

Article

African child care center (orphanages) strategic plan 2008 - 2009

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African Child Care's vision is that all orphanages and poor children must join pre-school and day care center in Njisi Village will succeed in reaching their highest Educational and Health potential. The Mission of African Child Care is to empower the disadvantaged children (orphanages) through Education and Health programs have safe learning including caring environment. This will pave their future to early childhood socialization to adulthood (On the basis of Children's rights and international policy). African Child Care is a day care and pre-primary school newly established in Njisi Village, Kyela District. Kyela District in found on the southern Region of Tanzania. The focus of the day care and school is to provide quality education to students of disadvantaged families; students who ordinarily would become victims of poverty. Through donor funding and tuition (where possible), the school plans to expand its program to include adult literacy and primary education. The Center is governed by Center Board, and has set in place a process of continuous improvement by obtaining feedback from the parents and guardians, surrounding primary school teachers, PTA, and community members.

MAJOR CHALLENGES

The school faces five major challenges over the next six months:

1. Improve the curriculum by defining a structure for integrating reading and math readiness with cognitive thinking. Even tour studies.
2. Raise the funds needed to build a class, an offices and toilets in Njisi Village. Complete as our first phase in construction projects.
3. Raise funds buying orphanage children bed nets and drugs
4. Fundraise for water and transport for children using a boat closing a big and dangerous Songwe river on the boarder Malawi-Tanzania.
5. Collaboration with the government for external governance

School operations

Although current operating expenses aren't met, no more scholarship students can be accepted until additional scholarship funds are available. We are caring for 30 children and 25 Tanzanian and 5 Malawian, on daily ba-

sis due to lack of financial empower.

Construction

Constructing the class an office and toilet will start immediately we get funds. We have paid advance for the one hector plot which is two hundred meters from the new Tanzania –Malawi boarder. Now children have started gathering in a small rent room. You can see on attached photos.

African child care education program for orphanages and poor children

While African Child Care Center falls into the pre-primary level of education, students are not restricted to two years of education. Students as young as 2 years, 8 months are accepted. The Tanzania Census of 2002 estimates growth of the pre-primary students to be modest (2.4%), the need for education of this group has risen in importance if Tanzania is going to meet its current vision for 2025. its students, because it believes that young children are best able to learn language now we

are working with two Volunteers from Denmark. Preview whole poor life children are living and how to setup the best way to sustain the orphanages program in future. These Volunteers from Denmark are high lighting in the following areas:

1. Photos of their home ,toilets and where a child sleeps
2. Health problems
3. Food
4. Community awareness
5. Government collaboration
6. Boarder relation between Tanzania and Malawi in implementing children right's and policy.

As the role of the government has changed to encourage private sector investment in education, funding for African Child Care has become a constant issue. Disabled families and orphanage children are lack of quality education choices available to them, the majority of families in the Njisi area of Kyela without choice and in many cases without access to any education. (Orphans, disabled, poor children)

Curriculum and objectives

The Curriculum and Educational Objectives of African Child Care will be reviewed and revised, as necessary, each year. Student progress will be measured by the teachers, headmaster, and feedback is obtained from parents and primary school teachers.

Educational objectives

The objectives of African Child Care fall into three categories: development of academic, physical, and social skills. Although these skills are categorized, learning is integrated. Thus, participating as a team member may be reinforced while learning the English alphabet song, repeating movements is used in writing the numbers and counting a certain number of steps may be included in skipping or hopping.

Ultimately, these skills will be integrated so the children will be able to develop:

1. A strong knowledge base allowing comprehension, coming to conclusions, and making predictions.
2. Problem solving skills.
3. A growing ability to express thoughts with words.
4. The ability to interpret verbal and written words into thoughts.
5. A set of behaviours that encourage attention and persistence.

Learning how to conserve nature in class and tour studies

Academic skills

Upon completion of the program at African Child Care,

students will be able to:

1. Recite the English alphabet.
2. Recognize and write the English alphabet.
3. Know the sounds that each letter makes.
4. Develop an English vocabulary of 4,000 words.
5. Be able to speak Swahili and English in complete sentences.
6. Count to one hundred in English and Swahili.
7. Write the numbers from one to twenty.
8. Add and subtract single-digit numbers.
9. Draw attractive pictures and tell a story about the picture.

