



Jifunze Project Annual Progress Report
Fiscal Year 2005
July 2004 – June 2005



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I. Introduction

This is a comprehensive report of the programs, activities and finances of the Jifunze Project, which has developed and now supports the Kiteto Community Education Resource Centre (CERC). The report covers the time period of the Fiscal Year 2005, which ran from July 2004 to June 2005, the second year of CERC operation.

The Kiteto CERC is located in the Kiteto district of Tanzania in the town of Kibaya. The Centre, which opened in July of 2003, now serves the entire Kiteto community with the mission of working alongside individuals to help them create innovative, empowering and sustainable educational opportunities that will expand their possibilities for livelihood and enrich their lives.

Offering programming for all, the CERC sets a model for sustainable educational development in Tanzania. There are after-school study centres for students and adolescents who are not in school. There is an Early Learning Centre that educates not only the students, but also local Kindergarten teachers. There is programming for adults, including Swahili literacy training. There are also English classes for patrons of all ages and ability levels.

A computer training centre enables members to expand their technological understanding, while the experiential teaching garden reconnects them with indigenous knowledge of native plants.

These structured programs are supported by less formal areas, such as the reading reception, where adults and adolescents can come to read local newspapers and magazines or play educational games. For the children, an exciting playground provides them with a place to take a break from studying and also encourages attendance at the centre.

This report has been written and compiled by Jifunze staff working on the ground in Tanzania and also by international staff based in the United States.

II. ACTIVITY REPORT

a. CERC PROGRAMMING

i. Early Learning Centre (ELC)

Under the guidance of the Early Learning Centre Program Coordinator, Christina Gabriel, the ELC program has blossomed over the past year. Since its opening in late April 2004, the ELC has proven a valuable resource for kindergarten students and teachers in Kibaya, with over 200 students participating in the program. The children, accompanied by their teachers, come to the ELC to learn using the centre's wealth of resources: stories, books, games, and more. Each class, in which the students spend three hours at the centre including one hour of playground time, is taught by ELC coordinator and CERC co-founder, Christina Gabriel, in collaboration with the children's classroom teachers.

Drawing on her years of experience as an early childhood educator, Ms. Gabriel guides classes using a variety of innovative teaching techniques and works with her fellow teachers to develop their teaching skills. Most kindergarten teachers in Kibaya lack formal training and often find their large class sizes to be intimidating. Ms. Gabriel has helped her fellow teachers begin developing more successful strategies for engaging their students, and has worked with them to develop creative classroom activities, games and projects.

Over the past year, ELC members have studied mathematics through the use of manipulatives and songs, learned science through hands on observations of living and dead animals, played games teaching road safety, and participated in numerous art projects using locally available materials. In addition, each ELC period includes a short English lesson, using physical learning techniques to give ELC members a head start on learning English as a second language.



ELC members making musical instruments from old containers, rice and beans.

ii. Primary & Children's Room

Over the last year, the Primary & Children's Program Coordinator, Joyce Nnko, has led primary members in a variety of activities ranging from educational games to art projects, as well as supporting them by correcting homework assignments and encouraging them in their independent studies.



Julie Rener and CERC primary room members showing their finished books.

Book Making has been a favorite activity of primary room members in FY 05. In July 2004, Jifunze Intern Julie Rener trained Ms. Nnko in the art of making books using simple materials readily available in Kibaya. Since then, the children have produced two sets of storybooks, "Sungura na Simba" (The Rabbit and the Lion), and "Uchoyo ni Hasara" (Meanness Results in Loss). To begin the project, each child was encouraged to present an oral story told to them by their elders. After all of the children presented, the group selected their favorite story to become a book. With help from Ms. Nnko, the words of the story were typed and printed, with blank space left for illustrations. Finally, each child illustrated his or her own book and the books were bound and displayed in the primary room. The children were extremely proud of their work and excited to see their own stories transformed into actual books.

iii. Secondary & Youth Room

The Secondary and Youth Room was highly successful in FY 05. Under the guidance of Secondary & Youth Room Coordinator, Judica Kileo, the Secondary & Youth Room continued to provide members with books, light and quiet space with which to complete their schoolwork, study independently, review for exams, or simply read for pleasure. For those members who preferred additional help, Mr. Kileo was available to support students by answering questions and providing guidance as they studied. Encouragingly, during FY 05 members began using the small group discussion rooms more consistently, forming study groups to help each other with difficult topics. Secondary and Youth Members also benefited from a series of special Saturday Programs offered for the first time in FY 05 (See *Saturday Programs* section below).



