

**CAPACITY BUILDING FOR GRASSROOTS NGOS  
INVOLVED IN BASIC EDUCATION  
IN LEAST DEVELOPED COUNTRIES OF AFRICA  
AND SOUTH ASIA**

*A Tanzanian contextualized proposal*

**REPORT COMMISSIONED  
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1.0

**GENERAL INTRODUCTION AND CONCEPTUAL FRAMEWORK**

Within the broader framework of its NGO programme on Literacy and Education for ALL, UNESCO has mobilized funds to launch an inter-regional project called Capacity Building for Grassroots NGOs in Literacy and Education for All in LDCs in Africa and Asia. Having implemented the project in Western Africa, UNESCO is launching it in Eastern Africa Region along with the Asian Region. Tanzania happens to be one of the LDCs to benefit from this project by having 25 of its NGO staff members responsible for basic education trained through a series of workshops to upgrade their technical and managerial performance. Over all 250 local NGO field staff from Tanzania, Malawi, Mozambique, Benin, Burkina Faso, Mali, Bangladesh, Bhutan and Nepal are expected to participate in this national capacity-building initiative of UNESCO.

The immediate objectives of the project at the regional level are:

- (i) To have strengthened the professional and managerial capacities in various aspects of basic education programme planning, implementation and evaluation as identified in the needs assessment of approximately 250 local NGO staff involved in basic education projects in 10 LDCs in Africa and South Asia.
- (ii) To have developed a specific Training Kit on NGO capacity Building in basic Education that is adaptable in different cultural contexts and made available to a wide range of NGOs.



(iii) To have developed a plan for appropriate future NGO capacity building.

The conceptual framework or design of the project includes five elements which are taken into account, namely,

- (a) the policy framework for NGOs in the country;
- (b) the full spectrum of NGOs participating in basic education;
- (c) the full spectrum of NGO skill/competency requirements;
- (d) the widest scope of basic education as defined at the World Conference on Education for All at Jomtien, Thailand (1990) including Pre-school and primary education, out-of-school youth education and training, and adult literacy, education and training;
- (e) the need for baseline data on the current status of NGOs involved in basic education.

This project proposal is meant to facilitate the implementation of the UNESCO initiative of NGO capacity building for basic education in Tanzania specifically.

The proposal has three main parts. Part one elucidates what the legal and policy framework is like for NGOs operating in Tanzania. The strengths, weaknesses and opportunities are shown. Part two presents an inventory of NGOs involved in basic education. The focus is exclusively on those NGOs which fall under national umbrella NGOs, namely, the Tanzania Council

for Social Development (TACOSODE), the Tanzania Non-Governmental Organizations (TANGO) and the Association of Non-Governmental Organizations of Zanzibar (ANGOZA).

Part three presents the details of the proposal intended to guide the survey of NGOs in the area of basic education and the identification of their training needs, and the actual training of the key NGO personnel.

**PART I:**  
**THE NATIONAL NGO POLICY FRAMEWORK**

**2.1 RATIONALE FOR NEW POLICY DRAFT**

Currently the NGO legal and institutional framework is fragmented, uncoordinated and weak. That is, NGOs can be registered under four different pieces of legislation, namely, the Societies Ordinance Cap. 337 of 1954; Trustees Incorporation Ordinance Cap. 375 of 1956, the Companies Ordinance Cap. 212 of 1995 and, for Zanzibar, the Societies Act of 1995.

In addition, this in itself contributes to fragmentation and duplication of efforts, and wastage of resources. The first two pieces of legislation have not been updated to reflect the new environment in which NGOs operate in their variety of purposes. Both of them, for example, confer substantial discretionary powers to their respective Registrars and Ministers in registering, refusal to register, cancellation and revoking of the registration of NGOs. This considerably limits access to court by NGOs which may feel aggrieved. In addition, the process of NGO registration, under whichever law, is highly centralized and involved. It is therefore both discouraging and costly for NGOs to get born. This is made worse by the fact that there is a general lack of information on what constitutes an NGO and what it takes to get registered as one.

For NGOs who manage to come to life against all these

odds, there are further problems of maintaining registration (as alluded to above) or survival. For most NGOs work in isolation from one another and lack information on and from one another; they don't belong to any umbrella or apex organization and therefore coordination by the government is very weak beyond the point of registration. All these limit the cross-fertilization of ideas and experiences necessary for NGOs to survive and thrive. Lack of a clear reporting system leads to lack of transparency of the NGO world in the eyes of government and the public at large, hence mistrust, and misunderstanding often arise.

In a nutshell, Tanzania has yet to create a conducive and an enabling environment for NGOs to emerge and to function efficiently and effectively as partners of the government in the national socio-economic development process. To this end, since 1996, consultations among stakeholders of the NGO sector have been going on and an NGO policy draft (now at version 4) is now available to guide the process of creating the appropriate environment.

## 2.2 The New Policy Draft

The new policy draft seeks to create a Government-NGO, and a NGO-NGO working relationship that is based on genuine partnership, good mutual understanding, respect and appreciation of complementarity of roles and responsibilities in the service of people's development. It seeks to bring about effective coordination of the NGO sector by both government and

NGOs themselves.

2.2.1 Specific Objectives of new Policy draft

The specific objectives are as follows:

- . To provide a working definition of NGOs which will accommodate the current shortcomings and confusion and therefore facilitate registration.
- . To put in place a registration process which is transparent and which will facilitate better coordination and freedom of association.
- . To improve coordination of NGOs activities in the country.
- . To provide government mechanism for government support of NGOs so that they can operate effectively and facilitate delivery of services to the grassroots.
- . To provide a mechanism for exchange and inflow of information on NGOs activities in order to minimize wastage of resources and also share experience or research findings to perfect NGOs activities.
- . To promote transparency, accountability, awareness and commitment within NGOs themselves and the general public.
- . To create a mechanism for the promotion of NGOs in

order to utilize their comparative advantage of having the capacity to reach the grassroots in general and addressing issues of disadvantaged people, which include working with various groups of disadvantaged people, various types of disadvantaged areas, on various aspects of disadvantage, and through various forms of provisions.

- . To recognize the role played by NGOs in national development and to enable government to increase level of interaction with NGOs.
- . To promote NGOs Networks and Fora
- . To enable NGOs establish a participatory (democratic) self regulatory mechanism and a code of conduct.
- . To enable NGOs state clearly their objectives.

This shall include a clear and concise overall statement of mission, objectives and policies.

#### 2.2.2 The definition of an NGO

Within the new policy the term NGO is to be defined as "a private voluntary grouping of individuals or associations which is autonomous, non-partisan and non-profit sharing, and is organized locally, nationally or internationally for the purpose of enhancing economic, social, spiritual and development equity of target groups as mutually

agreed by all stake-holders (pp. 22 + 24).

2.2.3 NGO Co-ordination

The coordination of NGOs will be effected at various levels of government and NGOs themselves.

The Government should create the Office of the Registrar of NGOs and the Registrar should be allowed to delegate some of the functions to a responsible government official at district level. But the statute should reserve such serious matters as suspension and cancellation of the certificate of registration of the NGO to the exclusive attention of the Registrar.

There may be a National Forum of NGOs in the country representing all registered NGOs.

There shall continue to be umbrella NGOs and new ones shall be allowed to be formed.

The National Council of NGOs shall coordinate operations of the NGOs in the country.

The formation of the National Forum of NGOs, National Council of NGOs and umbrella organization/NGOs shall not in any way remove the constitutional rights of individual NGOs.

All NGOs shall be required to produce reports on their

activities annually or as may be required by the Ministry responsible for NGOs coordination in Tanzania Mainland, and Zanzibar, the National Council for NGOs and as may be required by the General public.

All audited annual financial reports shall be made available to the Ministries responsible for NGOs in Tanzania Mainland and Zanzibar and to the National Council for NGOs.

All International NGOs operating in the country shall also be required to make available audited financial and activities reports to the Ministry responsible for NGOs co-ordination in Tanzania Mainland and Zanzibar, and the National Council for NGOs.

The National NGOs Council shall have the power to discipline NGOs which violate their code of conduct.

NGOs shall ensure financial transparency by preparing financial reports and have annual accounts prepared and audited.

NGOs shall be required to state clearly and concisely the overall mission, objectives and policies and the same shall be available to the public.

Appeals against decisions of the Registrar should lie with the Minister for matters pertaining to NGOs. The decision should not take more than three months after the appeal has been submitted.



If either the Registrar of the NGO concerned is dissatisfied with the decision of the Minister, then an appeal should be made to the High Court.

**2.2.4 Mechanism for Government Support for NGOs.**

Every Government Ministry, State Agencies, and Local Government Institutions shall adopt policies and practices which ensure that they maintain up-to-date and accurate information about NGOs operating in their fields of interest and/or geographical area with which they are concerned; and which necessitate such Ministries, Agencies and local Government Institutions actively and regularly informing, involving, communicating with and the seeking the advice of such NGOs, thus ensuring good communication and relationship with NGOs.

There shall be established a mechanism under which all goods and materials necessary for NGOs activities or projects, imported or purchased shall be exempted from import duty and taxes.

The Government shall provide tax incentives to individuals or companies who support NGOs activities through donations in cash or kind.

The Government shall provide direct grants, where resources permit, to NGOs under terms and conditions that do not undermine or compromise the freedom and autonomy of NGOs, but for proper use of which NGOs are

nonetheless accountable.

The Government shall have a policy of working in partnership with NGOs in the delivery of government services and programmes.

2.5 **Limitations of the new policy draft**

2.5.1 The area of coordination is still very weak; more has to be done to clarify the role of various government authorities in regulating NGO work at various levels vis-a-vis the role of the proposed National Forum of NGOs, the National Council of NGOs, the apex or umbrella NGOs and the constitutional rights of the individual NGOs.

2.5.2 The area of information exchange and reporting needs further reflections to ensure that a databank is systematically created, developed and shared by all stakeholders.

2.5.3 The involvement of all government ministries in the provision of a conducive and enabling NGO environment needs further elaboration.

2.5.4 The definition and role of community - based organizations (CBOs) needs clarification. As currently presented it seems to be different from NGOs.

2.5.5 There is need to differentiate various categories of NGOs to facilitate the registration process including advocacy, research and networking.

