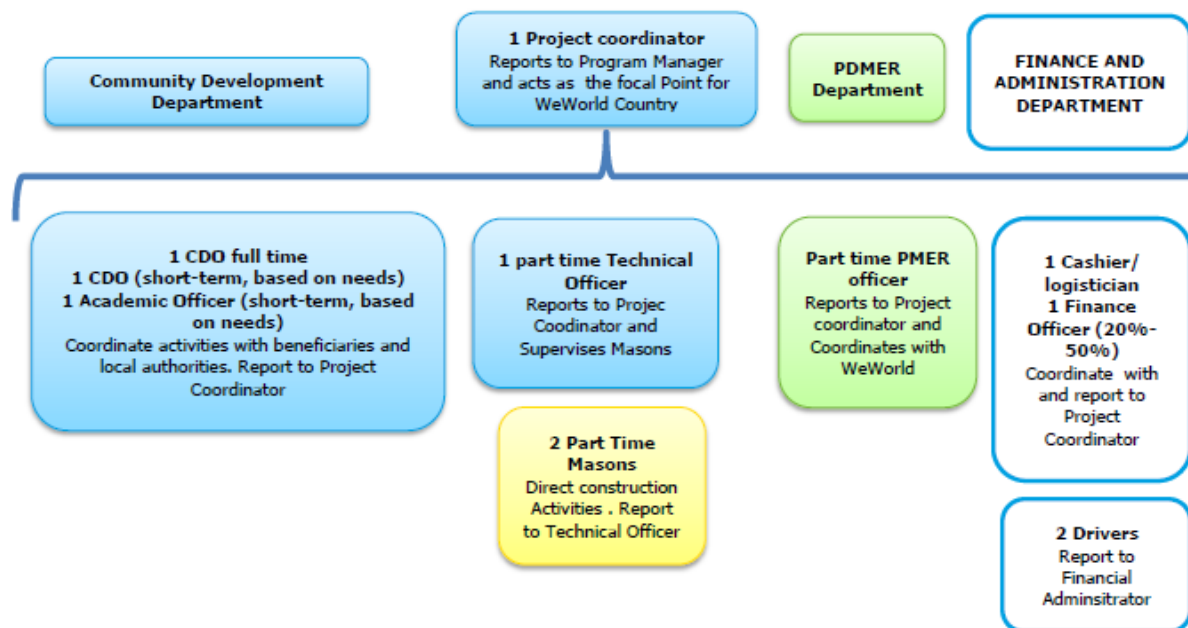
1.2. Operational Organization

The project organizational structure is designed to ensure an efficient management of the project activities, coordination and M&E. The structure takes into account of the typology of the activities, the geographical coverage and various levels of responsibility.

Human resources allocated by SHIPO for the implementation of the project are illustrated in the table below.

Staff	Function
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Management	
Project Coordinator	The Project Coordinator is responsible for the overall management of the Project including planning, implementation and monitoring of the activities in accordance with the project design, timetable and its financial resources. He is responsible for the achievement of the project objectives, results and related indicators. He is directly assigned to, and responsible for, coordination and networking with partners and other stakeholders, as well as for supporting the development of new project proposals and fundraising activities in coordination with We World.
M&E Officer (SHIPO contribution)	The M&E Officer advises the Project Coordinator in the setup of the monitoring and evaluation system. He supports the development of the monitoring tools, supervision of data collection, analysis and reporting. He is responsible for maintaining the project databases in a timely and complete manner, updating the monitoring matrix and management of the Project Profile in Visible Impact.
General Manager	The Program Manager is the General Manager of SHIPO who coordinates all the activities of the NGO and carries the overall responsibilities of SHIPO's activities while ensuring coordination with SHIPO Board and between Departments.
Technical	
Academic Officer (not full time staff)	The Academic Officer is responsible for supervising the whole coaching program (teachers/school committees/PTAs), monitoring and evaluation of the school performance and management in coordination with WEOs, SQA officers and other relevant stakeholders.
Technical Officer (not full time staff)	The Technical Officer supervises the development of the construction plans with the construction committees, provides weekly supervision of the construction works, estimates costs of the needed materials for construction, and coordinates the procurement of materials with the logistician. He is responsible for reporting on the progress of construction activities; supervise quantity and quality of industrial materials and local materials contributed by the community. He provides good governance training to community members and community masons.
Community Development Officer	The CDO supports the Project Coordinator in the implementation of the Project, ensuring that the activities are being performed adequately, on schedule and in accordance with the Project Coordinator's instructions. The CDO conducts field activities and support the Project Coordinator's in their supervision (training sessions, meetings, material distribution, surveys, sensitization campaigns and all the other activities). The CDO communicates and coordinates the activities with all stakeholders, including beneficiaries and local authorities. He/she also provides support Long Distance Sponsorship Campaign activities.
Support	
Finance Manager (SHIPO contribution)	The Finance Manager provides the Project Coordinator with administrative support, compiles financial reports, organizes the offices, and trains local administrative and logistic personnel.
Cashier/ Logician	The Cashier/Logician keeps records of expenditure, makes payments, files supporting documents and receipts and manages the keeping of the stores of material at site and at SHIPO (especially for construction activities). Also procures all required materials for the project from the supplier of materials and services to the beneficiaries.