Physical and Health Education

Upon completion of the program at African Child Care, students will be able to:

1. Coordinate hand and eye movement.
2. Draw and colour, staying inside the lines.
3. Accurately repeat movements they see.
4. Run, skip, hop, stand on one foot, catch and thrown a ball, and perform other basic movements that support physical development.
5. Compete in games and sports, practicing good sportsmanship.
6. Understand teamwork and participate as a team member.
7. Be aware of and care for his or her general hygiene, washing body and hair, brushing teeth, using the toilet, and caring for scrapes and minor injuries

Social skills

Upon completion of the program at African Child Care, students will be able to:

1. Follow instructions from the teachers and staff.
2. Resolve conflicts without violence.
3. Greet and converse politely with others.
4. Sit quietly in a group and listen to a story being read.
5. Play in a loosely structured environment, sharing toys with other children.
6. Complete work assignments independently.
7. Understand and respect the environment including the life of animals, insects, and plants.

Sample daily schedule

The following sample daily schedule is the framework upon which instruction activities are built. Although this schedule is intended to provide structure for the children, it remains flexible so that instruction of any skill can take place when students are most ready to learn (Table 1) Friday Instruction includes a trip to the beach or the market place. On these trips, physical education and de-

Table 1. Sample daily schedule.

Timeframe	Minutes	Instruction
8.30am	45	General Activities Time
9.15am	45	Reading Readiness
10.00am	30	<i>Porridge time</i>
10.30am	15	Reading Readiness Story or Drawing Time
10.45am	45	Math Readiness
11.30am		AM session: Dress and Line Up for Dismissal
11.30am	45	PM session: Lunch and Nap
12.15am	45	General Activities Time
1.00pm	45	Reading Review
1.45pm	30	General Activities Time
2.15pm	15	Reading Readiness Story or Drawing Time
3.00pm	45	Math Review
3.45pm		Dress and Line up for Dismissal

velopment, health and hygiene, respect for animals, insects, and plants, sharing, teamwork, and following rules are taught. Reading readiness and math readiness songs are sung along the way to and from the beach or market.

Beach and Market experiences may also become the topics of story and drawing time. Market day includes lessons on fruits and vegetables in both Swahili and English. Children visit the Police station twice yearly. And other important place. In 2006 a group of 60 children visited the game park and children had a great tour study.

General activities

- Be able to recognize authority
- Begin to control my actions
- Bounce a ball
- Draw pictures and print name
- Dress myself and tie my shoes
- Manage bathroom needs
- Respect and care for animals and plants
- Separate from parents without being upset
- Share with others
- Show understanding of general times of day
- Speak understandably
- Start to follow rules

Reading readiness

1. Identify alphabet letters by sight and sound
2. Identify rhyming words
3. Identify the beginning sound of some words
4. Listen to stories without interrupting
5. Look at pictures and then tell stories
6. Pay attention for short periods of time to adult-directed tasks
7. Predict the outcome of a story

8. Recognize rhyming sounds
9. Recognize some commonly used words by sight
10. Talk in complete sentences of five to six words
11. Understand actions have both causes and effects

Math readiness

1. Associate numerals with the number of objects in a group
2. Count to one hundred
3. Recognize and trace basic shapes
4. Recognize groups of one, two, three, four, and five objects
5. Sort similar objects by colour, size, and shape

The students

Age range

Students are eligible to attend African Child Care once they reach the age of 2 years and 9 months and are potty trained. Children can continue to attend until they reach the age of 6 and can be placed in a primary school. Future plan is to enroll children from the age of 2 to 6 years when we have enough facilities.

Primary school placement

The program at African Child Care includes placement of students into government-funded primary schools- This usually happens soon after the child's sixth birthday. Both countries Tanzania and Malawi have one primary school respectively with increasing population. The two government must take serious steps in infrastructures to enable children of both areas have more than one school. Our future plan is on the progress chart below showing our successfully fruitage. We are going to form a Network link

Table 2. The school.

SCHOOL	2009	2010	2011	3-YEAR TOTAL
Njisi Primary School (Tanzania)	6	10	20	36
Kanjidwa Primary School (Malawi)			8	8

with other schools which will help us share the progress of each child when she/he joins government primary schools In both countries (Table 2).

Brief history

African Child Care, a project for disadvantaged children was established in August 2008 in Njisi Village in Kyela District on the southern part of Tanzania 125 km south East of Mbeya town on the boarded Tanzania - Malawi

In May 2007 Jimmy Kunjombe Mwakatwira had a research and found that they are a lot of disadvantage children in two villages. The Njisi Village on the Tanzania side and The Mwandenga Village on the Malawian side.