**PART II:**  
**AN INVENTORY OF NGOs ENGAGED IN BASIC EDUCATION**

**3.1 Jomtien vision of Basic Education and NGO roles.**

Basic Education refers to programmes of education which are designed to satisfy man's basic learning needs. As such it is education for all. The starting point is literacy and numeracy but it is more than that; it is empowering the people to understand and harness for development forces within the person and the environment. Needless to say, the core and cutting edge of basic education is primary education. Thus in its widest scope it includes making primary education universal but over and above this it involves expanding learning opportunities for all children even in their early age, all youth and all adults outside the school system. The aim of such education is, as stated, (a) to empower people as they address most pressing problems in their environment, combat poverty, raise productivity, improve living conditions, and protect their environment, and (b) to enable them play their rightful role in building democratic societies and enrich their cultural heritage.

In the words of the Declaration itself, the basic learning needs comprise;

"both essential learning tools (such as illiteracy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required

by human being to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development to improve the quality of their lives, to make informed decisions, and to continue learning" (Inter-Agency Commission 1990 p.3).

It was noted in the WCEFA that basic learning needs could not be acquired in isolation from other basic needs including nutrition, health care, and general physical and emotional support required in order to participate actively in and benefit from their education. In addition, the full provision and utilization of basic education could not be realized for the individual and societal improvement unless there were supportive policies in the social, cultural and economic sectors, and unless societies insured a strong intellectual and scientific environment for basic education (Article 8).

Now, as characterized, basic learning needs are complex and diverse, therefore meeting them requires multisectoral strategies and action which are integral to all development efforts. Many partners must join hands with the government. That is why in the framework for action issued at Jomtien one of the most important principles was identified as "the active involvement of a wide range of partners - families, teachers, communities, private enterprises (including those involved in information and communication),

government and non-governmental organizations, institutions, etc. - in planning, managing and evaluating the many forms of basic Education (Article 11). Of the partners NGOs were singled out as having vast potential for realizing basic education provision.

"Greater potential lies in possible joint actions with non-governmental organizations at all levels; these autonomous bodies, while advocating independent and critical public views, might play roles in monitoring, research, training and material production for the sake of non-formal and life-long educational processes" (Article 13).

### 3.2 Difficulties in Identification of Basic Education NGOs

We have seen that in general terms Basic Education for All, as an investment in people, has a very wide scope; it definitely covers pre-school education, universal access to, and completion of primary or elementary education, out-of-school youth education and training as well as literacy and adult education and training. It focuses not only on universalization of access to but also, and simultaneously, on meaningful and functional learning acquisition or levels of performance (or achievement) in basic education and training. However, what constitutes quality basic education/training has been left to each country to decide. It is thus conceivable that for some countries this may include secondary-level education. In Tanzania a lot of parents seem to be not satisfied with primary education alone; they believe that it is, as it

were, less than basic; they therefore strive to push their children into secondary level education as the minimum best education required to function in our society. They thus tend to stretch basic education beyond primary education though this is not the official position.

Now, this wide scope and complexity of basic education makes it difficult to isolate NGOs which engage in its promotion and/or provision. Often the name of an NGO may be a poor indicator of its involvement in basic education. One needs to know the profile of an NGO to tell its role in basic education. Now, as we write this proposal it has not been possible to access the profile of each NGO in Tanzania. The available inventories (TANGO 1994 and PMO 1995) are in many cases not detailed enough. Our main source of information on NGO involved in basic education has been the national umbrella NGOs, namely, TANGO, TACOSODE, and ANGOZA (See Appendix 9). But, of course, these umbrella NGOs leave out many NGOs which act single - handedly in the area of basic education. But since often capacity building initiatives are undertaken through or by these umbrella organizations, it is basic education NGOs under them which are our initial focus.

In addition, in the capacity building initiative, it seems reasonable that this category of NGOs should be given priority because of greater possible multiplier effect that training may have on the NGO sector than the category of NGOs which act in isolation.

**3.3 Basic Education NGOs under National Umbrella NGOs**

We have just noted that there are three major umbrella NGOs which, among other things, deal with Basic Education, namely, TACOSODE, TANGO and ANGOZA. Let us now examine the profile of each of them and meaningfully categorize their membership involved in basic Education.

**3.3.1 Tanzania Council for Social Development (TACOSODE) Profile**

**3.3.1.1 What is TACOSODE?**

TACOSODE stands for Tanzania Council for Social Development. It is a new name for what was formerly known as the National Council on Social Welfare Services registered in February 1965 as a voluntary co-ordinating body for NGOs in the country. It is thus a national umbrella Non-Governmental Organization with a status of a Council. The new name was adopted in 1987 when the Council shifted its focus from welfare orientation to social development. The changes enable the council to engage in direct project implementation.

TACOSODE is affiliated to the International Council of Social Welfare - the World Organization promoting social development, with headquarters in Montreal Canada. By the virtue of that, TACOSODE enjoys a UN Consultation status and accreditation in UN organized Conference. The Council is also a member to Environmental Liaison International (ELCI) with headquarters in Nairobi, Kenya, and Panel Reform International (PRI) with headquarters in London UK.

#### 3.3.1.2 Aims and objectives

- . To promote and strengthen the NGOs professional competence and organization capability through skills training.
- . To provide a forum for maintaining, sharing and exchanging information on NGOs activities and for making such information accessible to all interested parties.
- . To facilitate and promote cooperation and collaboration among NGOs and between them and the communities.
- . To act as liaison and link between member organization and relevant Government Ministries and promote general understanding and cooperation between the NGOs and the Government.
- . To develop and implement joint programmes for NGOs for Communities and provide or facilitate provision of technical assistance to the same.
- . To monitor NGOs activities and promote evaluation of these activities in order to improve efficiency in service delivery.
- . Where necessary, to act as a clearing house for NGOs/Donors channelling development grants



intended for programme implementation.

To advise the Government on matters concerning NGOs generally as well as on registration of new NGOs.

**3.3.1.3 Mission statement**

To promote sustainable development through human resource development, capacity building through skills imparting and training to member NGOs and grassroots communities and facilitation of cooperation among various actors.

**3.3.1.4 Institutional priorities**

To enhance sustainable social and economic development programmes and projects implementation is a means to an end. TACOSODE therefore strives towards this either directly or through its members. In doing this TACOSODE puts "people and their environment" at the centre of development.

Initially TACOSODE was registered in February 1965 as the National Council on Social Welfare Services. It was a voluntary coordinating body of NGOs in the country. It is itself an NGO. The current name was adopted in 1987 when the Council shifted its focus from a welfare orientation to social development.

**3.3.1.5 Target population**

Special population groups like children and youths

- . Women, the elderly and the girl child
- . Other marginalized and disadvantaged groups including people with disabilities, the rural and urban poor refugees, and displaced people.

3.3.1.6 Areas of integrated action

- . Community development
- . Education
- . Health
- . HIV/AIDS
- . Population issues
- . Environment
- . Gender issues
- . Poverty eradication
- . Self employment/income generation
- . Human rights
- . Food security
- . Democracy and people's participation

- . Emergency disaster and relief
- . Rehabilitation and Social integration of the marginalized people
- . Water and sanitation.

**3.3.1.7 Current major programmes of activities**

**a: Training and organization development**

In order to promote the NGOs members' professional competence TACOSODE

- Organises training workshops and seminars on various issues as need arises
- Arranges training of trainers, or peer education workshops.
- Organizes seminars for awareness creation among NGO leadership on relevant debates in the field.
- Provides consultancy to member NGOs, donors, academicians and researchers on specific request.

**b: Advocacy and awareness creation**

**On Policy issues**

- . To draw Government's attention and action on issues of concern to NGOs.
- . To sensitize grassroots communities on issues

affecting them socially, economically, culturally and politically.

- . To publicize through mass media major decisions made in major fora locally and internationally.

**c: Networking**

- . To facilitate information and experience sharing among in the country and the world.
- . Linking member NGOs with order actors inside and outside the country.
- . Providing information materials within the secretariat for members and other interested parties.
- . Producing regular Newsletter the "TACOSODE NEWSLETTER". Producing other relevant publications e.g. activities report, leaflets, press releases, brochures, inventories etc. to publicize TACOSODE and its affiliate members.

**d: Capacity building**

- . To strengthen the skills and self confidence of grassroots communities and member organization through: participatory design, implementation and evaluation of projects.

- . Training in project design, implementation and evaluation.
- . Training in financial management and accounting.
- . Training in income generation skills.
- . Training in group organization.
- . Training in fund-raising techniques.

**e: Research development**

As part of research development more focus is placed on:

- . Operation Research (OR)
- . Specific research focusing on the problems affecting the community.
- . Commissioned researches on specific identified socio-economic problems.

**f: Services to members**

- . Provision of technical services to member NGOs or those aspiring for registration.
- . Provision of secretarial services to member NGOs

that do not have secretarial staff and facilities. Other technical services required by member NGOs, within the constitutional framework and capability.

**g: Follow-up to un summits implementation**

TACOSODE implements programmes/projects directed towards the implementation of the following recent major world summits:

- . Conference on Environment and Development (Rio De Janeiro 1992).
- . World Conference on Human Rights (Vienna 1993).
- . International Conference on Population and Development (Cairo 1994).
- . World Summit on Social Development (Cairo 1994).
- . The Fourth Conference on Woman (Beijing 1995) and
- . Habitat II (Istanbul 1996).

**Activities Include:**

- Production of monitoring kits on the specific summits, resolution and declarations.
- Creation of awareness on the summit declarations

to member NGOs and the local/grassroots communities.

- Participation in National Policy development to articulate the NGO concerns.
- Participation in country's programme monitoring and evaluation.
- Specific project implementation by the council's secretariat or using member of NGOs.

**h: Environmental resource centre**

Due to be established, the Resource Centre under the name NGO Environmental Information Centre (NEIFC) and CBO in the country through networks and fora, newsletter production, research activities as well as conduct environmental education programmes and workshops or seminars.

The centre will further collect, process, store, and disseminate information and other relevant materials on environment which fall under NGO parameters.

**3.3.1.8 Membership**

Membership is open to registered indigenous and foreign or international NGOs operating in the country. Recruitment of membership is not automatic but through application forms which are subject to scrutiny by the Council's Executive Committee.

**3.3.2 Basic Education NGOs under TACOSODE**

This umbrella network has 66 NGOs dealing with one or several aspects of Basic Education. The full list appears under Appendix I. Analysis shows the following distribution of the NGOs across the various aspects of Basic Education.

|                                 |   |    |
|---------------------------------|---|----|
| . Advocacy and Research         | - | 27 |
| . Voter Education               | - | 5  |
| . Preschool Education           | - | 12 |
| . Primary Education             | - | 11 |
| . Out of school youth Education | - | 29 |
| . Adult Education               | - | 24 |

**3.3.3 Tanzania Non-Governmental Organizations (TANGO) Profile**

**3.3.3.1 What TANGO is**

The Tanzania Association of Non-Governmental Organizations (TANGO) is an NGO umbrella group which was founded on April 14, 1988 by 23 NGOs and registered with the Tanzanian Ministry of Home Affairs on January 8th, 1989. Its activities were launched in 1989 at a symposium on "collaboration between TANGO, NGOs, Government and International Organizations" on December 15th, 1989. As of March 1997, TANGO membership stood at 255 NGOs.



