

CHAGUA MAISHA

Progress for Africa



Mission

Our main goal is to promote and participate in the development of communities, based on the support, reinforcement and back up of equal opportunities, empowerment and social transformation from the inside. We want to contribute to the consecution of a fairer and egalitarian society where all people have the chance to become whoever they want to be, without any limit to their decisions related to matters of race, gender, age, abilities and/or resources.

Vission

We consider Human Rights and Dignity to be inherent to all human beings. Understanding that the current global situation hampers the free exercise of these rights, we advocate for a progressive but constant social transformation which may achieve sustainable human development. We believe that a positive social change may be achieved through an integrated process convened by States, International Organisms, NGOs, and social initiatives, joining efforts and strategies; always from a wide and multispectral perspective.

We understand that the greatest changes are achieved within the community itself. Thus, we work to make our projects as independent as possible. Once they prove to be self-sustainable, we look forward to decreasing the influence of our organization, works and volunteers to a minimum.



its impact on the concerned families' lives. Their participation in the meetings is becoming more significant, and the activities with the minors of the neighbourhood are proving to be sustainable while they increase slightly. However, some of the challenges we are facing include time management, the organization of activities, complimenting and fulfilling the formal requirements as needed, sustainability, and convergence between our approaches and local necessities.

These issues are constantly dealt with by the Team and the volunteers during the meetings. Occasionally, these challenges may appear as unending problems. Nonetheless, our achievements inspire us to keep on going forward and to keep working for a cause we believe is right.

As we have a great balance between management-by-results method, as well as with evaluating and monitoring our project, we would like this Annual Report to be the way of presenting the real impact of our work and efforts.

We are looking forward to the growth, development, and improvement of our project and we are very thankful to all the people supporting us, since they are the ones making this project real.



NGO Background

Progress for Africa started three years ago, as an initiative of some young Tanzanians who had previously been working on other cooperation and volunteering projects. This NGO was created to facilitate and support the educational process of minors living in a situation of social exclusion, living in the surroundings of Arusha,

We understand that education gives people the possibility to improve their social conditions, as there is a direct link between poverty reduction and development. People's education can have a great impact on achieving a long-lasting change in both their life and the whole community's life. We believe education to be a tool which leads to empowerment, in and outside the classrooms and which cannot only be achieved by memorization or repetition methods, but by exercising responsibility, mutual care, peaceful conflict resolution methods, perseverance and creativity. We would like to transmit those values to children as much as to adults. This is the reason why our principal space is a pre-primary school while our job is, at the same time, being led

Management team statement

During 2016 Progress for Africa had the chance to start its own project. This has encouraged us to improve our work and has strengthened our organization. We are now facing new challenges which require a huge amount of working hours and efforts.

Step by step, while we fulfil our planned goals and objectives, we are working on the development of new ones. We are very pleased to gather the work done until now and to check



to adult's qualification in technical skills through workshops. In this sense, we are also trying to promote the inclusion of local population in the project's and activities' draft and execution.

Our organization is apolitical and non-confessional. All beliefs and confessions, are respected, while they do not contradict with the values reflected in the Declaration of Fundamental Rights, as well as our core values.

In order to accomplish our goals, we rely on the help of local and international volunteers, as well as on that provided by abroad internship students. A wide spectrum of disciplines, experiences and knowledge and becoming a multidisciplinary team can be achieved due to their support. Helping us to broaden our understanding while keeping updated. This allows us to adapt to new situations and unexpected events. At the same time, this reinforces our belief in the importance of joining efforts, sharing knowledge and combining performances. Therefore, we are open to dialogue as a way to achieve human values such as equality, justice, and social peace.

Introduction

Cooperation is a tool and a means to achieve social justice, equality and respect of Human Rights. In the last twenty years, new cooperation paradigms were formulated regarding issues of management, good governance, responsibility, and accountability. We understand that standardization is the most effective way to assure a real impact of cooperation projects and to avoid small and disconnected acts that lead to a minimum change. We believe in social transformation linked to sustainable and fair development.