2. Monitoring and evaluation

The M&E officer and the Project Coordinator will periodically review information to assess and evaluate the achievement of project outcomes.

SHIPO will use a Monitoring Matrix (annex 0) describing the selected Objectively Verifiable Indicators for the project outcomes and outputs (baseline values and target values). The matrix, which is based on the logical framework of the project, will also describe an M&E plan that will define which data must to be collected, frequency of data collection and responsibilities of project staff in the monitoring process. Internal progress reports will be prepared on a monthly (an adapted version of the Monitoring Matrix will be shared with Donor every month along with a monthly work plan).

In addition to the monitoring Matrix, SHIPO will publish weekly project updates on Visible Impact, the online Monitoring and Evaluation System used by SHIPO since 2016. In this way, Donor will be able to see the activities implemented in the field on a weekly basis.

The M&E officer, in collaboration with the Project Coordinator will design all required Monitoring and Evaluation forms and surveys, and its corresponding databases. Analysis of the databases and will be done by the M&E officer who will report the relevant analysis results in the relevant sections of the Narrative Report, according to agreed reporting dates.

Visible impact will also be used for internal monitoring and evaluation of the activities. Internal M&E activities, like the weekly planning meetings and the weekly logistic coordination meetings will help the Project Manager to identify possible problems during implementation and find possible solutions to better address beneficiaries' needs. The implementation timetable is also a key means for evaluating the progress of activities and project performance.

Furthermore, meetings with We World will be held on a regular basis (in person or online meetings) to discuss the activity progress and re-adjust them.

Data collected during the previous phases of MAMMIE project are used as baseline value for the indicators, such as (the list is not exhaustive):

- Primary School Leaving Examinations (PSLE) Pass Rate for STD VII (2014-2019)
- Standard IV National Assessment (SFNA) Pass Rate (2014-2019)
- Subject performance in Primary School Leaving Examinations (PSLE)
- Subject performance in Standard IV National Assessment (SFNA)
- Dropout rate
- Pupils-drophole ratio; Pupils-classroom ratio
- teachers trained by subject
- result of the UWEZO test

The evaluation of the impact of the trainings will be done applying the Kirpatricks Evaluation Model whenever it is possible, and according to the context and the circumstances in which each training or sensitization activity is implemented. The version of the Kirkpatrick Model (developed by Donald Kirkpatrick in the 1950s) consists of four levels of evaluation to demonstrate a link between training and change (Level 1: reaction of learners to the training programme – relevance, quality of trainer /materials, pace, level, etc.; Level 2: learning - changes in knowledge, skills and attitude; Level 3: behaviour change – whether / how the learning is applied as part of working practices; Level 4: organisational results - changes to the team / organisation as a result of the changes in behaviour.

It is understood the impact of some activities would not be measurable in all levels due to lack of time or resources. However, Level 1 will be measured through satisfaction surveys made to participants. Level 2 will be measured through pre-tests and post-tests. Level 3 will be measured through observation and surveys after the training or the awareness raising activity is completed. Level 4 will be measured at least for the trainings of teachers aimed at improving the academic performance of the students and it will be measured through the NECTA examination results and the Uwezo test. Whenever paper surveys and tests are not adequate, Telerivet surveys may be used, as far as options for using this tool are made available.