### 3.3.3.2 Objectives

TANGO's objectives set by the statute are:

- . To act as a unifying organ among its members;
- . To establish among its members a forum for coordination and systematic exchange of information and experience;
- . To encourage the carrying out of studies and programmes on matters of common interest;
- . To establish a trust fund to sustain TANGO and its constituency members;
- . To establish an NGO code of conduct;
- . To abide to the NGO Code of Conduct.

### 3.3.3.3 Organizational Structure

- . The General Assembly (GA) of all NGO members is held every three years.

The GA elects the Chairperson, Secretary General, Vice Chairperson and Treasurer and five other persons who form the Executive Committee of TANGO. This committee is accountable to the GA for all programmes and activities undertaken. The GA is the highest organ of TANGO.

The Executive Committee is responsible for

directing all communal activities of TANGO and the performance of any other functions which the GA may delegate it. The Executive Committee meets quarterly.

- . **Technical Committee** as sub-committees which are established by the GA at the recommendations of the Executive Committee which appoints members. These Technical Committees which have been formed cover the following: Environment; Youth Development; Adult Education; HIV/AIDS Control and Protection; Human Rights; Micro-credit and enterprise development; WID/Gender Issues; and in addition there is a Commonwealth Liaison Unit. These Technical Committees facilitate smooth performance of TANGO' sectoral activities.
- . **The Secretariat**, which is headed by the Executive Director of TANGO, undertakes TANGO's day-to-day activities and executes all directives.
- . **The Membership** includes founder-member NGOs, other Tanzanian NGOs and international NGOs who become associate members.

#### 3.3.3.4 Source of Funding

- . **Admission fees** and annual contributions by members;

- . Income-generation activities;
- . Grants and donations of TANGO;
- . Any other lawful incomes.

**3.3.3.5 Programmes and Activities**

- . Assessment of Tanzanian NGOs' needs and opportunities in order to design plans for capacity building which will help NGOs to improve programme delivery through training.
- . Socio-economic survey on credit needs of women for micro-enterprises in the slum and peri-urban areas of Dar es Salaam, i.e. Mtoni, Mbagala Wards.
- . Coordination of NGOs' preparatory work for the fourth world conference on women (Dakar, 1994, and Beijing, 1995) and other Women in Development (WID) projects.
- . Production of the NGO journal Semezana for information dissemination and networking with NGOs.
- . Advocacy on sustainable development, human rights, prevention and control of AIDS.

The NGO community needs to have a meaningful dialogue

with the government in order for NGOs to have an impact on national policy issues. NGOs are also becoming increasingly aware of their new role in Tanzania's emerging multiparty system, democratization process and public sector reform (privatization), and of the need for NGOs to speak on behalf of the poor and marginalized sections of the population.

TANGO plans to establish an NGO policy forum and to develop an NGO resource centre and investment funds. In this way, TANGO, will help to strengthen the capacities of local NGOs' in delivering their programme and will facilitate NGOs' access to investment funds. This will enable NGOs to deliver programmes which will generate employment and income for their target groups.

#### 3.3.3.6 Members of the Executive Board

- |    |                             |   |                  |
|----|-----------------------------|---|------------------|
| 1. | Mr. Dennis Muchunguzi       | - | Chairperson      |
| 2. | Mrs. Olive Luena            | - | Vice Chairperson |
| 3. | Mrs Venus Kimei             | - | Treasurer        |
| 4. | Hon. Judge Raymond Mwaikasu | - | Member           |
| 5. | Mrs. Mary J. Mwingira       | - | Member           |
| 6. | Mr. Yohana Ole Tiamongoa    | - | Member           |
| 7. | Mrs. Cathleen Sekwao        | - | Member           |
| 8. | Mr. Ruger Kahwa             | - | Member.          |

For more information, contact:  
Executive Director, TANGO, P.O. Box 31147, Dar es Salaam  
Mobile 0812-783175/Tel/Fax 762207, Nderumahi

Residence, Kijitonyama.

**3.3.4 Basic Education NGOs under TANGO**

This network has listed 40 NGOs which deal with different aspects of Basic Education (See Appendix 2).

Among them there are NGOs which are sub-networks in themselves. For example, Female Activists (FEMACT) is a loose coalition of about 12 NGOs with the Tanzania Gender Networking Programme (TGNP) as a lead NGO. On the basis of focus, the 40 Basic Education NGOs under TANGO can roughly be categorized as follows:

| <u>Areas of focus</u>             | <u>No. of NGOs</u> |
|-----------------------------------|--------------------|
| 1. Advocacy for the disadvantaged | 7                  |
| 2. Skill training for youth       | 11                 |
| 3. Cultural promotion             | 5                  |
| 4. Community Development          | 9                  |
| 5. Family Planning Education      | 1                  |
| 6. Poverty Alleviation            | 4                  |
| 7. Multi-purpose/foci             | 19                 |

**3.3.5 Association of Non-Governmental Organizations of Zanzibar (ANGOZA) Profile**

**3.3.5.1 Character of the Association**

ANGOZA is a non-governmental, non-political, independent, voluntary and non-profit making organization, whose major aim is to provide a consistent stand/forum of all non-governmental organizations in Zanzibar.

3.3.5.2 Objectives:

- . To coordinate and strengthen national and international links and to be the voice and pressure group for member NGOs.
- . To stimulate, assist, train, collect and disseminate information, which will encourage the efforts of the member NGOs in their aims and objectives of peace, equality and development.
- . To establish National and International Training Programmes for NGOs Zanzibar - including seminars, workshops etc.
- . To cooperate and participate with other similar organizations, by holding conference, exhibitions, meetings, lectures, seminars and training programmes at National and International levels.
- . To establish and maintain a system of information, documentation and communication so as to respond to the needs for dissemination information on NGOs activities throughout Zanzibar.
- . To encourage and develop arrangements for active and close cooperation with other associates or bodies having similar aims and objectives throughout the world.

#### 3.3.6 Basic Education NGOs under ANGOZA

Under this umbrella NGO there are 18 NGOs dealing with basic education (See Appendix 3). Their distribution in terms of major activities is as follows: General Education improvement/expansion 3, Preschool education 2, Research 2, Special Education 4, Community Education 7, Youth Education 2, Advocacy 9, Training 1.

#### 3.4 Basic Education NGOs outside Umbrella NGOs

There are a number of NGOs which are involved in Basic Education but don't fall under any umbrella NGO as noted earlier. e.g. Research and Education for Democracy in Tanzania (REDET). These have not been listed for the purpose of this study. Although these do not fall under umbrella NGOs, they are likely to be part of emerging thematic networks born out of efforts to co-ordinate all NGOs involved in basic education so as to facilitate the sharing of information and experience. Basic Education Fellowship (BEF) of Care International in Tanzania, for example, provides such a framework for a number of Basic Education NGOs including, at the moment, Taaluma Women Group partnership, LUDEA, TAHEA (Mwanza), Bagamoyo Education Trust Fund and EMAU.

PART III:  
CAPACITY BUILDING PROJECT FOR GRASSROOTS NGOS  
IN BASIC EDUCATION

4.1 **Brief Description of the project**

The project aims at strengthening the capacities of about 25 NGO staff members responsible for basic education projects in Tanzania, one of the LDCs. This will be done through a series of training workshops designed to upgrade their technical and managerial performance from their present level, and through the production of a gender sensitive and culturally adaptable Training Kit on building local NGO capacity in basic education. The Kit will be made available for wider use in and outside Tanzania.

4.2 **Context and Project Justification**

Tanzania was one of the active participants in the Jomtien World Conference on Education for All (WCEFA) in 1990 and in all the regional consultative forums which prepared for that conference. At the WCEFA it was amply clear that the mission to meet basic education needs for all by the year 2000 was so immense that in no way could a government, let alone a government in one of the Least Developed Countries, succeed in its efforts without forging partnerships and alliances with grassroots or community-based Non-Governmental Organizations and institutions as well as private sector groups and individuals so as to mobilize and pool together human and other resources for the



noble cause. For, united in genuine cooperation and collaboration, they could together stand the challenges involved; disunited, they would inevitably fail.

Since Jomtien, most governments including Tanzania have come to look at educational NGOs as indispensable partners in the struggle to provide appropriate basic education for all. They consider the work of competent educational NGOs as part of the national capacities in basic education. In June 1996 the Mid-Decade Review Meeting of the International Consultative Forum on EFA held in Amman underlined that the challenge to establish and strengthen broad partnership and national capacities in promoting education for all should continue and emphasized that the partners should include all groups and institutions in society, among them local communities and NGOs.

Certainly it would be naive to assume that such groups and organizations could deliver goods simply in virtue of being close to the people at the grassroots without addressing the issue of capacity-building for managing basic education programmes.

As a matter of fact, several members of NGOs involved in the Education for All Network have asked UNESCO for help in finding ways to strengthen in particular the capacities of grassroots NGOs involved in basic education. Fortunately over the years UNESCO has gained thorough understanding of both the strengths and weaknesses of NGOs working in basic education. Recognizing the crucial and often innovative role of

local NGOs in providing basic education through the non-formal sector, but at the same time aware of their technical and managerial shortcomings, UNESCO and its NGO partners have increasingly discussed this issue and by now gained some experience in carrying out capacity building training activities for local NGOs.

#### 4.2. The Situation in Tanzania

What Tanzania had done in the provision of basic education for its citizens up to 1990 was reported to the WCEFA (Ministry of Education, August 1989). It was highlighted then that Tanzania had already made a commitment to achieve basic education for all by promoting both universal primary education (UPE) and adult literacy since late 1960's and early 1970s. The WCEFA was simply an opportunity for re-dedication to the cause of Education for all. In quantitative terms a lot had been achieved. However, there remained pockets of resistance here and there in the vast country and in any case the nation had to confront the problem of getting people retain acquired skills and competencies and even develop them further. There remained as well the issues of the quality of the basic education being provided in the light of dwindling resources of the government. (Levine 1996)

Since Jomtien Tanzania has been engaged in political, social and economic reforms. The Structural Adjustment policy implementation has adversely affected the provision of social services including education. The government has had to learn the art of good governance

under policies of political and economic liberalization. Researches in the area of basic education provision reveal a decline in both enrollment and quality of primary education (Komba, et. al, 1995) and adult education despite policies of cost-sharing in education and other social services.