A great step to achieve the 2030 Agenda is to stand for accountability, transparency, monitoring, and evaluation of projects. In order to create a frame in which all the social and political actors could act to achieve development, this Agenda sets up 17 objectives which must be followed to achieve a just development. To be accomplished, these objectives need a coordination of efforts, and the fulfilment of them as whole.

Our objective with this Annual Report is to show, organize and analyse the work we have done so far while, at the same time, being able to plan our work better in the future, share our labour and be open to the public. We put this report to the disposal of national authorities and of any person willing to read it, as an exercise of collective return.

Area of intervention

Our organization intercedes for education as a way of life, as a long process that never ends and which shall lead to a progressive but constant social transformation, within a micro and macro scale.

According to the UNESCO Education Strategy 2014-2021, we consider education to be a life lasting process, that it

shall be inclusive in order to foment individual and collective development, and that it shall cause the creation of just and responsible citizens fully exercising their rights. Equalitarian access to education is one of the most important steps to transform reality, so it is very important to make it available and reachable to the groups which have traditionally seen their rights vulnerated. By these means, we are referring to women, children, people in social, economic and habitational exclusion, and people having functional diversity or any other type of stigma.

At the same time, we have a commitment to promote and provide quality education, one which adapts to the specific context and which also offers the feasibility to acquire knowledge and the useful tools to a particular or complex public and context. We shall always consider that we must avoid cultural reductionism and offer growth and creativity alternatives. We are engaged in an education system based on values linked to sustainable development, peace, and justice. We shall promote critical consciousness, empowerment, and innovative ways of citizenship. In order to do so, we also believe in the training of trainers, since that is the way to transform education from the inside, fulfilling the global and institutional tendency leading to the eradication of inequalities.



Tanzanian authorities have been implementing strategies to improve the quality of and access to education for quite a long time, with national plans such as Educational Programs of Results, Global Partnerships for Education, etc. At the beginning of the 2000s, the Primary Education Development Plan (PEDP) was approved. This plan seeks to ameliorate national primary education by eliminating school fees, training teachers' skills regarding gender, using new and adapted language and pedagogic strategies, and facilitating access to text books. It was also expected to make an improvement on the management of schools. Furthermore, in the last decades, the National Government has been working to assure that all children at school age are able to exercise their right to education.

However, the efforts have not been enough yet to achieve the expected goals. Willing to continue and complement the State's and international agenda, we have decided to focus our attention on education, understanding it as a process, a tool and, indeed, a key to the eradication of poverty and inequality.