Female secondary students studying together in one of the three small group discussion rooms.

iv. Adult Room & Literacy Program

The Adult Room continues to provide a space for adults to study and read, as well as a wide selection of books ranging from professional references for local doctors and veterinarians to novels in Kiswahili and English. During FY05, a number of adult members used CERC resources to begin studying for correspondence courses, while others took advantage of the basic literacy program, which provides individualized instruction to members learning to read, write and figure in Kiswahili. While small, the program provides an essential service to Kibaya community members, and helps CERC and Jifunze staff fight the impression that the centre is only a resource for highly-educated adults.



Sarah practicing her reading skills.

One of the basic literacy program members, a young woman named Sara Saalepo, has come to the centre almost every day during FY 05. When she began, she still struggled with letters of the alphabet. Today she can read simple stories in Kiswahili and looks forward to the day when she can begin to read and write in English. As a Maasai woman, Sara comes from a community where traditionally there is little support for women's education. Sara says she is very happy to have the opportunity to study at the centre, and we hope that members such as Sara will become Ambassadors to their communities, encouraging others to follow in their footsteps.

v. Computer Program

FY 05 was an exciting year for CERC members, with the launching of the CERC's computer program. Courses began at the CERC in June 2004, with a basic Introduction to Computers course developed and taught by Computer Room Coordinator Cecilia Sagala in collaboration with Jifunze Project intern Cynthia de Beer. In October 2004, Patricia Gathua, an IT expert with experience in database management and IT training, arrived to assist with the development of the computer program. Together, Patricia and Cecilia were able to develop 2 additional manuals on the topics of Microsoft Word and Excel, while also reviewing the course manual for the Introduction to Computers. These computer courses were extremely well received by community members and by the end of FY 05 over fifty members had participated in computer courses at the centre.



One of the computer classes with their teachers and certificates.

vi. English as a Second Language (ESL) Program:



Primary members dress-up as part of an ESL activity.

One of the largest obstacles to the academic success of students in Kibaya is their poor English language skills. Since our opening, CERC members and other community members have often expressed a desire for the CERC to provide English language programming. In response, the Centre launched its English as a Second Language (ESL) Program in October 2004. Jifunze Project intern Tara Mulqueen taught six weekly English classes to primary and secondary school members, as well as providing daily English instruction in the ELC. In addition to improving the English language skills of centre members, Tara used these initial classes to experiment with a variety of teaching strategies, determining which the members benefited from the most and tailoring the English program to suit their needs.

Towards the close of FY05, the focus of the English program shifted from direct instruction of CERC members to increasing support for local English teachers, many of whom lack formal training in foreign language instruction. Jifunze collaborated with the District Education Office to hold a series of seminars on English language and foreign language instruction for local primary school teachers. The first seminar, held on June 20th 2005, was warmly received by local teachers and provided an excellent opportunity to exponentially increase the ESL program's impact. By working directly with teachers we are able to improve the quality of English language instruction for all students in Kibaya, whether or not they are yet members of the CERC. Additionally, it is our hope that continuing to provide these seminars in FY06 will improve the relationship between the CERC and local primary school teachers, increasing both their participation and the participation of their students in CERC programs.

vii. Drama Club:

In FY 05, the CERC welcomed members of the Maarifa Arts Group to make their home at the CERC, practicing five nights a week in the ELC room. Under the guidance of CERC Assistant Director and ELC Coordinator, Christina Gabriel, the group has expanded to nearly double its original size, including many youth members not enrolled in school. Committed to using theater to address community issues, the group held its first performance at the Centre in February 2005. The performance, which was extremely well-received, was a combination of comedy, drama and dancing, covering the subjects of AIDS and female genital mutilation.