During the period of liberalization Tanzania has witnessed the birth of a number of NGOs in various areas of social services provision at the national and local levels,. By 1994/95 there were over 800 NGOs in the Directories of NGOs in Tanzania (TANGO 1994, Office of the Prime Minister, 1995). Some of them were and still are involved in basic education. Since 1994/95 more NGOs have sprung up but not all of them are officially registered. At the same time several networks have been created by the NGOs in order to pool efforts together and be effective. Hence the expansion of umbrella networks namely, Tanzania Non-governmental Organizational (TANGO), the Tanzania Council for Social Development (TACOSODE), and Association of NGOs in Zanzibar (ANGOZA), Rukwa Association of NGOs (RANGO) In the area of basic education in particular, we have noted that specific networks have begun to form such as Basic Education Fellowship (BEF) operating under Care International Tanzania.

It should be noted that these NGOs are heterogenous even through they may each focus on one area of theme such as basic education. For example, some deal with

research, others run programmes e.g. pre-school. Still others do advocacy work in relation to basic education.

This means that the scope of the skills required by NGOs may differ widely.

#### 4.2.2 Issues to be addressed

A recent study by Mtatifikolo and Comoro (1997) sponsored by the Eastern and Southern African Management Institute (ESAMI) has come up with a situational analysis and training needs of NGOs in Tanzania. This has been done without special focus on basic education. The term capacity building seems to capture well the needs. This is in line with what UNESCO believes that in order to be a truly effective partner and delivery channel for basic education programmes, NGOs in LDCs do not just need funding support but also managerial and technical training and a vision of their role in promoting basic education. The following is a possible breakdown of these in terms of the range of knowledge and skills which NGOs seem to need:

- (i) A vision of the national policy context of their operations and knowledge of its limitations and opportunities;
- (ii) Competence in policy analysis and planning programme activities;
- (iii) Techniques of participatory project planning and implementation;
- (iv) Competency in project evaluation (research and evaluation skills);

- (v) Competency in making a "SWOT" analysis of themselves so as to identify the strengths, weaknesses, opportunities and threats each faces as a basis for organizing appropriate individualized training programmes.
- (vi) A repertoire of abilities to cooperate and work with the government and sister NGOs at local, national and regional levels (networking skills and negotiating skills). This may involve the creation of NGO-NGO forum and Government-NGO forum for regular exchange or consultations;
- (vii) Competence in identifying basic education programmes which local communities need;
- (viii) Competence in developing educational materials which take into account communities' specific linguistic, gender, economic or social and other needs.

Evidently NGOs will differ from one another in terms of capacities they have or lack, and training programmes should seek to fill gaps in the immediate, medium or long term perspectives.

#### **4.3 Objectives of the project in Tanzania**

##### **4.3.1 Development objective**

The project intends to strengthen national capacity towards achieving the goals of the Jomtien Declaration by broadening partnership in support of Education for all - one of the key principles reaffirmed at the Mid-Decade Review Meeting on Education for All in 1996-

through systematic technical and managerial training for capacity building of NGOs active in basic education.

**4.3.2 Immediate objectives**

- (1) To have strengthened the professional and managerial capacities in various aspects of basic education programme planning, implementation and evaluation (See Appendix 4 for potential content areas) as identified in the needs assessment of approximately 25 local NGO staff involved in basic education projects in Tanzania.
- (2) To have developed a specific Training Kit on NGO Capacity Building in Basic Education - adaptable to different cultural contexts and made available to a wide range of NGOs;
- (3) To have developed a plan for appropriate future NGO capacity building.

**4.4 Main results to be achieved and indicators for success**

The expected results at the end of the project will be as follows:

**4.4.1 Results Relating to Immediate Objective I**

- (1) A national sample survey assessing the spectrum of NGOs active in basic education in Tanzania.
- (2) Capacity profiles of NGOs involved in Basic Education.
- (3) Approximately 25 local NGO field personnel involved in basic education in the project

countries trained in critical content areas of needs assessment, management, programme planning, implementation and evaluation responding to their specific needs (see list of potential critical content areas in Appendix 4).

- (4) Project sustainability plans for each participating NGO.

**4.4.2 Results Relating to Immediate Objective 2**

Gender sensitive and culturally adaptable NGO Training Kit on Building NGO Capacity in Basic Education.

**4.4.3 Results Relating to Immediate Objective 3**

- Plan of action for future training and capacity building amongst educational NGOs.

**4.4.4 Indicators to measure project outcomes**

The quantitative and qualitative indicators to measure the project outcomes will include:

- The number of NGOs that have benefitted from the capacity building workshops;
- Participating NGO staff applying their acquired capacities at local level;
- Evidence of increased co-operation between the NGOs and other partners - particularly

government authorities - as well as among the NGOs themselves;

Changes in professional performance with regard to technical and managerial competence of participating NGOs based on the NGO profiles developed at the first workshop;

- Increased evidence of gender aware NGO professional practice;
- Use of the gender sensitive and culturally adaptable Training Kit on Building NGO Capacity in Basic Education;
- Donor support to follow-up action plan on capacity building amongst NGOs in basic education.

#### **4.5 Description of Main Activities of the Project**

##### Activities and Inputs Related to Achieving Immediate Objective I (Project Preparation Activities).

#### **4.5.1 Establishing the NGO Capacity Building Mechanism**

In order to establish the NGO capacity building mechanism, the different project partners have to be identified. For this purpose UNESCO will work closely with its field offices and use its contacts with a wide range of different actors involved in working with NGOs



in the field of basic education in Tanzania. These contacts include UNICEF, UNDP, the World Bank, funding agencies, members of UNESCO's Collective Consultation of NGOs in Literacy and Education for ALL, national coordinators of the Interagency Education for All Network, bilateral programmes in basic education, and others. UNESCO will also consult organizations involved in bilateral programmes in basic education and NGO capacity building. The organizations will be asked for comments on the project, ideas how the project could be linked to their activities, names of NGOs that may be interested in participating and a statement on how they as an organization would like to contribute.

#### 4.5.2 Identifying Project Resource Persons and Consultants

Resources people and Consultants will be identified in Tanzania to be - in close co-operation with the national NGO focal point - involved in executing the project, particularly in collecting and in adapting workshop materials. While contracts will be given for specific tasks such as workshop materials development, their participation will be voluntary.

The resources person for developing capacity building workshop materials based on the outcomes of a NGO training needs assessment in the country will undertake to make the following contributions in kind:

- Invest time to participate in the project workshops;
- Invest time and commitment to adapt and edit

already existing training materials according to the agenda of the national workshop to be held (a fee contract will be given for this purpose);

- Participate in the regional NGO needs assessment and workshop preparation meeting;
- Participate in the inter-regional workshop on developing the Training Kit for Local NGO Capacity Building in Basic Education.

**Criteria for selection to include:**

- Experience in carrying out basic education activities at local level in the country;
- Active membership in a NGO involved in basic education;
- Willingness to invest time (a modest amount for labour costs will be included in the fee contract given).
- Preference will be given to members of UNESCO's NGO programme and particularly to women.

**4.5.3 Identifying National NGO Project Focal Point**

An NGO project focal point will be the key person of the NGO capacity building mechanism in the country. She/he will be identified by UNESCO. He/she will

undertake to make the following contributions in kind:

- Be available as the national focal point responsible for co-ordinating project activities and reporting on project processes;
- Identify in close collaboration with UNESCO the local NGOs to participate in the project;
- Invest time and commitment to organize, co-ordinate and carry out a series of three national level capacity building workshops (one on the broader issue of the role of NGOs in facilitating learning, on gender awareness, needs assessment, two on meeting selected identified capacity building needs as identified) - fee contract will be given for this purpose;
- Monitor the workshop follow-up activities at local level;
- Assist in the development of workshop training materials;
- Participate in the regional NGO needs assessment and workshop preparation meeting;
- Participate in the inter-regional workshop on developing the Capacity Building Training Kit for Local NGOs in Basic Education.
- Participate in the end of the project evaluation

project (travel and accommodation will be provided.

Criteria for selecting the national project coordinator to include;

- Active membership in a NGO involved in basic education in the country concerned for at least five years;
- Experience in carrying out training workshops in the field of basic education;
- Willingness to invest time (the fee contract given to the NGO to organize the workshops will include some labour costs).

The national NGO project focal point will be identified through the networks of NGOs that UNESCO is in contact with.

#### **4.5.4 Identifying Local NGOs to Participate in the Workshops and their Training Needs**

To identify local NGO project participants a sample survey will be carried out in the country to assess the spectrum of NGOs involved in basic education and their training needs. The selection of participating NGOs will be done on the basis of this survey and through the existing NGO networks. The NGOs participating in the project will undertake to make the following contribution in kind:

- Make available their project staff to participate in the series of three workshops;
- Follow-up on the workshops by applying their acquired competence in their work at local level (i.e. be multiplier agents);

Criteria for selecting the local workshop participants will be discussed with the national NGO project focal point; they may include:

- Active membership in a local NGO involved in basic education in the country concerned for at least three years;
- Experience in carrying out basic education programmes;
- Some experience in training others in order to filter down the outcomes of the workshop;
- commitment to participate in the series of three capacity building workshops.

Preference will be given to younger female - NGO members.

#### **4.5.5 Planning Capacity Building Workshops - Establishing a Co-ordinated Project Approach**

A regional planning meeting will be held in the Africa Region to establish a co-ordinated and coherent project among the key constituency of the NGO Capacity Building Mechanism. The national co-ordinators, resource persons and other interested partners will attend these regional planning meeting to discuss the role of NGOs in basic education, compare the results of the sample surveys on assessing the NGO spectrum in the different countries, share previous training experiences, exchange materials used in the past and develop a framework for the workshops to be held.

#### **4.5.6 Developing and Analysing NGO Capacity Profiles**

Effective capacity building demands a careful assessment of the existing NGO managerial and technical capacities. Preliminary observations on training needs will have been highlighted in the Sample Surveys assessing the NGO spectrum involved in basic education in the different countries, but a more thorough assessment will be needed to meet the real needs of the workshop participants and train them in analysing their own capacities. For this purpose NGO capacity profiles will be developed.

Following the principle of participatory planning this will be done by devoting about three days of the first national capacity building workshop to needs assessment. The NGO national focal point in close collaboration with UNESCO will develop and send a

questionnaire on institutional and technical capacities to participating NGOs before the workshop. At the end of the workshop the real capacity building needs of these NGOs will have been identified, prioritized and a rough plan for the two future workshops developed.