Geographic location

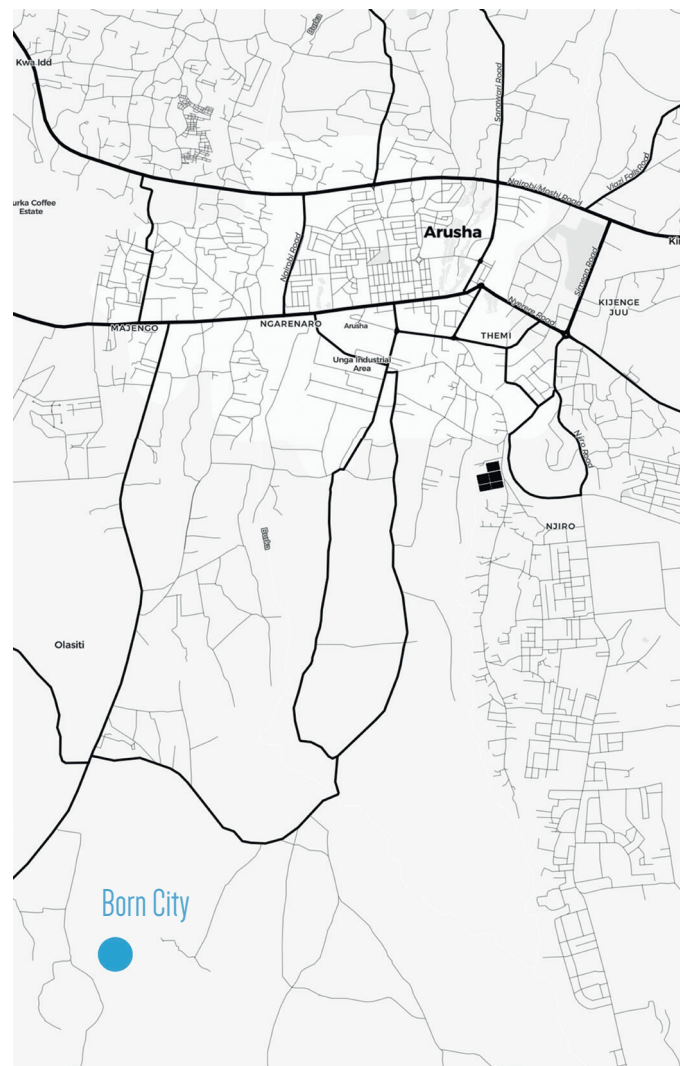
Our organization was born in the city of Arusha. After accomplishing tasks related to investigation and identification of problems, we decided to start our project in the recently growing neighbour Born City. These surroundings of Arusha have grown at a very fast rate, and this speed has not been followed up by the construction and habituation of basic services such as domestic supply (water and light), health services and education.

In this sense, the absence of quality public education centres needs to be highlighted, precisely of pre-primary ones, as all the available pre-primary schools are private and un-affordable to some of the most unfortunate families. Moreover, children are obliged to pass an exam in order to access primary schools, and this test is not easy for children who did not have a previous education.

Born City has been experiencing a growth of population density at an exponential rate. It is inhabited mostly by familiar domestic unities, who, until now, had low incomes. However, because of the building of some infrastructures, the price of the lands is increasing, and this is creating a wide gap among the population, between low income and high/normal income families. The economic engine of this area is of a small-scale, with a lot of small businesses such as Dukas and other informal businesses, which are 61% of the businesses available. Domestic agriculture prevails, with maize and bean plantations being the more relevant plantations in this area, accompanied by small chicken farms. The high rate of population growth is not being reciprocated with an equal increase in the number of jobs created. In fact, this neighbourhood is becoming a dormitory suburb which does not offer the needed commodities for the families and, especially, the children and other vulnerable groups.

On the academic level, data has shown that there is a 50% rate of dropouts in secondary school. This percentage affects mainly the female gender, since they hold the economic weight of the households. The inexistence of formal education is directly linked to a high rate of fertility, being 6.4 children per women for those who have not finished primary studies, and 6 children per women for those who do not finish secondary school.

To facilitate a positive growth in the neighbourhood, we consider appropriate the opening of a school, which at the same time, works as a social invigorating initiative, allowing and promoting a long-lasting change by including not only minors but all the families and the whole community.





Chagua Maisha

After two years implementing and supporting projects of different local NGOs, we decided to start our own project. For that purpose, we implemented the cooperation tool known as Logic Framework Approach, which helped us to plan and set up the calendar of activities and the resources needed.

The first step was the localization of an area in need of education facilities. This step brought us to Born City, as it is a new area growing very fast and lacking education and infrastructures. In order to acquire a good communication with the neighbourhood, we contacted and met with local authorities, that is, the chairman and the counsellor. After we got their approval and acceptance, we started meeting with the families in the area and developing questionnaires in order to know their necessities, wills and desires.