Njisi village is in Kyela District having no Orphanage center and day care center for children. We found that many orphanage children are staying with their Grand-parents who are really poor as you can see on the attached photos. We found that on both sides Tanzania and Malawi more than 100 children are orphans.

Mr. George Thomas Sadock a Village headman of Njisi Village and Mrs. Mickdonor Mwambebe Village headmistress of Mwandenga Village and other eight participants from both countries participated in home visit with excellent collaboration. We found that both Governments are not providing any support through Education and Health care programs. On early childhood center Umbrella to orphanage and poor children. Mr. Jimmy .K. Mwakatwira had to find ways to reach children's rights and policy according to two Countries international Children principles. We found that there is Boarder relation between two countries. This helped us to obtain wide disadvantaged children information. Hence formed a Center Management Board Which will be strengthening more effective orphanages children's proposed project.

Accommodation

Our best mission for orphanages instantly motivated us to gather them from 2, August 2008 at Njisi village. We are renting a room in Njisi Village caring for 30 children and still making more in Legal approved proceeds from both countries. It's a 5 x 2 and half meter room you can have a glance on attached photos

The project coordinator, Jimmy K.M, saw the need for day care and pre-school education in on the Boarder. There was an acute shortage of available Center and schools for the many orphans, disabled, street children, including children from low and middle-income families.

His ultimate goal is to empower the disadvantaged through education.

Organization and management

African Child Care practices a participatory form of management. Input about center and school goals and methods is solicited from board members, parents, Guardians, teachers from surrounding primary schools, and major investors, as well as the Ministry of Education for Tanzania including the Kyela Hon Member of Parliament and Hon District Commission of Kyela District

African Child Care operates at the direction of a School Board. Headmaster Kunjombe appoints members of the School Board to 3-year terms.

There is also a Parent-Teachers' Association (PTA) which will be meeting Four times a year and development meeting two representatives will be joining the board meeting Now two center Board Members are also members of the PTA, providing independent feedback to the School Board Figure 1.

School board

The School Board has the ultimate responsibility for the welfare of the school. The Board makes long-term plans, sets long-term goals, oversees major issues relating to school certification by the government of Tanzania, and is active in the fundraising necessary to keep the school operating.

The School Board consists of six members appointed by Mr. Kunjombe. The six members are leaders in the community that bring unique skills and perspectives to the Board, ensuring the school provides the best service possible to the community.

Center board members

Mr Ezekiel Kabuka: He is the chair person and working as a village head man. He calls for Guardian and board meeting. He has offered one teacher the room and active in planning for budget and other important issues related to the orphanage center programs

Mr George Thomas Sadock: Social Worker in Njisi village and he is the headman of Njisi Village. He has good records concerning orphanages and active in home visit including delivering massages to other board members he is the vice board Chair man, knowledge of com-