#### **4.5.7 Comparative Study on NGO Capacity Profiles**

In order to meet the projects objectives of developing the gender sensitive and culturally adaptable Training Kit on Building NGO Capacity in Basic Education and planning capacity building for the future, a cross country, cross sub-regional and cross regional analysis of local NGO capacity building needs will be done. What are the NGO capacity building needs that cut across countries and region? What are context specific needs? The insights to these questions will be considered when finalizing the NGO Training Kit on Building NGO Capacity in Basic Education and in planning capacity building for the future. For this purpose a comparative study will be carried out.

#### **4.5.8 Organizing and Holding a Series of Training Workshops**

The capacity building mechanism will provide the channel to carry out the series of three national training workshops to be held in the country. While the first one will focus on reviewing institutional capacities of the participating NGOs, carrying out needs assessment, identification and priorities as well as discussing the role and vision of NGOs involved in basic education and the issue of gender, the two following workshops will be planning in response to the

needs assessed. In the country members of at least 5 to 10 local NGOs will participate. By offering a series of workshops, participants can apply their newly acquired competence in their day to day work and later share the experiences with other workshop participants and critically reflect on them. Thus a series of workshops facilitates a more profound learning process.

Other actors involved in the NGO capacity building mechanism (i.e. state authorities, international NGOs, resource persons, donor agencies, international organizations) will be welcome to participate in the workshop. They will be asked to make the following contribution in kind;

- Bearing the costs for their participation in the workshops themselves.

Activities and Input Related to Achieving Immediate Objective 2:

Developing a Training Kit on Building NGO Capacity in Basic Education.

**4.5.9 Preparing the Elements for the Gender Sensitive and Culturally Adaptable Training Kit at National level**

After the needs have been assessed, training materials will be developed at national level accordingly. The resource person specifically identified for this task will work closely with the national NGO focal point and



the UNESCO officer in charge. As far as possible already existing materials will be used; these will be reviewed and adapted. new materials will be developed as necessary. On the basis of the experience with these materials and their evaluation by workshop participants, the materials will be revised. The materials will provide the basis for the gender sensitive and culturally adaptable Training Kit on Building NGO Capacity in Basic Education.

**4.5.10 Putting Together the Training Kit on Building NGO Capacity in Basic Education**

An inter-regional meeting will be organized to discuss and revise the materials used in the different countries and comment on them so that they can finally be revised and edited accordingly. The Training Kit will provide a set of tools which can be adapted cross culturally rather than directly applied.

**4.5.11 Editing and Distributing the Training Kit on Building NGO Capacity in Basic Education**

The Training Kit on Building Local NGO Capacity in Basic Education will be revised, edited, translated (E/F) and made available for wider use.

Activities and Input Related to Achieving Immediate Objective 3:

Developing a Plan for Future NGO Capacity Building (a Phase II of the Project).

#### 4.5.12 Organizing an Inter-Regional Project Follow-Up Meeting

An inter-regional project follow-up meeting will be held within the framework of the end of the project evaluation meeting to share and assess the experiences and plan future NGO capacity building and a possible second Phase of the Project.

#### 4.5.13 Evaluation

Activities related to evaluation are described below. (Under 4.9).

#### 4.6 Inputs

##### 4.6.1 Project Preparation Activities/Inputs

- . Field travel, on-site consultation and communication with field offices and NGO partners to identify project resource persons and national NGO project focal point.
- . A fee contract to carry out 10 national sample surveys assessing the spectrum and training needs of local NGOs active in basic education in the project countries providing the basis for workshop participant identification (project result 1.1).
- . 3 regional seminars with key project personnel - 1 in each sub-region - to plan the capacity building workshops and establish a co-ordinated project approach.

**4.6.2 Responding to Capacity Building Needs/Inputs**

- Funds for preparing and carrying out 3 capacity building workshops to develop NGO capacity profiles (project respond to the needs identified and develop NGO sustainability plans.
- Funds for field travel.
- Fee-contract to conduct comparative survey (cross national and Cross sub-regional) on NGO capacity building needs in different countries and regions.

**.6.3 Developing a gender sensitive and culturally adaptable Training Kit on Building NGO Capacity in Basic Education/Inputs**

- Funds for national level training materials development (elements for the Training Kit).
- Inter-regional seminar on, translating, synthesizing and revising the elements for the gender sensitive and culturally adaptable Training Kit on Building NGO Capacity in Basic Education.
- Fee-contract to edit the Training Kit on Building NGO Capacity in Basic Education.

**4.6.4 Developing a plan of action for future training and capacity building amongst educational NGOs/Inputs**

- Inter-regional seminar on project follow-up (within the framework of the end of the project evaluation meeting).

**4.6.5 Evaluation Monitoring, Communication, Reporting and Sundry/Inputs**

- Funds for equipment to be used for better project monitoring.
- 1 inter-regional end of the year evaluation meeting.
- 1 fee-contract to carry out a project impact survey evaluating the change in two selected NGOs capacity profile.
- Funds for monitoring, communication, reporting and sundry.
- Funds for Temporary Assistance to support project preparation, implementation and management as appropriate.

UNESCO will also contribute from its Regular Programme, to the staff costs, travel costs, communications and

equipment required by the project and make available

the project co-ordinate or her representative to attend the annual project review meetings.

**The Financing Agency:** The Federal Republic of Germany is requested to contribute the amount of US\$ - over the period of 4 years 1996 to 1999 as BMZ Funds- In-Trust.

The donor agency is further requested to cover the costs for its participation in the end-of the year evaluation meeting and any other meetings as appropriate.

#### 4.7 **External Factors to be Taken Into Consideration**

The project assumes that the NGOs to participate in the project are determined about wanting to strengthen and expand their initial capacities and therefore willing to invest their time and energy committing themselves to stay with the project until its end. Since by their nature and due to the lack of a safe financial base small grassroots NGOs are continuously threatened in their existence, there is a slight chance that not all of them stick to their commitment.

Due to BMZ funding requirements the scheduling of the project activities of phase I and II is a little tight.

This factor increases the general difficulty of having the countries progress at the same speed; some may advance more quickly in carrying out the national level activities while others may lag behind.

**4.8 Special Considerations**

**4.8.1 Impact of the project on the promotion of equality between men and women**

Gender awareness and gender analysis will be one of the items on the agenda for the first capacity building workshop. The Training Kit will address the issue accordingly. Moreover women who are well represented in NGOs carrying out literacy programmes will be given preference when selecting national NGO focal points, as consultants for the development of training materials, and as workshop participants. Since most of the NGO basic education programmes are directed at the unschooled, the majority of whom are women, a more competent NGO delivery channel will eventually benefit women learners.

**4.8.2 Impact of the project on the cultural dimension of development**

The project respects participants' cultural backgrounds and contexts. It will be ensured that these are reflected in the training materials. The workshop materials which will provide the elements for the Training Kit on Local NGO Capacity Building are understood to be examples in the sense that they are culturally and situation specific and can be adapted rather than applied to other contexts.

**4.9 Reporting/Evaluation**

UNESCO will be responsible that a progress report will be prepared at the end of every project year and discussed at an annual review meeting. The UNESCO

project co-ordinator or her representative will attend the review meeting and submit periodic monitoring reports, in line with established procedures and requests from the BMZ.

**4.9.1 Formative /built-in Evaluation**

All the training workshops will include a self-evaluation of training methodology, contents and materials by the participants which will be developed with the assistance of UNESCO's evaluation unit. These will be shared across countries with the assistance of the NGO national focal point.

**4.9.2 Terminal Evaluation**

An inter-regional end of the project Evaluation Meeting will be held with the participation of UNESCO, the national project co-ordinators, the persons responsible for editing the workshop materials, BMZ and other partners who played a key role in the capacity building mechanism facilitating the project activities. An evaluation survey based on the indicators of project success and the results of this meeting will be prepared including a section on lessons to be learned and ideas for planning future NGO capacity building and if appropriate a phase two of the project. The donors will be requested to cover their own expenses in participating in this interregional meeting.

An external evaluator will prepare an impact survey evaluating the change in profile of two selected local NGOs at the end of the project.

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12. TACOSODE Brochure 1998.
13. Tanzania Non-Governmental Organizations (TANGO), Directory of Tanzania Non-Governmental Organizations, TANGO 1994, Kibaha Printing Press, 1994.
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#### APPENDIX 1

#### TACOSODE MEMBERS HANDLING BASIC EDUCATION

##### Pre-School Education (12)

1. CCT, Box 1454 Dodoma.
2. Good Samaritan Social Trust Fund, Box 6546, Dar es Salaam.
3. Caritas Tanzania, Box 2133, Dar es Salaam.
4. YMCA, Box 767, Dar es Salaam,
5. TAMH Box 70236, Dar es Salaam.
6. TWCA, Box 2036, Dar es Salaam.
7. TOIGT, Box 6051, Dar es Salaam.
8. Mgulani Salvation Army, Box 6273, Dar es Salaam.
9. GOIG, Box 60318, Dar es Salaam.
10. HAI, Box 9846, Dar es Salaam.
11. CSSC, Box 9433, Dar es Salaam, Tel. 23730.
11. FIDE, Box 529, Babati.

12. BAKWATA, Box 21422, Dar es Salaam.

**Primary School Education (11)**

1. CCT, Box 2537, Dar es Salaam, Tel. 864661.
2. Caritas Tanzania (TEC) Box 2133, Dar es Salaam.
3. YMCA, Box 767, Dar es Salaam.
4. YWCA, Box 2036, Dar es Salaam.
5. TSD, Box 4806, Dar es Salaam.
6. Mgulani Salvation, Army Box 6273, Dar es Salaam.
7. FIDE, Box 529, Babati.
8. CSSC, Box 9433, Dar es Salaam.
9. African Muslim Agency, Box 9211, Dar es Salaam.
10. BAKWATA, Box 21422, Dar es Salaam.
11. TSB, Box 2254, Dar es Salaam.

**Our of School Education (27)**

1. TACOSODE, Box 63196, Dar es Salaam.
2. YMCA, Box 767, Dar es Salaam.
3. TLSS, Box 837, Dar es Salaam.
4. YWCA, Box 2036, Dar es Salaam.
5. Caritas, Box 2133, Dar es Salaam.
6. SAWATA, Box 1473, Dar es Salaam.
7. The Brotherhood for Community Service and Relief  
Development, Box 33190, Dar es Salaam.

