

## TERMS OF REFERENCE FOR MWANZO MZURI (A GOOD START PROJECT)

*Delivered in partnership with HakiElimu, VIA University Collage and Mkwawa University College of Education (MUCE)  
Funded by UKAid through the Human Development Innovation Fund (HDIF)*

### 1. INTRODUCTION

This document is prepared by HakiElimu for Mkwawa University and VIA University and outlines the project overview and the role of each of the three TanFiDe<sup>1</sup> partners participating in the implementation of the Mwanzo Mzuri Project. This document should be viewed alongside the project logical frame work and work plan.

### 2. PROJECT OVERVIEW

#### 2.1 Overall goal, duration and coverage

Mwanzo Mzuri is a three year ECD project that will run from 1<sup>st</sup> May 2018 to 30<sup>th</sup> April 2021.

The goal of Mwanzo Mzuri intends to ensure that young Tanzanian's will be enrolled in high quality and safe pre-primary education, which improves school readiness and supports them to reach their full potential.

Geographic scope:

- 20 Focus schools: 10 private schools in Kinondoni, and 10 government schools - 4 in Kilosa, 4 in Iramba and 2 in Mpwapwa.
- 14 comparison government schools: 4 in Arusha, 2 in Moshi, 2 in Babati, 2 in Korogwe, 2 in Masasi, and 2 in Tunduru.

#### 2.2 Beneficiaries

- The ultimate beneficiaries are children, who will benefit from enrolment in safe and quality pre-primary education.
- Target audience, as key actors in decision making for children is national and local governments, teachers, school leadership and committees, parents, and local leaders. We will also work closely Friends of Education, local media, police gender desks, child protection committees, religious leaders and partners as key influencers.

#### 2.3 Outcomes

##### ***Outcome 1: Improved school readiness and learning outcomes for 3000 children aged 3-6***

Mwanzo Mzuri will carry out experimental research to test and evaluate an innovative action learning approach to teacher training with 80 teachers across 20 schools that will cultivate a child centered holistic approach to pre-school education. There are 5, 1 week courses focusing on for example, play, outdoor learning, language and literacy, and motor skills. Issues of health

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<sup>1</sup> TanFiDe is an international consortium collaborating to develop innovative and [Sustainable](#) ways to foster quality education in Tanzania – from early years [Education](#) to tertiary education and life-long learning . TanFiDe consists of nine partners: research institutions, educational institutions and civil society organizations based in Tanzania as well as in Finland and Denmark.

nutrition, special needs and classroom management are cross cutting. This approach to early years teaching creates a space for children to be curious, creative and innovative, it builds the child's self-esteem, and enhances their development and cognitive learning potential.

The project will also invest in infrastructure in 10 public schools to ensure facilities for water, latrines, classrooms and kitchens gardens are available and sufficient for early year's students.

***Outcome 2: 458\* Citizens (including parents), government and Institutions are knowledgeable and engaged together in driving solutions and accountability at the ward and district level on issues of ECD, specifically around Education and Child Protection***

Mwanzo Mzuri will deliver an evidence based media campaign on issues of ECD, particularly education and child protection to raise awareness of all stakeholders on the challenges and their roles. The project will work across all 34 schools to build the capacity of schools committees, establish and strengthen child protection working groups and monitors and empower stakeholders with the knowledge and structures to engage in and drive solutions for issues of ECD within their communities.

***Outcome 3: Establish/complete policy's, regulations and guidelines that aim to deliver quality and safe pre-primary education in Tanzania***

Mwanzo Mzuri will monitor policy implementation and school performance on ECD at the local level through 34 FoE, who will also deliver local advocacy to hold leaders to account. At the national level the project will engage the government MP's through dialogue meetings to share policy gaps, learning's and recommendations for policy changes and implementation, impacting the provision of quality and safe pre-primary education. Part of the national level advocacy will involve the sharing of the results following the training.