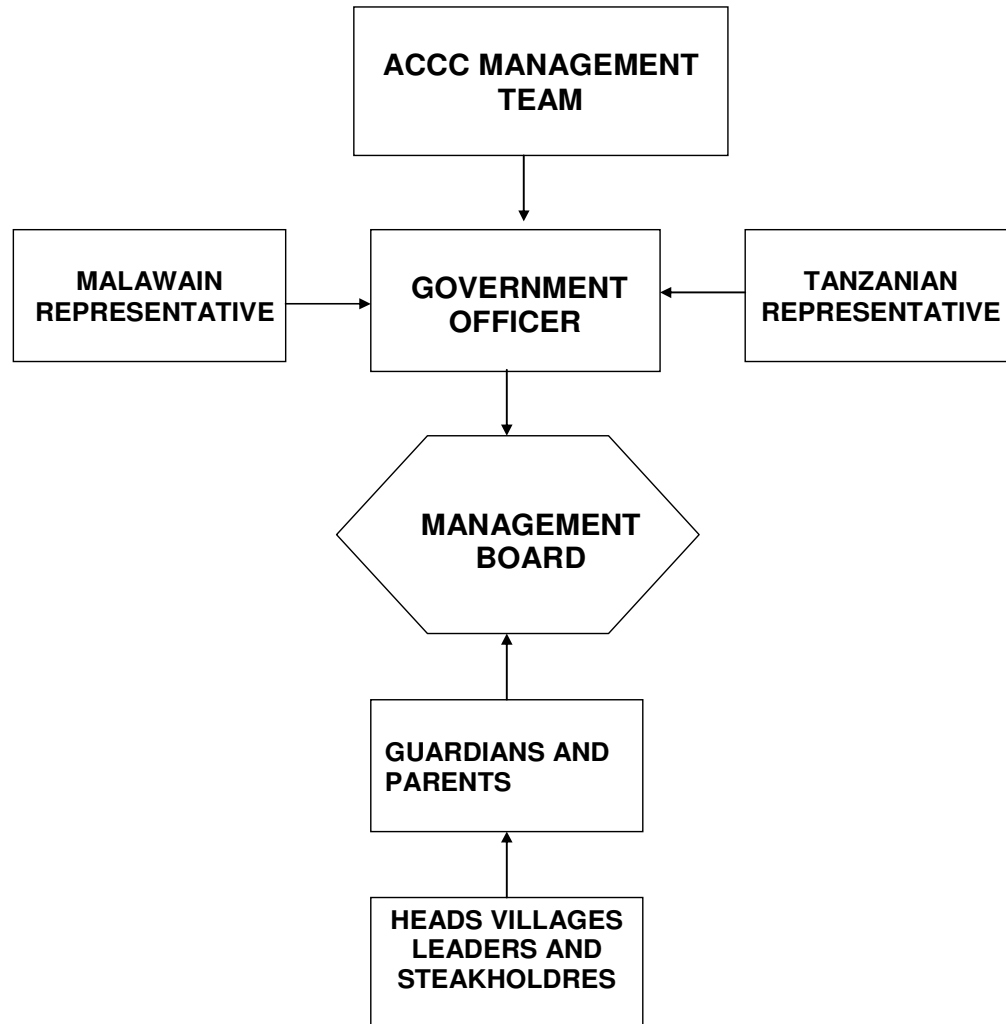


Figure 1. African child care functional organization chart

community families and their issues, knowledge of social services available to and beyond Njisi we share a deep caring for the children and community.

Mrs Mick donor Mwambele: She is the Village head of Mwandenga Village in Malawi, Kalonga District she is helping in arranging and home visit on the Malawi side. When we have a Board meeting she is the one who invites government official who are responsible in children affairs. She has helped with the first Data's concerning the number of orphanages and poor children in their Village.

Jimmy Kunjombe Mwakatwira: lends his experience in education, social welfare, health, Conservation of Nature and public relation in all levels as well as his expertise in the day-to-day operations of the school.

Mrs Suma Elias: she is how secretary and she is keeping records, assisting the teacher and the cook in

day to day children program. She helps in preparing official and other normal meeting and invitation letters. Help to work on the center budget. She is the center accountant. She will be working on Bank and expenditure issues.

Mr. Tara Kayange: Our board is governed by two countries due to public board relation and Help disadvantage children on both soils. So we appointed Him to be the secretary on the Malawian side. He will be working hand in hand with our secretary even in the account department he will be working. Problem arising on their side concerning orphanage children he will inform our side the take steps needed to overcome those problem will do the some on our side will be informing them if we have a problems Because we are one in our Board Of Management.

We're having other board Members who are working together with us And in future they will have position in all Departments of ACCC. These are:

Table 3. Funding for expansion

Expenses	First phase-Classroom ,Office& toilets 2008			
	QUAN	EACH	COST	% Done
Blocks	1500	850	1,275,000	0%
Cement	76	15,000	1,140,000	0%
Sand	6	45,000	270,000	0%
Quarry Stone	1	200,000	200,000	0%
Iron Sheets	78	14,800	1,154,400	0%
Timber 2X4	52	4,500	234,000	0%
Timber 2X2	38	2,500	95,000	0%
Iron Bars	18	18,500	333,000	0%
Doors	3	77,000	231,000	0%
Windows	6	85,000	510,000	0%
Nails	20	4,000	80,000	0%
Transport	-	70,000	70,000	0%
Toilet Seated	5	20,000	100,000	0%
buying a plot(site)	-	-	2,000,000	20%
Paint	10	26,000	260,000	0%

Mr. Steven Simfukwe (Malawi)
 Mrs Diana Ayubu (Tanzania)
 Mrs Victoria Nyerenda (Malawi)
 Mrs Joyce Ibambe (Tanzania)

GPTA

The Guardian and Parent-Teachers' Association meets twice per month, as necessary, to discuss issues concerning the educational program and the progress of students. Operational issues directly related to the children are also discussed.

One of the GPTA members is also on the School Board. This allows the Board a direct line of feedback from the GPTA.