8. MEDA, Box 1273, Dar es Salaam.
9. Tanzania Graduate Organisation for Creation of Employment,  
Box 31390, Dar es Salaam.
10. TLB, Box 22408, Dar es Salaam.
11. TSD, Box 4806, Dar es Salaam.
12. COMUREDES, Box 7662, Dar es Salaam.
13. TYDA, Box 19989, Dar es Salaam.
14. UMAKURU, Box 21861, Dar es Salaam.
15. IMPROMAT, Box 16339, Dar es Salaam.
16. TLA, Box 5478, Dar es Salaam.
17. TSB, Box 2254, Dar es Salaam.
18. TSA, Box 945, Dar es Salaam.
19. TGGA, Box 424, Dar es Salaam.
20. TCRS, Box 3955, Dar es Salaam.
21. TFTU, Box 15359, Dar es Salaam.
22. Songwe Youth Development Group, Box 203, Mbeya.
23. Save the Children Fund, Box 10414, Dar es Salaam.
24. SAWATA, Box 9846, Dar es Salaam.
25. RHIF, Box 248, Karagwe Kagera.
26. SUSDA, Box 243, Sumbawanga.
27. CHAMITA, Box 63196, Dar es Salaam.

**Adult Education and Training (24)**

1. TACOSODE, Box 63196, Dar es Salaam

2. CCT, Box 1454, Dodoma
3. Caritas Tanzania, 2133, Dar es Salaam.
4. YMCA, Box 767, Dar es Salaam.
5. YWCA, Box 2036, Dar es Salaam.
6. TL & C, Box 15188, Dar es Salaam.
7. Africare, Box 63189, Dar es Salaam.
8. ACRS, Box 65063, Dar es Salaam.
9. AMA, Box 9211, Dar es Salaam.
10. ANPPCAN, Box 35029, Dar es Salaam.
11. TSA, Box 945, Dar es Salaam.
12. BAKWATA, Box 21422, Dar es Salaam
13. CHAWATA, Box 21591, Dar es Salaam.
14. Malbino, Box 9644, Dar es Salaam.
15. CHAWAKWA, Box 8123, Arusha.
16. TNFHC, Box 5410, Dar es Salaam.
17. Oxfam, Box 6141, Arusha.
18. Earth Greenary Activities Japan, Box 3091, Dodoma.
19. DONET, Box 1414, Dodoma.
20. FOCATA, Box 90227, Dar es Salaam.
21. FIDE, Box 529, Babati.
22. Green Belt, Box 23433, Dar es Salaam.
23. ICSA, Box 5005, Dar es Salaam.
24. KYDO, Box 5, Karagwe Kagera.

**Advocacy and Research (24)**

1. TACOSODE, Box 63196, Dar es Salaam.
2. SUWATA, Box 9846, Dar es Salaam.
3. Tanzania Legion and Club, Box 15188, Dar es Salaam.
4. ACRs, Box 65063, Dar es Salaam.
5. TSDCT, Box 6347, Mwanza.
6. VET, Box 915, Dar es Salaam.
7. Anti-Drug War and Education, Box 14271, Dar es Salaam.
8. AECC, Box 35094, Dar es Salaam.
9. HUWATA, Box 9603, Dar es Salaam.
10. CHAKUWAJALI, Box 21806, Dar es Salaam.
11. TGOCE, Box 31390, Dar es Salaam.
12. TUDA, Box 19989, Dar es Salaam.
13. TASWA, Box 7732, Dar es Salaam.
14. TSA, Box 945, Dar es Salaam.
15. TLB, Box 22408, Dar es Salaam.
16. TSB, Box 2254, Dar es Salaam.
17. CCWN, Box 9016, Dar es Salaam.
18. TAMH, Box 20236, Dar es Salaam.
19. TSD, Box 4806, Dar es Salaam.
20. TOCATA, Box 90227, Dar es Salaam.
21. TGGGA, Box 424, Dar es Salaam.
22. TNFHC, Box 5410, Dar es Salaam.
23. Save the Children Fund, Box 10414, Dar es Salaam.

24. SACHI, Box 9846, Dar es Salaam.
25. RECOSO, Box 355, Sumbawanga.
26. SHIDEPHA, Box 8195, Dar es Salaam.

**Voter Education (5)**

1. TACOSODE, Box 63196, Dar es Salaam
2. C.C.T., Box 1454, Dodoma.
3. Caritas (TEC), Box 2133, Dar es Salaam.
4. BAKWATA, Box 21422, Dar es Salaam.
5. C.S.S.C., Box 9433, Dar es Salaam

**APPENDIX 2**  
**TANGO MEMBERS INVOLVED IN BASIC EDUCATION**

1. Kigoma Native Children Education Trust, Box 6541, Dar es Salaam.
2. Mkamilishano Trust Fund, Box 9361, Dar es Salaam.
3. EMAU, Box 297, Dar es Salaam.
4. Getting Old is to Grow, Box 60318, Dar es Salaam.
5. T.G.N.P., Box 8921, Dar es Salaam.
6. JET, Box 18125, Dar es Salaam.
7. Foundation for Sustainable Development, Box 3087, Morogoro.
8. Kuleana, Box 27, Mwanza.
9. Poverty Africa, Box 65500, Dar es Salaam.
10. Nyumba ya Sanaa, Box 4904, Dar es Salaam.
11. Taaluma Women Group, Box 32350, Dar es Salaam.
12. Association of Small Scale Enterprises Development, Box 12307, Arusha.
13. Alcohol and Drug Information Center, Box 10713, Dar es Salaam.
14. WAMATA, Box 33279, Dar es Salaam.
15. Language and Cultural Orientation Programme, Box 23285, Dar es Salaam.
16. Ludewa Development Foundation, Box 72060, Dar es Salaam.
17. Mama Clementina Foundation, Box 1836, Moshi.

18. Vijana Engineering Training School, TAMU MAKAA, Box 8815, Moshi.
19. Y.W.C.A., Box 2066, Dar es Salaam.
20. SWISS Contact (Tanzania), Box 847, Morogoro.
21. Tanzania Association of Workers Education and Training Officers (TAWETO), Box 4108, Dar es Salaam.
22. TAHEA, Box 1125, Dar es Salaam.
23. TAMOFA, Box 3563, Dar es Salaam.
24. Tanzania Traditional Energy Development, Box 23355, Dar es Salaam.
25. Kinondoni Young Artists, Box 4779, Dar es Salaam.
26. BACAWA, Box 6176, Dar es Salaam.
27. CHAWATA, Box 2361, Dar es Salaam.
28. Chama cha Maalbino Tanzania, Box 9544, Dar es Salaam.
29. UMATI, Box 1372, Dar es Salaam.
30. C.D.T.F., Box 9421, Dar es Salaam.
31. Tanzania Boys Scouts Association, Box 945, Dar es Salaam.
32. Girl guides Association, Box 424, Dar es Salaam.
33. Ifakara Women Weavers Association, Box 505, Ifakara.
34. Dar es Salaam Children Education Centre, Box 72004, Dar es Salaam.
35. Mbinga District Development and Education Trust, Box 157, Mbinga, Ruvuma.



36. Save Children of Tarime, Box 76, Tarime.
37. Tanzania Sanaa Association (TASA) Box 31513, Dar es Salaam.
38. Dar es Salaam Volunteers For Women and Children Trust Fund,  
Box 25189, Dar es Salaam.
39. Ngara District Development Organization, Box 61, Rulenge,  
Ngara.
40. Peramiho Community Development Association, Box 191,  
Peramiho, Songea.

APPENDIX 3

ANGOZA MEMBERS HANDLING BASIC EDUCATION

| No. | ANGOZA MEMBERS HANDLING BASIC EDUCATION  | ACTIVITY  |
|-----|--|---|
| 1.  | Denge Development Fund Society (DDFS), Box 107 Gizenga Street, Zanzibar Reg. No. 28 Reg. Data 1996   | Expansion and improvement of Education  |
| 2.  | International School of Zanzibar, Reg. No. 64, Reg. Date 1996 contact person: Nora Tabbers.  | Establish Nursery Pre-School for foreigners of all religious gender.  |
| 3.  | The Western Indian Ocean Marine Science Association (WIOMSA), Reg. No. 97, Reg. Data 1994, P.O. Box 668, Zanzibar.                                 | Engage in research, technological education activities in the area of water, environment, ocean pollution and conservation.   |
| 4.  | The International Islamic Relief Organization (IIRO), Reg. No. C.8 Reg. Data 1994, P.O. Box 70450, Dar es Salaam.                                  | Deal with educational economic and health problems of people and raise their level of performance in production. Help refugees, or plans others with special needs.   |
| 5.  | Zanzibar Ecotourism Association (ZEA), Reg. No.09, Reg. Data 1996, Mkunazini Road, P.O. Box 3275, Zanzibar.  | to support efforts in environmental conservation and community improvement.   |
| 6.  | Darallman Charitable Association (DCA), Reg. No. 22, Reg. Date 1996, Contact Persons: Bar, Suleiman Basahel, P.O. Box 2440, Zanzibar.              | Promote technical and social education.<br>Promote training education through various means.  |
| 7.  | Islamic Madrasat Relief Organization (IMRO), Reg. No. 11, Reg. Date 1996. Contact Person: Moh'd Suleiman Moh'd, P.O. Box 3872, Shangani, Zanzibar. | <ul style="list-style-type: none"> <li>- Promote establish Islamic pre-schools (Madrasah);</li> <li>- Conduct historic research on Islam.</li> <li>- Mobilize donor support for social activities.</li> </ul>     |
| 8.  | Zanzibar Association for People with AIDS (ZAP) Reg. No. 26, Reg. Date 1996.   | Support AIDS control and education.   |
| 9.  | Sustainable Advancement of Zanzibar (SAZ), Reg. No. 36, Reg. Data, 1977: Contact Person: Suhail Sherif   | <ul style="list-style-type: none"> <li>. Train and educate youth in particular and people in general regarding environmental conservation and sustainable development.</li> <li>. Mobilize support for</li> </ul> |