### **3 ROLES AND RESPONSIBILITIES OF PARTICIPATING PARTNERS**

#### **3.1 HakiElimu**

HakiElimu as the project lead will have the overall responsibility to implement Mwanzo Mzuri as proposed to HDIF. The project will be overseen by the Head of Programmes – Godfrey Boniventura

The key responsibilities for HakiElimu will be:

- i. Fully responsible for the implementation of outcome 2 and 3 as described above and in the project proposal, logical frame work and workplan.
- ii. Lead on the implementation of output 1.2 (Enhanced quality of Safe Water and Sanitation Hygiene (SWASH) and Nutrition facilities available to pre-primary students in 10 public schools), which falls under outcome 1.
- iii. Oversee and support the implementation of output 1.1 (Enhanced quality of the pedagogical approach and development/learning environment in 10 private and 10 public pre-primary education institutions in Tanzania), which will be the main responsibility of VIA university in partnership with Mkwawa university.
- iv. Lead on the overall project M&E planning and implementation with support from the projects implementation partners.
- v. Lead on the relationship and grant management system with HDIF including quarterly reporting and cash requests with inputs from the donor
- vi. Co-ordinate at least annual project review meetings and planning meetings with the project implementing team

### **3.2 VIA University College of Applied Science**

VIA University will lead in implementing and delivering the results under the first output (Enhanced quality of the pedagogical approach and development/learning environment in 10 private and 10 public pre-primary education institutions in Tanzania) under outcome 1.

VIA will allocate a number of technical staff and project management staff to the project as per project proposal and budget. The main responsibilities of VIA University in delivering their output are:

- i. Design and contextualise the training materials in collaboration with Mkwawa University and deliver the training to 10 private institution in Dar es Salaam
- ii. Support and oversee the delivery of the training to cluster 2 institutions, which will be led by MUCE
- iii. Support the design and implementation of the district level research which will be led by Mkwawa MUCE Researchers.
- iv. Development of e-learning course and collaboration with platforms like the open university
- v. Act as the main point of contact and co-ordinator of Mkwawa Universities in supporting them to implement the activities under VIA Universities Output, 1.1: Enhanced quality of the pedagogical approach and development/learning environment in 10 private and 10 public pre-primary education institutions in Tanzania
- vi. Support the M&E process for Mwanzo Mzuri
- vii. Submit quarterly reports to HakiElimu in line with the donor template to summarise the project progress under output 1.1, including the work of Mkwawa under this output.
- viii. Submit quarterly cash requests to HakiElimu in the donor template for all activities costs related to output 1.1, with clear indication of the funds that should be transferred to VIA University, Mkwawa University and which should remain with HakiElimu to cover in country costs of VIA University.

### **3.3 Mkwawa University College of Education**

Mkwawa University will work closely with VIA University on this research element to test and evaluate an innovative new approach to pre-primary teacher training, as discussed above under outcome 1.

Mkwawa will allocate 2 researchers for approximately 70 days over the duration of the project to deliver the following responsibilities:

- i. Participate in project planning meeting and contextualization of training materials in Dar es Salaam: 13-15<sup>th</sup> June 2018. Details on how to execute the following will be discussed and agreed upon at the planning meeting.
- ii. Participate in Launch meeting for cluster 1 (16<sup>th</sup> of June)
- iii. Participate as trainees/observers in the cluster 1 trainings. These will take place in Dar es Salaam over 5 weeks. The first training week will take place from 18<sup>th</sup> to 22<sup>nd</sup> July. The other training dates will be agreed later in the planning meetings.
- iv. Participate in preparations of teaching materials for training modules prior to each training module :

- a. Overall responsibility for the delivery of 5 training courses to cluster 2 institutions with experience from Cluster 1. These will likely take place onsite at Mkwawa University.
  - b. Start dialogue with the cluster 2 institutions about training in 2019
  - a. Facilitate the five modules in cluster 2 over the course of 2019 (detailed work plan will be defined in June planning meeting)
    - b. Facilitate On the Job Training (OJT) sessions for feedback in cluster 2
- v. Secure the research permit and act as the lead researcher in the district level research on learning and teaching environment for pre-primary education in Tanzania, with support from HakiElimu.
- vi. Produce evaluation report with M&E inputs from experiences in Cluster 2 training
- vii. Draft overall recommendations at institutional level for cluster 2
- viii. Drafting overall recommendations in regards to advocacy / policy recommendations
- ix. Provide recommendations on how to integrate the modules or part of the content in to Mkwawa's training courses as well as in to the formal educational setting to be scaled up
- x. Participate in annual project planning meetings and final conference