The name Chagua Maisha was chosen to stress the importance of the decisions we take in life

After analysing all the information gathered, we set up as a priority and main objective the need to contribute to the reducing of drops-out in school so that children in this area have an opportunity to grow as educated persons with aspirations and a dignified future. The first step to achieve this goal was to build a pre-primary school. The main reason that took us there was introducing children into early schooling so they can acquire the basic knowledge they need to enter in primary school, as well as showing them and their parents the benefits of education. We also defined the need of giving adults the chances to improve their skills and abilities; therefore, some workshops were planned and developed.

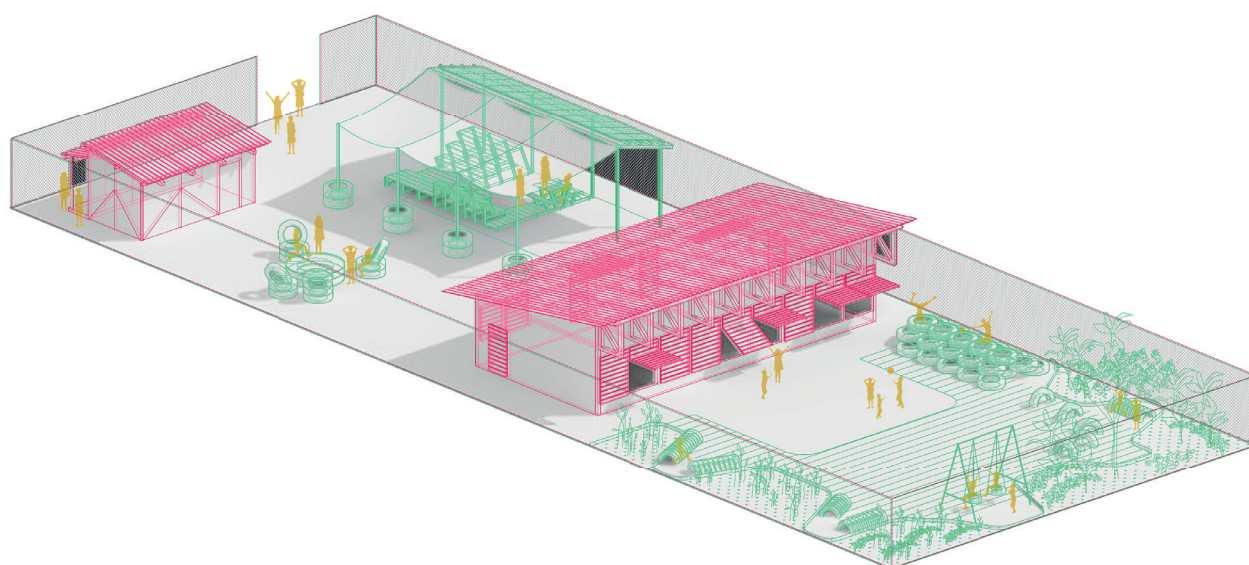
In order to speed up and ease our work, we created different commissions focused on the different tasks that we have to accomplish to fulfil our target.

The division in different commissions and the help of our multidisciplinary volunteers and teams has helped us to split efforts and tasks so that we can be more efficient and practical.

Architecture commission

During July and August 2016, both the school design and construction were developed. It was built and designed in order to be as efficient as possible in terms of energy saving. The design was conceived to take advantage of solar energy and light and to maintain the temperature inside the school. The school has also bathroom facilities and storages to keep safe the school material. At the same time, the architecture Commission, in collaboration with the Finance Team, decided to design the construction of a Duka so as to assure the self-sustainability of the project.

During September and October, the Commission was focused on the design of a playground for the backyard free space, as well as on the design of a public space located on the





same land for the neighbourhood to use as a meeting point. Simultaneously, there were some reinforcements in security thanks to the design of fences and doors for the surroundings of the land.

One of our main concerns was to develop efficient sewage and water collecting systems. For that purpose, we proceeded to the installation of three water tanks, two of them for the collection of water, and the third one for drinking water, fully available and working nowadays.

In mid-February, we proceeded to the levelling of the playground land in order to avoid the floods during the rainy seasons and in order to have a more appropriate space for the children and young people, where they can play and stay during the playtime.