3. SUSTAINABILITY

3.1. Economic-Financial Sustainability

The sustainability of the school facilities that will be constructed strongly depends on the level of commitment of the school communities to maintain them. The in-kind contribution of the local communities to the construction of WASH facilities, canteens and classrooms - in terms of local material like sand, gravel, stones, bricks, etc.; voluntary labour by both community masons and unskilled labour; food and accommodation for the SHIPO mason based at the site during the construction phases – is the key strategy to ensure their sense of ownership. Additionally, local communities will acquire knowledge and skills to secure maintenance of the new facilities during good governance training. The maintenance works that cannot be done by the local communities will be requested to the district authorities (the MoU that will be signed with the District Council of Ludewa include their commitment towards maintenance and operation of the new facilities after handing over).

The sustainability of the school gardens, as well of the provision of school meals to the pupils, depends on how teachers, parents, and school committees perceive them as an important resource for their school to provide a conducive learning environment to children. The project places the school community at the centre of the program - including students, school staff, school committees, caregivers and community leaders - since their involvement is critical for sustainability and improvement of school meal governance and management, as well as essential for expanding the benefits of the program at household level. Capacity building for the strengthening of community involvement in the cost-sharing mechanisms (parents/community contributions to schools) is the key approach towards sustainability of this activity. Moreover, avocado seedlings has already demonstrated during the previous phases of the project its great potential for sustainability of the school costs which are not covered by the government.

3.2. Institutional sustainability

Local ownership of the project outcomes is ensured through the engagement of district officials (WEO, DSQA, CDO, etc.) and local leaders in the definition of the objectives and activities of the project.

The MAMMIE III project is built on the previously fruitful collaboration built with school communities and LGA authorities during previous years. These stakeholders will receive specific training and support which will help them to better play their institutional role, improving governance, transparency, and accountability of the education system at all levels.

Regarding trained teachers, both the effectiveness of the training and the sustainability of the results (trained teachers apply new acquired skills to deliver improved teaching services in the long run) will depend on several crucial factors: A) an adequate follow up of the trained teachers and continuous supervision to ensure that they are able to apply the new competencies acquired in their daily teaching activities. B) The capacity and willingness of the trained teachers to transfer their knowledge to their colleagues and to lead a process of change and consolidation of new teaching methodologies and standards. C) That trained teachers remain on duty in the target schools without being transferred (as requested in the MoU to be signed with the Ludewa District Council).

3.3. Cultural-social Sustainability

After working for more than six years with the same school communities (including HTs, teachers, parents, children, members of the school committees and regional/district/ward officials) SHIPO has gained a deep knowledge on local social and cultural dynamics, and has built a strong collaboration and dialogue with all members of the community at different levels. This long-term collaboration, as well as the involvement of the school communities in the definition of the activities, based on the needs they expressed, ensures the social/cultural acceptance of the project, as well as community ownership.

Budget

Projected Budget (2023/2024/2025) <small>Indicate year</small>		
Projected Income	USD	Local Currency (TZS)
Other income, community contribution	16,108	37,048,400
Latrine constructions in 4 schools	75,000	172,500,000
Water project infrastructure	28,000	64,400,000
<i>List each corporation and corresponding amount</i>		
Grants		
Ministry of Natural resource of Tanzania	21,739	50,000,000

Funds from globalgiving	213,000	489,900,000
<i>List each grant</i>		
Events and Fundraising	-	-
Membership Fees	-	
Interest Earned	-	
Other (<i>specify</i>)	-	
Total Projected Income	353,847	813,848,400

Projected Expenses	USD	Local Currency (TZS)
Programmatic Activities		
Transport costs	2,609	6,000,000
Food and soft drinks	522	1,200,000
Accomodation	783	1,800,000
Hiring of water survey tools	1,304	3,000,000
Transport costs (2LGAs+1RUWASA+2SHIPO)	1,957	4,500,000
Food and soft drinks	652	1,500,000
Accomodation	783	1,800,000
Burnt Bricks (Pc)	3,261	7,500,000
Sand (lorry)	3,000	6,900,000
Aggregates (Small Stones)	3,913	9,000,000
Stones (Hard core)	1,043	2,400,000
Simtank of 2000Lt.	5,217	12,000,000
Cement	3,913	9,000,000
Wire-mesh	391	900,000