|     |  |  |
|-----|--|--|
|     |  | economic productive groups.  |
| 10. | Saidia Wagonjwa wa Akili Zanzibar (SAWAZA), Reg. No. 51, Reg. Date 1997, Contact Person: Aye Seved, P.O. Box 3832, Kidongo chekundu, Zanzibar. | Education for mental health<br>Assist people with mental problems.   |
| 11. | Zanzibar Association of Information against Drugs (ZAID), Reg. No. 46, Reg. Date 1997, Contact Person: Ali Yusuf Mzee, P.O. Box 619, Zanzibar. | To fight dangerous drug proliferation through information dissemination and Social Education.  |
| 12. | Ziwani Islamic Association (ZIA), Reg. No. 53, Reg. Date 1998. Contact Person: Salim Abdulla Suleiman, Ziwani Chakechake, Pemba.               | - Raise level of Education in Zanzibar<br>- Improve Social Welfare.  |
| 13. | SOS Children's Villages Association, Zanzibar (SCVA), Reg. No. 56, (1996).   | Offer services related to health promotion.  |
| 14. | Zanzibar Women's Corporation (ZWC), Reg. No. C 12, Reg. Date 1992, P.O. Box 2462, Zanzibar.  | - To motivate urban and rural women on economic ventures for their own development.<br>- To provide education and training in economic and environmental aspects.<br>- To assist women in obtaining financial support and credit facilities.<br>- To educate women on the importance of good health. |
| 15. | Pemba Islamic Relief Organization (PIRO), Reg. No. 32, Reg. Date 1996. Contact Person: Nd. Sheha Molid Sheha, P.O. Box 112, CHAKECHAKE, Pemba. | To educate people on food preservation.  |
| 16. | Zanzibar Diabetes Association (ZDA), Reg. No. 54, Reg. Date 1987, Contact Person: Haji Chum Mussa, P.O. Box 1902, Mnazi Mmoja, Unguja.         | - To help and advise diabetics on health improvement.<br>- To mobilize family and community support for diabetics.   |
| 17. | Mkoani District Development Fund (MDDF), Reg. No. 55, Reg. Date 1988. Contact Person: Mr. Salim Alimed Salim, P.O. Box Mkoani, Pemba.          | - To raise the general level of education in Mkoani District of Pemba by providing equipment, books and stationery for primary and secondary education.  |

|     |   |   |
|-----|---|---|
|     |   | - To mobilize community in pursuit of development activities of community interest. |
| 18. | Association of Non-governmental Organizations Zanzibar (ANGOZA), P.O. Box 2043, Zanzibar, Tel. 255 (54) 33719. Fax 255 (54) 31730. E-mail: Khalfan@cats-net.com, Reg. 1993. | . Co-ordinate activities of NGOs in Zanzibar.<br>. Train and support member NGOs.   |

#### APPENDIX 4

##### POTENTIAL CONTENT AREAS FOR LOCAL NGO TECHNICAL AND MANAGERIAL CAPACITY BUILDING

The content areas for the project workshops will be selected as a response to the needs of participating NGOs as identified and prioritized in the needs assessment carried out at the beginning of the project. They may include:

- . Meeting the Basic Learning Needs of All in a Changing World - Purpose, Scope, Vision (lifelong learning, the role of local knowledge systems, use of traditional and modern technologies, community participation).
- . Role(s) of NGOs in basic education;
- . Gender aware analysis and planning;
- . Participatory management and effective accounting (evaluating and improving the institutional capacities of educational NGOs).

- . Techniques of project preparation, needs assessment, programming and monitoring (mobilizing local human and material resources, data collection, project evaluation and revision).
- . Context specific basic education materials development.
- . Partnership among NGOs and between NGOs and other actors (governments, private sector, inter agency co-operation, bi-and multilateral donors, local bodies, communities and educational institution).

## APPENDIX 5

### PRELIMINARY WORKPLAN OF MAIN ACTIVITIES

**PHASE I: Project Preparation Activities: Establishing the NGO Capacity Building Mechanism (2 months)**

- 1.1 Circulating the document among potential partners for comments.
- 1.2 Consultation with UNESCO field offices, NGOs and other partners to identify project resource persons and national NGO focal points.
- 1.3 Conducting national sample surveys on the spectrum of NGOs involved in basic education and their training needs.
- 1.4 Selecting NGOs to participate in the training workshops. For this activity one should consider using the sampling frame in Appendix 7.

**PHASE II: Responding to NGO Capacity Building Needs (3 months)**

- 2.1 Preparing and distributing participants a questionnaire to assess their capacity profile (in depth national level NGO training needs assessment and needs assessment training).
- 2.2 Preparing National Workshop - one week on analysing and prioritising institutional and technical needs of participants (questionnaire/developing NGO Capacity Profiles); role and vision of NGOs involved in basic education; gender analysis; learning in changing world; planning future workshops.
- 2.3 Preparing National WORKSHOP II training materials (elements of the NGO Training Kit on Building NGO capacity in Basic Education). For this one should consider using the sampling frame in Appendix 8.
- 2.4 Holding Workshops.



PHASE III: Developing a National Training Kit on building Local NGO capacity in Basic Education (1 month).

- 3.1 Meeting to discuss and put together elements of the Kit.
- 3.2 Editing the Kit
- 3.3 Translating the Kit.

PHASE IV: Evaluating the project and planning future capacity building (2 months)

This will be done by internal and external evaluators.

APPENDIX 6

PHASE 1: WORKPLAN FOR A NATIONAL NGO SAMPLE SURVEY ON BASIC EDUCATION CAPACITY BUILDING SITUATIONAL ANALYSIS AND NEEDS ASSESSMENT

| DESCRIPTION OF ACTIVITIES | Month 1 (Weeks)  |   |   |   | Month 2 (Weeks) |   |   |   | Month 3 (Weeks) |   |   |   | Month 4 (Weeks) |   |   |   |   |
|---------------------------|--|---|---|---|-----------------|---|---|---|-----------------|---|---|---|-----------------|---|---|---|---|
|                           | 1  | 2 | 3 | 4 | 1               | 2 | 3 | 4 | 1               | 2 | 3 | 4 | 1               | 2 | 3 | 4 |   |
| 1                         | Contract signed between UNESCO/TACOSODE  | x |   |   |                 |   |   |   |                 |   |   |   |                 |   |   |   |   |
| 2                         | Purchase of Stationeries and other working tools and materials                   |   |   | x | x               |   |   |   |                 |   |   |   |                 |   |   |   |   |
| 3                         | Compilation of NGO profile on zonal basis from existing directories              |   |   |   | x               | x |   |   |                 |   |   |   |                 |   |   |   |   |
| 4                         | Press announcement on the NGO survey   |   |   |   | x               | x |   |   |                 |   |   |   |                 |   |   |   |   |
| 5                         | Drafting of Questionnaires   |   |   |   |                 | x | x |   |                 |   |   |   |                 |   |   |   |   |
| 6                         | Pretesting the questionnaires  |   |   |   | x               | x |   |   |                 |   |   |   |                 |   |   |   |   |
| 7                         | Production of questionnaires   |   |   |   |                 |   | x |   |                 |   |   |   |                 |   |   |   |   |
| 8                         | Dispatch and mailing questionnaires according to no. 2&3                         |   |   |   |                 |   | x | x |                 |   |   |   |                 |   |   |   |   |
| 9                         | Review of existing programmes  |   |   |   |                 | x | x | x |                 |   |   |   |                 |   |   |   |   |
| 10                        | Data Collection and follow-up according to no. 8.                                |   |   |   |                 | x | x | x | x               |   |   |   |                 |   |   |   |   |
| 11                        | Data coding and analysis   |   |   |   |                 |   |   | x | x               | x |   |   |                 |   |   |   |   |
| 12                        | Report Writing and production  |   |   |   |                 |   |   |   |                 |   | x | x |                 |   |   |   |   |
| 13                        | Presentation of copies of the final report                                       |   |   |   |                 |   |   |   |                 |   |   |   | x               |   |   |   |   |
| 14                        | Overview of the Report by UNESCO/TACOSODE  |   |   |   |                 |   |   |   |                 |   |   |   |                 | x | x |   |   |
| 15                        | Preparation of Financial Expenditure report                                      |   |   |   |                 |   |   |   |                 |   |   |   |                 | x | x | x |   |
| 16                        | Preparation of the Draft workplan for National Workshop for submission to UNESCO |   |   |   |                 |   |   |   |                 |   |   |   |                 |   | x | x | x |

**PHASE 1: BUDGET FOR THE NATIONAL NGO SAMPLE SURVEY ON BASIC EDUCATIONAL CAPACITY BUILDING SITUATIONAL ANALYSIS AND NEEDS ASSESSMENT**

| NO. | DESCRIPTION OF ITEM                       | T.SHS.    | USD   |
|-----|---|-----------|-------|
| 1.  | Preparatory for work                      | 65,400    | 100   |
| 2.  | Papers for Questionnaire production       | 130,800   | 200   |
| 3.  | Secretarial Service                       | 65,400    | 100   |
| 4.  | Photocopying and word processing          | 163,500   | 250   |
| 5.  | Postage and delivery                      | 65,400    | 100   |
| 6.  | Telephone/Fax Charges                     | 65,400    | 100   |
| 7.  | Press announcement (Newspaper)            | 130,800   | 200   |
| 8.  | Field Work, Data Collection and Follow-Up |           |       |
|     | . Dar - Fuel (Petrol)                     | 196,200   | 300   |
|     | . Lunch                                   | 654,000   | 1,000 |
|     | . Regions - Fare (bus)                    |           |       |
|     | . DSA                                     |           |       |
| 9.  | Data Coding and analysis                  | 32,700    | 50    |
| 10. | Report Writing and Production             | 130,800   | 200   |
| 11. | Audit fees                                | 260,000   | 400   |
|     | Total                                     | 1,962,000 | 3,000 |

Rate 1 USD = 654.0.

APPENDIX 7

PHASE 1: NGO SAMPLING FRAME

| Basic Education            |  | General Education Provision | Training Provision | Advocacy & Promotion | Research | Policy Analysis | Net-Working | Capacity building |
|----------------------------|--|-----------------------------|--------------------|----------------------|----------|-----------------|-------------|-------------------|
| Basic Education area focus |  |                             |                    |                      |          |                 |             |                   |
| 1.                         | Preschool/early Childhood education        |                             |                    |                      |          |                 |             |                   |
| 2.                         | Primary Education                          |                             |                    |                      |          |                 |             |                   |
| 3.                         | Out-of-school youth education and training |                             |                    |                      |          |                 |             |                   |
| 4.                         | Adult Education                            |                             |                    |                      |          |                 |             |                   |

APPENDIX 8

SAMPLING FRAME FOR REQUIRED EXPERTISE/SKILLS CHECKLIST

| Skills to be imparted   | A. Policy analysis and planning | B. Project Management implementation | C. Research & Evaluation | D. Advocacy and Lobbying | E. Networking | F. 'SWOT' Analysis | G. Fund raising | H. Vision building | I. Training |
|---|---------------------------------|--------------------------------------|--------------------------|--------------------------|---------------|--------------------|-----------------|--------------------|-------------|
| 1. Basic Education area<br>1. Preschool/early Childhood education |                                 |                                      |                          |                          |               |                    |                 |                    |             |
| 2. Primary Education  |                                 |                                      |                          |                          |               |                    |                 |                    |             |
| 3. Out-of-school youth education and training                     |                                 |                                      |                          |                          |               |                    |                 |                    |             |
| 4. Adult Education  |                                 |                                      |                          |                          |               |                    |                 |                    |             |

**APPENDIX 9**  
**ACCRONYMS/ALPHABETICAL LIST OF BASIC EDUCATION NGOS**  
**UNDER UMBRELLA NGOS**

**A:**

African Muslim Agency Box 9211, Dar es Salaam.  
Africare, Box 63189, Dar es Salaam.  
ACRS, (African Christian Rural Services), Box 65063,  
Dar es Salaam.  
AMA, (African Muslim Academy), Box 9211, Dar es Salaam.  
ANPPCAN, (African Network for the Prevention Against Child Abuse  
and Neglect), Box 35029, Dar es Salaam.  
Antidrug War and Education, Box 14271, Dar es Salaam.  
AECC, (Association of Early Childhood Care), Box 35094,  
Dar es Salaam.  
Association of Small Scale Enterprises Dev., Box 18307, Arusha.  
Alcohol and Drug Information Centre, Box 10713, Dar es Salaam.  
ANGOZA (Association of Non-Governmental Organization Zanzibar),  
Box 2043, Zanzibar.