The major challenges we faced had to do, mainly, with the observance of deadlines established by the Architecture Commission. Most of the work is done by international volunteers, since local architects are not easy to find; international volunteers have different and concrete availabilities which do not always match with those of local volunteers.

The design of infrastructures in accordance with the obtaining of efficient, economic, and ecological materials, is by far one of the most complex works of this team.

The construction of the current projects has been directed by international architects but developed by local professionals, so as to promote local economy and in order to take advantage of the local knowledge.



From August 2017 to July 2018, the public space, playground and kitchen will be built. The kitchen will provide a healthy and balanced diet to the students and a new job to the mother of a child from school.

Legality commission

During this year, we have achieved great results in the regularization and accomplishment of the formalities and duties concerning the NGO's and the project's legal duties.

A new constitution was agreed and written so that it becomes more complete and in accordance with the standards of the code of conduct for NGOs of 2008. The need to adapt, adjust and re-write the Constitution came, undoubtedly, from the fact that Progress for Africa has developed and increased its influence at a very fast speed. Likewise, the NGO celebrated elections to choose a new Board Team, defining their functions, duties, and obligations. This process was useful to organize and divide the Management Team's duties.

Furthermore, with the aim of hiring local employees in the NGO, volunteers specialized in international relations and law have developed a draft of the contracts needed, taking into account the national acts and regulations concerning salaries, taxes, legal requirements or duties, and other formalities. One of the main challenges was to find the corresponding legislation, to understand it and to adjust it to our necessities.

The difficulty of managing and accessing the information as well as the lack of experience in Tanzanian law has meant to us a large and complex job, which has been possible due to the visit to local and national authorities, usually advised by Tanzanian lawyers. This work seems simple and less visible but it is essential to the continuity of the project.

Finance commission

The work of this Commission has been, mainly, the management and registering of donations and sponsors. We consider transparency in our accounting and money-managing to be a basic tool for the accounting justification to the public administration, to donators, and to society. In order to promote and improve transparency, volunteering auditors have controlled the accounting, expenses and incomes while, at the same time, they were working with a local auditor who was able to verify the accounting.

The finance commission, with the help of the other commissions, was in charge of preparing and defining the budgets which the NGO presents in contests.





This commission is also responsible for managing the funds in a proper way. In fact, it was in charge of developing a crowdfunding page to obtain the first inversion which propelled the project. At the same time, a micro-donations platform was opened in order to have a monthly income covering the fixed costs of the project.

The obtaining of funds is still necessary since the project is not completely self-sustainable. A market study was carried out to know the real possibilities of the Duka.

In that way, finance and legal commissions are working together for the opening of the Duka, whose benefits will be bound to the permanent maintenance of the project.

This commission is responsible for preparing the financial reports required annually. As a complementary labour and related to local empowerment, workshops about accounting and management have been held for local volunteers. Thus, the work and help provided by international volunteers becomes less necessary as the working skills of local volunteers increase.

Health commission

The Health Commission worked in the field of health prevention and in the following up on the students' health status. We have relied on the work of doctors and nurses who carried on medical checks-up to the children in biometrical terms, analysing height and weight as well as the relations between them.

Due to the lack of available resources, our main activities reside on the prevention of Sexually Transmitted Diseases and other vectors such as water, food and domestic hygiene. Moreover, investigations with families were carried out in order to know their reality and needs.

The work of this commission has not been fully developed yet, and we are working to increase and increment its impact on the project. We hope we can establish good protocols and projects related to this as soon as possible so that we can improve the quality of life for the people living in Born City.



Education commission

The core of our project is, undoubtedly, the school. This school was conceived for the pre-primary education of 26 children. The school is a place of creation and learning based on autonomy, auto perception, collaborative work and conflicts resolution. We used a mix of methodologies based on Montessori principles and local knowledge. We want to prepare our students for the standard levels required of primary scholars, and at the same time to acquire values related to solidarity and to local usages, so that they are prepared for daily life.