Timber 1*8*12	665	1,530,000
Nails 4"	78	180,000
Binding wire	104	240,000
Poles	313	720,000
Iron Bar 12mm	1,148	2,640,000
Submersible pump - Electric (1HP)	4,565	10,500,000
Tank Connector 1"	587	1,350,000
Fittings and Materials for Electricity Installation	13,043	30,000,000
Polypipe (Class B-PN 10) 1"	3,261	7,500,000
Polly elbow 1"	143	330,000
Stand Pipe Complete for domestic water point/Hand wash	4,109	9,450,000
R/Brush 1 1/4"-1"	65	150,000
Deepening the well + Construction of Tannk tower, Hand wash facility with 8 taps + 1DP + Installation of 2000lt water tank with water distribution networks	32,609	75,000,000
Transport for Industrial Materials	2,609	6,000,000
Transport for local materials	2,609	6,000,000
Vehicle/truck Hiring	29,348	67,500,000
Purchase or rent of vehicles	34,783	80,000,000
Furniture, computer equipment	435	1,000,500
Office/Garage rental in the field	1,565	3,599,500
Consumables - office supplies		
SHIPO Office stationary	6,920	15,916,000
SHIPO Toner	1,174	2,700,200
Studies, research	6,521	14,998,300

Expenditure verification/Audit	5,217	11,999,100
Costs of conferences/seminars	1,978	4,549,400
Visibility actions		
Visibility material (t-shirts, brochures)	1,500	3,450,000
Construction/rehabilitation works		
Material for construction of 5 kitchen with dining hall	60,000	138,000,000
Material for construction of 2 classroom	32,000	73,600,000
Good governance training for construction	8,000	18,400,000
Masons for construction works & technicians and engineers	21,000	48,300,000
Food and accommodation for local government authorities participating in the mobilization , monitoring and evaluation of construction activities	11,000	25,300,000
Truck rent for industrial material transport	12,000	27,600,000
Truck rent for local material transport	9,000	20,700,000
Capacity Building/Awareness/Monitoring		
Provision of desks, including transport	8,374	19,260,200
Provision of learning materials	11,680	26,864,000
Distribution of vegetable seeds and fruits/avocado seedlings and gardening tools to the schools	3,333	7,666,667
Monitoring of the management of school gardens and avocado planting and growing	3,167	7,283,333
Global Action Week for Education (GAWE) – Yearly	3,600	8,280,000
Residential INSET training for teachers on pedagogical competencies linked to the new syllabus on reading, writing and arithmetic (the 3Rs)	11,891	27,349,300
School-based extracurricular activities (Mobile kits and material)	4,500	10,350,000
Monitor and evaluate data management and data use, including management information system (EMIS)	8,000	18,400,000
Residential training for school committees leadership, management, and administration (Year 1)	4,939	11,358,933
Coaching program Coordination		
Coaching program - Close-to-school supervision: WEO monthly meeting with Head Teachers and teachers	5,801	13,342,300

Coaching program - Quarterly follow up by School Quality Assurance Division: 10 quarterly follow up meetings	3,770	8,671,000
Coaching program - Whole School Visits	4,430	10,189,000
Field Monitoring	7,200	16,560,000
<i>List each activity</i>		
Overhead		
Quatery Board meeting	713	4,920,000
Briekfast and Lunch during Board meetins	122	840,000
Office cleaning facilities	261	1,800,000
Office cleaners	1,043	7,200,000
Website shipo domain / FundsforNGO	97	672,000
Office Internet	1,059	7,308,000
Landline Phone	157	1,080,000
Stationaries	348	2,400,000
Repair/ purchase Photocopy machine	362	2,500,000
IT accessories	290	2,000,000
Cleaning SHIPO premises	109	750,000
Repair office fance	87	600,000
Repair building	522	3,600,000
Repair/construct Car Parking	2,174	15,000,000
Vehicle runing costs for 3 cars	14,087	97,200,000
Security's Salary	2,011	13,878,000
Administrator/accountant/Cashier Salaries	13,091	90,324,576
<i>List each overhead item</i>		
Other		
Lobbying activities		
<i>List other expenses</i>		

Total Projected Expenses	454,914	1,214,350,309
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