**B:**

BAKWATA, (Baraza Kuu la Waislamu Tanzania/Tanzania Muslim  
Council), Box 21422, Dar es Salaam.  
The Brotherhood for Community Service and Relief Development,  
Box 33190, Dar es Salaam.

BACAWA, (Baby Care Women Association) Box 6176, Dar es Salaam.

**C:**

C.D.T.F. (Community Development Trust Fund), Box 9421,  
Dar es Salaam.

CCT (Christian Council of Tanzania), Box 1454, Dodoma.

Caritas Tanzania, Box 2133, Dar es Salaam.

CSSC, (Christian Social Services Commission) Box 9433, Dar es  
Salaam.

CHAMITA, (The Human Development Projects Trust Fund of  
Tanzania), Box 63196, Dar es Salaam.

CHAMATA, Box 21591, Dar es Salaam.

CHAWATA, (Chama cha Walemavu Tanzania), Box 2361, Dar es Salaam.

CHAWAKUA, (Chama cha Wanawake cha Kupambana na Ukimwi Arusha,  
Box 8123, Arusha.

CHAKUWAJALI, (Chama cha Kuwahudumia Waliopatwa na Ajali), Box  
21806, Dar es Salaam.

CCWN, Box 9016, Dar es Salaam.

CMT, (Chama cha Maalbino Tanzania), Box 9544, Dar es Salaam.

COMMUREDES, (Organization for Community Relief and Development  
Services), Box 7662, Dar es Salaam.

**D:**

DONET, Box 1414, Dar es Salaam.

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Dar es Salaam Children Centre, Box 72004, Dar es Salaam.

Dar es Salaam Volunteers for Women and Children Trust Fund, Box  
25189, Dar es Salaam.

Denge Development Fund Society, Box 107, Gizenga Street,  
Zanzibar.

Darallman Charitable Association, Box 2440, Zanzibar.

**E:**

Earth Greenary Activities Japan, Box 3091, Dodoma.

EMAU, (Elimu na Malezi ya Ujana), Box 297, Dar es Salaam.

**F:**

FIDE, (Friends in Development Trust Fund) Box 529, Babati.

FOCATA, (Fostercare and Adoption Association  
of Tanzania), Box 90227, Dar es Salaam.

Foundation for Sustainable Development, Box 3087, Morogoro.

**G:**

Good Samaritan Social Trust Fund, Box 6546, Dar es Salaam.

GREEN BELT, (Green Belt and Better Living Movement of Tanzania),  
Box 23433, Dar es Salaam.

GOIG (Getting Old is to Grow), Box 60318, Dar es Salaam.

Girl Guides Association, Box 424, Dar es Salaam.



**H:**

HAI, (Help Age International, Tanzania), Box 9846, Dar es Salaam.

HUWATA, (Chama cha Huduma kwa Wasafiri), Box 9603 Dar es Salaam.

**I:**

IMPROMAT, Box 16339, Dar es Salaam.

ICSA, Box 5005 Dar es Salaam.

Ifakara Women Weavers Association, Box 505, Ifakara.

International Islamic Relief Organization, Box 70450, Dar es  
Salaam.

Islamic Madrasat Relief Organization, Box 3872, Shangani,  
Zanzibar.

**J:**

JET, (Journalist Environmental Association of Tanzania),  
Box 18125, Dar es Salaam.

**K:**

KYDO, Box 5, Karagwe

Kigoma Native Children Education Trust, Box 6541, Dar es Salaam.

Kinondoni Young Artists, Box 4779, Dar es Salaam.

Kuleana, (Mutual Support System), Box 27, Mwanza.

**L:**

Language and Cultural Orientation Programme, Box 23285, Dar es Salaam.

Ludewa Development Foundation, Box 72060, Dar es Salaam.

LUDEA (Lumbingu Development Association)

**M:**

Mgulani Salvation Army, Box 273, Dar es Salaam.

MEDA, (Mennonite Economic Development Association of Tanzania)  
Box 1273, Dar es Salaam.

Maalbino, Box 9644, Dar es Salaam.

Mkamlisho Trust Fund, Box 9361, Dar es Salaam.

Mama Clementina Foundation, Box 1836, Moshi.

MDEET, (Mbinga District Development and Education Trust), Box  
157, Mbinga.

Mkoani District Development Fund, Box Mkoani, Pemba.

**N:**

Nyumba ya Sanaa, Box 65500, Dar es Salaam.

Ngara District Development Organization, Box 61, Rulenge, Ngara.

**O:**

Oxfam, Box 6141, Arusha.

**P:**

Poverty Africa, Box 65500, Dar es Salaam.

Peramiho Community Development Association, Box 191, Peramiho.  
Pemba Islamic Relief Organization, Box 112, Chakechake, Pemba.

**R:**

RHIF, Box, 248, Dar es Salaam.

RECOSO, (Rukwa Environmental Conservation Society)  
Box 355, Sumbawanga.

**S:**

SAWATA (Saidia Wazee Tanzania), Box 1473, 9846, Dar es Salaam.

Songwe Youth Development Group, Box 203, Mbeya.

Save the Children Fund, Box 10414, Dar es Salaam.

Save Children of Tarime, Box 76, Tarime.

SUSDA, (Sumbawanga Social Development Association), Box 243,  
Sumbawanga.

SUWATA, (Shirika la Uchumi La Wanawake Tanzania)

Box 9846, Dar es Salaam.

SACHI, (Save the Children Society), Box 9846, Dar es Salaam.

SHIDEPHA, (Service Health Development and Education for People  
living with HIV/AIDS).Box 8195, Dar es Salaam.

SWISS Contact (Tanzania), Box 847, Morogoro.

Sustainable Advancement of Zanzibar, Box.... Zanzibar.

Saidia Wagonjwa wa Akili Zanzibar, (SWAZA), Box 3832, Kidongo  
Chekundu, Zanzibar.

SOS Children's Villages Association Zanzibar.

T:

TANGO (Tanzania Association of Non-Governmental Organizations) Dar  
es Salaam.

TOIGT, (Tanzania International Organization of Good Templers)  
Box 6051, Dar es Salaam.

TWCA, (Tanzania Women Christian Association)  
Box 2036, Dar es Salaam.

TSA, (Tanzania Scout Association), Box 945, Dar es Salaam.

TSD, (Tanzania Society for the Deaf), Box 48060, Dar es Salaam.

TSB, (Tanzania Society for the Blind), Box 2254, Dar es Salaam.

TACOSODE (Tanzania Council for Social Development)  
Box 63196, Dar es Salaam.

TLA, (Tanzania Leprosy Association), Box 5478, Dar es Salaam.

TYDA, (Tanzania Youth Development Association), Box 199989,  
Dar es Salaam.

Tanzania Graduate Organization for Creation of Employment  
Box 31390, Dar es Salaam.

TGGA, (Tanzania Girl Guide Association), Box 424 Dar es Salaam.

TAMH, Box 70236, Dar es Salaam.

TCRS (Tanganyika Christian Refugee Services), Box 39550,  
Dar es Salaam.

TFTU, (Tanzania Federation of Trade Unions), Box 15359,

Dar es Salaam.

TNFFHC, (Tanzania National Freedom From Hunger Campaign) Box 5410,

Dar es Salaam.

TL & C, (Tanzania Legion & Club), Box 15188, Dar es Salaam.

TSDCT, Box 6347, Mwanza.

TGNP (Tanzania Gender Networking Programme), Box 8921, Dar es

Salaam.

Taaluma Women Group, Box 32350, Dar es Salaam.

Tanzania Association of Workers Education in Training Officers

(TAWETO), Box 4108, Dar es Salaam.

TAHEA (Tanzania Home Economics Association), Box 1125,

Dar es Salaam.

TAMOFA (Tanzania-Mozambique Friendship Association), Box 3563,

Dar es Salaam.

Tanzania Traditional Energy Development, Box 23355,

Dar es Salaam.

Tanzania Boy Scouts Association, Box 945, Dar es Salaam.

Tanzania Sanaa Association (TASO), Box 31513, Dar es Salaam.

TLSS, Box 837, Dar es Salaam.

U:

UMAKURU (Rufiji Self-Help Development Union), Box 21861, Dar es

Salaam.

UMATI, (Chama cha Uzazi na Malezi Bora Tanzania/Family Planning Association of Tanzania), Box 1372, Dar es Salaam.

V:

VIJANA Engineering Training School TAMU MAKAA, Box 8815, Moshi.

VET, (Box 915, Dar es Salaam.

W:

The Western Indian Ocean Marine Science Association, Box 668,  
Zanzibar.

WAMATA, (Aids Victims Support System) Box 33279, Dar es Salaam.

Y:

YMCA, (Young Men Christian Association), Box 767, Dar es Salaam.

YWCA, (Young Women Christian Association), Box 2036, Dar es  
Salaam.

Z:

Zanzibar Ecotourism Association, Box 3275, Zanzibar.

Zanzibar Association for People with Aids (ZAP), Zanzibar.

Zanzibar Association of Information Against Drugs, Box 619,  
Zanzibar.

Zanzibar Association of the Disabled, P O Box 2043, Zanzibar

Ziwani Islamic Association, Ziwani Chake Chake, Pemba.

Zanzibar Women's Corporation (ZWC), Box 2462, Zanzibar.

Zanzibar Diabetes Association, Box 1902, Mnazi Mmoja, Unguja.

Zanzibar Association of the Disabled, P.O. Box 2043 Zanzibar.