We consider that the parents of our students have the chance to gain competences, abilities, and skills, so that they assume the importance of education in the personal and social development of people.

We also take into consideration gender gap issues, and we understand that education of women is essential to the reduction of poverty, being also a way to achieve a more equal society.

After the building of the school was done, we decided to start getting to know the families interested in participating in our project. For this purpose, more than 100 interviews were held, with the corresponding visits to their homes used as a way to find out more about their realities and needs. During this period, some variables were taken into account, such as the number of families per domestic unit, orphan-hood, current





employment situation, income, distance from the home to the school etc.

At the same time, the process of selecting a suitable teacher started by approaching the University of Arusha to know about the availability and possibilities of hiring a teacher. A pre-selection was done and four teachers were chosen among all the candidates. After interviews and meetings, we chose the one we considered more suitable and close to our values and goals. Meanwhile, the selection of the pupils continued and ended up with the selection of 26 boys and girls in a situation of special vulnerability.

In January, the classes started. During this 8 month period, there has been a serious and continuous follow up of classes and a constant improvement of the methodologies being used. To facilitate this, volunteers specialised in pre-school and primary teaching have been working in the field for months, alternating their lives in their home countries with their participation in the project, being directly in Tanzania. Besides the daily lessons, we have worked a lot on the preparation of objectives, methods, evaluation of aptitudes and abilities in order to be able to comprehend the development of our pupils.

In February, with the aim of complementing the work of our teacher, we had two volunteers supporting the beginning of the classes, while the team decided and defined priorities, methods and the dynamics of classes.

As we have mentioned above, we understand education not only as a stage in life but as a way of living. Because of this, the mothers of our students received some preparation, sensitization, and skills training in workshops. This program is still open and we hope we can widen it with time. We believe that independence and personal growth come from the questioning of realities. Therefore, we want to provide as many tools and skills as possible so the neighbourhood's women can choose their path. In past activities the largest turnout has been from women, but we are very willing to work with men also.

Within our project, local population's participation is of utmost importance. Therefore, interviews to parents are undertaken every three months as a means to create a space where we can

talk to each other about the learning process of their children. Here we also share concerns while making tight bonds and contributing to the creation of an educational community that shares values and ways of educating.

We have obtained very positive evaluations and a lot of implication in these meetings, noticing an improvement in the social and personal abilities of our students. The success of our project relies on the parent's commitment to the values of the project, the importance they give to education, and the willingness to become agents of change in their lives and their community. On our side, we are trying to open ourselves as much as possible, getting to know the families and being fully available to them.

As a way to continue with our educative labour, we have arranged some meetings with nearby primary schools so that, in the future, we can make agreements which allow our students to continue their education in centres similar to ours, thus being able, as an organization, to follow the path of their education and accompany them. These schools were chosen after a selection made by the parents.

Concurrent to our schoolwork, every Monday, Wednesday and Friday, sports and leisure activities are held, and are fully open to the neighbourhood. As for the attendance to these activities' camp, there is a wide range of ages, from children between 1 and 16 years old; even some mothers and fathers join the camp sometimes. In the context of this camp we work on sportive health, collaborative games, healthy competition, autonomy, communitarian cares, and, over all, we offer a place free of street dangers where children can play, get to know each other and develop relations.





How to help?

Economic colaboration

>> Teaming

Micro donations of 1€ per month

<https://www.teaming.net/maisharoots>

>> Private donations

Throught bank transfer:

Bank: La CAIXA

Owner: Progress Spain

IBAN: ES55 2100 0955 8002 1028 3299

BIC/SWIFT: CAIXESBBXXX

Media

>> Web

<http://www.maisharoots.org/>

>> Facebook

Maisha Roots

>> Instagram

@maisharoots

>> Youtube

Maisha Roots