Between February and June 2005, Jifunze project intern Emily Harney, a former professional dancer with a background in Community Theater, worked closely with the group to further increase skills. Through movement classes, games, and improvisation, Emily encouraged group members to push their limits and experiment with new techniques. Using their new knowledge, the drama club created and presented another original work to an eager audience at the CERC in June 2005. The work tackled issues of domestic violence and the complexity of gender relations in Tanzania. In the future we hope the group will help to increase community use of the CERC by educating the wider Kibaya community about its resources, as well as continuing to give performances about important issues such as AIDS awareness, nutrition, and gender issues.



Maarifa Arts Group with intern Emily Harney.

viii. Saturday Programs



Judica Kileo assists a member during a drawing program.

Starting in October 2004, the CERC began offering Saturday Programs on a variety of topics. These programs allowed CERC members to take part in various learning experiences on subjects which aren't covered in the formal education system. Saturday Programs use a hands-on approach to learning, teaching members that learning can be fun, and that education is not limited to the classroom. Saturday Programs also offer CERC teachers an excellent opportunity to experiment with creative teaching techniques. Preparing for Saturday Programs has helped our teachers build their interactive and creative teaching skills in ways not possible in their work as classroom teachers in the Tanzanian school system. Some of the topics offered in 2004 included: Environmental Protection, HIV/AIDS, Yoga, Origami, First Aid, Multicultural Discussion, Storytelling, Malaria, Songs from Around the World, Cholera, Soil Erosion, Space Travel, and a complete art program, covering drawing, painting as well as other creative activities..

ix. Educational Garden:

FY 05 has been an excellent year for the educational garden. Significant improvements to the garden infrastructure, including the addition of a drip irrigation system and shady relaxation area, have been carried out, as well as the continuation of the Garden Club for CERC members.

Since August 2004, the garden has been supervised by the Garden Committee which consists of a mix of CERC teachers and support staff as well as a Jifunze Project representative. The committee meets on a monthly basis to guide the garden's development, while also managing the garden's finances, including collecting sales revenue, tracking profits and reinvesting them into the garden under the supervision of the CERC Director.

During FY 05, the CERC Garden Club has continued to meet in the early evenings and occasionally Saturday mornings. Assisted by Primary and Children's Program Coordinator Joyce Nnko and Christina Gabriel, the members, most of whom are primary school students, tend a small plot in the CERC garden, where they explore different farming methods and techniques. In addition to these hands on activities, the Garden Club has also hosted guest speakers on Saturdays, events which are open to all CERC members. In September 2004, a local Maasai farmer was invited to the CERC to teach members about traditional herbal medicines that can be made using plants indigenous to Kibaya.



Garden Club members tending new plants

x. Newsletter – *Karibuni Tujifunze*

Eight issues of the CERC's Kiswahili newsletter, *Karibuni Tujifunze*, have been produced since the publication of its inaugural issue in March 2004. *Karibuni Tujifunze* continues to provide community members with a variety of content including updates on the latest programs and activities at the CERC, short stories, cartoons and artwork produced by members, as well as educational games and articles on public health topics. Excitingly, the newsletter has helped increase community interest in the Centre, and is distributed at no charge through a network of local shops and businesses.

In addition to the success the newsletter has had in the community, the newsletter has also been an excellent capacity building tool for the CERC staff. Originally, Jifunze Project staff and interns were heavily involved in writing, editing and publishing the newsletter. However, throughout FY 05, CERC staff have gradually assumed greater responsibility for *Karibuni Tujifunze*, with Jifunze serving in an advisory capacity and assisting with only computer layout and design. In FY 06 we aim for CERC staff to produce *Karibuni Tujifunze* independently from start to finish.

b. CERC Membership & User Statistics

During FY 05, the CERC enrolled 437 new members while 181 previous members renewed (Table a1). Yearly membership is valid from the date joined through the following December, resulting in a total of 425 active members at the close of fiscal year. Although over 600 people renewed their membership or joined the CERC in FY 05, this is a significant drop from the 1,092 members enrolled in FY 04 (Table a2). However, despite decreased total enrollment, the key membership goals highlighted in the FY 04 annual report (increasing Early Learning Centre membership to 200, increasing adult and youth participation) were accomplished in FY 05. The FY 05 drop in membership is the result of a drastic drop in the Primary & Children's Room enrollment, a trend we hope to counter in FY 06.