While parents are encouraged to visit the school at any time, the Headmaster and Teaching Assistants are available to meet with parents to discuss specific issues at pre-arranged times. All parents and Guardians are invited to the meeting

Teaching assistants

African Child Care currently employs one assistant teacher: Temela Hassan. He was transferred from Bagamoyo ACCC to Kyela ACCC this year in August 2008.

He participate in the instruction and development of all children, Temela Hassan is charged primarily with teaching the more advanced children, while concentrates on the junior students.

Support staff

Mrs Ombeni Msigala recently joined African Child Care

as cook. She prepares and serves porridge each day. Cleaning the class and bath room entire surrounding.

School funding

The center currently has no sources of funding for both operations and expansion. So we are sending request to many friends and former Volunteers Who once Volunteered in Bagamoyo at our old and on going ACC Center School Funding Sources

Current challenges

As with any growing organization, African Child Care faces challenges that must be overcome in order to meet its goals (Table 3). We are currently in the process of constructing:

- A permanent classroom, an improved washroom facility,
- A playground.

The classroom is urgently needed, as the we are renting a room and we are not having enough space for other children activities the washroom will provide an area to cool students down and clean them up when necessary. The playground will provide an environment for teaching social skills.

Future funding of the porridge program

The Porridge program was begun in August 2008. It ensures the students have a warm meal mid-morning. We find that students who are not hungry and have a high energy level are better able to concentrate and learn. The

Table 4. Cost of the porridge program.

Item	Quantity per week	MEASURE	Cost each	Extended T-shilling
Margarine	1	Kilogram for two weeks	3,000	3,000
Rice	2	kilogram	1,500	3,000
Maize	2	kilogram	1,000	2,000
Finger millet	3	kilogram	1,500	4,500
Peanut	3	kilogram	1,200	3,600
Sugar	5	kilogram	1,500	7,500
Grinding	1	week	2,000	2,000
Firewood	5	days	500	2,500
Water	5	days	300	1,500
Total per week				29,600
Total per month				118,400

program has been funded through August 2008. Additional funding of approximately 118,400 TSH (\$118 USD) per month must be obtained in order to continue the program beyond October 2008 (cost of porridge program is shown in Table 4).

Improvement of the curriculum

Good education includes always continuous improvement of the curriculum. Improvement is expected to take the form of additional materials for the children, materials to assist the teachers, and feedback from the government primary school teachers.

The ultimate goal of the curriculum of African Child Care is to provide students with a five cognitive skills as defined by current educational experts that support critical thinking and provide the foundation for future learning:

1. A strong knowledge base allowing comprehension, coming to conclusions.
2. Making predictions.
3. Problem solving skills.
4. A growing ability to express thoughts with words.
5. The ability to interpret verbal and written words into thoughts.
6. A set of behaviours that encourage attention and persistence (Table 5).

Goals

Goals for African Child Care have been grouped by Short-Term Goals (goals that can be accomplished within one year), and Long-Term Goals (goals that will take two to five years to accomplish).

While it is the responsibility for all (Board members, parents, staff, and students) involved with African Child Care to assist in accomplishing goals, it is the responsibility of the Center Management and stake holders' Board members to review and revise goals as necessary.

Short-Term Goals (2008)

Short-Term Goals are goals that African Child Care expects to meet within one year. Current short-term goals are shown in Table 6

Long-Term Goals (2008-2012)

Long-Term Goals are goals that African Child Care expects to meet in two to five years. Long-term goals current under consideration by the Board and are represented in Table 7

Financial statements

Financial Statements accompany this document. They include separate operating and construction budgets.

Operating budget

The operating budget includes on-going expenses that are directly related to achieving the goals of the educational and Health care programs. The operating budget is attached as a separate document.

Construction budget

The construction budget contains one-time expenses related to expansion and major repairs planned to the school grounds. The construction budget is attached as a separate document.

Volunteer's collaboration

Volunteers who helped in a ACCC Orphanages research Program were;

Ingunn_jensen@hotmail.com. h_niclasen@hotmail.com. These are Danish Citizen. Other financially and materially

Table 5. Specific skills learned at African child care include.

Activity type	Specific activity
General Activities	Be able to recognize authority
General Activities	Begin to control my actions
General Activities	Bounce a ball
General Activities	Draw pictures and print name
General Activities	Dress myself and tie my shoes
General Activities	Manage bathroom needs
General Activities	Respect and care for animals and plants
General Activities	Separate from parents without being upset
General Activities	Share with others
General Activities	Show understanding of general times of day
General Activities	Speak understandably
General Activities	Start to follow rules
Reading Readiness	Identify alphabet letters by sight and sound
Reading Readiness	Identify rhyming words
Reading Readiness	Identify the beginning sound of some words
Reading Readiness	Listen to stories without interrupting
Reading Readiness	Look at pictures and then tell stories
Reading Readiness	Pay attention for short periods of time to adult-directed tasks
Reading Readiness	Predict the outcome of a story
Reading Readiness	Recognize rhyming sounds
Reading Readiness	Recognize some commonly used words by sight
Reading Readiness	Talk in complete sentences of five to six words
Reading Readiness	Understand actions have both causes and effects
Math Readiness	Associate numerals with the number of objects in a group
Math Readiness	Count to one hundred
Math Readiness	Recognize and trace basic shapes
Math Readiness	Recognize groups of one, two, three, four, and five objects
Math Readiness	Sort similar objects by colour, size, and shape

Table 6. Short-term goals

GOAL	TIMEFRAME	OBJECTIVE
Improvement of accounting system	Summer, 2008	Those involved in supporting the center financially will have a clear picture of school income and expenditures. Ensures best use of school funds.
Permanent funding of Porridge Program	Fall, 2008	Students will have a nourishing meal each day to support their physical and educational development.
Start construction funding plan	Fall, 2008	Funds will be available for the upcoming construction projects. Completion of construction and major repairs as planned.

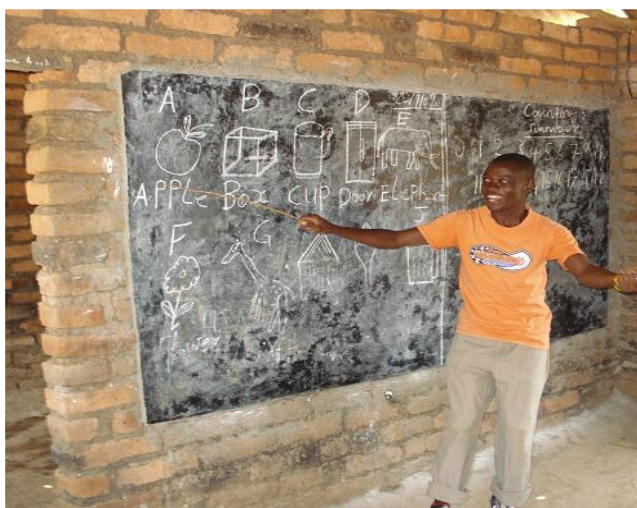
assistance came from Brendan Hall and Anne Marie Carolan (Irish), Donated 750,000 shilling for the plot. We paid as an advance payment Contact address:

hall_brendan1@hotmail.com. Anne_mariecarolan69@yahoo.com. Amanda Alletorp Sorensen, (Amanda aas@hotmail.com) Nicoline. E. Pedersen, (FRK. ESGAARD

Table 7. Long-term goals (2008-2012).

GOAL	TIMEFRAME	OBJECTIVE
Start construction of Classroom A and B	2007-2008	A permanent, safe learning environment. Children can remain comfortable and dry, regardless of the weather.
Construct washroom and toilet for children and teachers	2008-2009	Over-heated children can be cooled down. Children with wounds can be cleaned and dressed properly. Teachers will have private facilities.
Fixing Playing ground.	2008-2010	A safe, affordable learning environment. The current thatched roof leaks and could be a fire hazard.
Complete purchase of the land.	2008-2010	Provide a permanent home for the school
Expand program through primary school	2009-2011	Consistent, quality education for pre-school through primary school, within a safe, familiar environment
Purchase a mini-bus	2009-2012	Provide transportation for students traveling over 2 kilometers

Long-Term Goals





@HOTMAIL.COM) Anne Holm Sender by (annaese@hotmail.com) they donated playing things and clothes. They all came from Denmark.

REFERENCE

- The United Republic of Tanzania National Website May, 2007
<http://www.tanzania.go.tz/educationf.html> For information regarding the structure and management of education in Tanzania
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For information regarding cognitive skills necessary for successful primary school readiness
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<http://school.familyeducation.com/school-readiness/parents-and-school/38491.html> For information regarding school readiness objectives
- The Tanzania Development Vision 2025 May, 2007
<http://www.tanzania.go.tz/pdf/theTanzaniadevelopmentvision.pdf> For information regarding country goals for education
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