Hidden behind the drop in overall membership is a very encouraging trend. Despite having almost half the number of members in FY 05, the number of member visits to the centre actually increased by almost 43 percent, from 16,905 in FY 04 (Table b1) to 24,109 in FY 05 (Table a3), with an average of around 2,000 member visits per month. This increase demonstrates that, while fewer in number, our current members are using the centre's resources much more intensively than they were in FY 04, a promising sign for the Centre's future.

In FY 05 the most significant gender discrepancies were found in the Secondary and Adult categories, where male members outnumbered their female counterparts nearly two to one (Table a2). On average female and male members visit the CERC at similar frequencies, with the exception of the secondary student and non-attending youth categories in which males visit at a rate approximately twice that of female members (Table a3). The gender imbalance present in CERC membership reflects the broader inequality of access to education for men and women in Tanzania, and shows that the CERC must increase its efforts to attract girls and women to the centre.

In FY 06 we hope to attract a greater number of members through closer ties with the local primary and secondary schools and greater community mobilization and publicity efforts, while maintaining the positive trend of increased utilization of centre resources. We also plan to focus on increasing the enrollment and attendance of girls and women.

Membership & User Statistics by Program

i. Early Learning Centre (ELC)

The FY 04 report anticipated a significant increase in membership enrollment in the Early Learning Centre (ELC), with weekly scheduled participation by five surrounding kindergarten schools. The CERC has been successful in achieving its goal of engaging the students from the Kiteto schools and reached its FY 04 target of approximately 200 ELC members, with 219 students attending in FY 05 (Table a4). Participating classes varied in size by school, ranging from 10 to 80 students, with an average of 44 students per class. The gender representation also varied according to school, with overall participation of boys and girls roughly even.

ii. Primary & Children's Room

The Primary and Children's Room had 95 members during FY 05, 45 girls and 50 boys, a number which represents a significant drop from the FY 04 membership of 785 (Table a2). Despite the negative trend in primary membership, the number of member visits remained quite high, with the average number of visits per member increasing nearly six fold, from 13 in FY 04 (Table b1) to 75 in FY 05 (Table a3). Therefore, although there were fewer primary members during FY 05, they were attending the centre at a much higher rate than FY 04 members. Nonetheless, the drastic drop in primary membership is disappointing, and reversing this trend will be a key focus of our work in FY 06. We hope that continuing to develop closer partnerships with local primary school teachers will assist us with this goal, as they can encourage their students' attendance at the centre and also provide valuable insights into how to attract more primary-age children to the centre.

For a short time in FY 05, the Primary and Children's Room hosted an organized group of non-school attending children and their teacher. The group used the CERC during the morning hours for about a month before receiving space at a local primary school (Table a3).

iii. Secondary & Youth Room

With 254 members enrolled in FY 05, the number of Secondary and Youth members remained remarkably consistent with FY 04 enrollment of 255 members (Table a2). Much like the other programs, member participation increased dramatically in FY 05. Secondary and Youth members visited the centre a total of 5,378 times in FY 04 (Table b1) while in FY 05, the number of visits nearly doubled, to 10,269 (Table a3). Within this overall trend of increased participation, the most significant change was in the Youth category. The FY 04 annual report stated the need to increase the participation of youth (aged 15 to early 20s) not enrolled in secondary school. In FY 05, we were extremely successful in increasing youth participation. Youth membership jumped from 46 in FY 04 to 67 in FY 05 (Table a2), and youth attendance increased drastically, from 570 visits in FY 04 (Table b1) to 2,787 visits in FY 05 (Table a3). In FY 06, we expect this trend of increased participation to continue, as we build a closer partnership with the Kiteto Secondary School, improve the quality of Saturday Programs, and increase the availability of secondary syllabus books.

In FY 05, the secondary membership remained imbalanced in terms of gender, with nearly 1.5 times more male than female members (Table a2). In addition, attendance rates differ quite dramatically in terms of gender, with male secondary members visiting at a rate approximately twice that of female members (Table a3). It is clear that in FY 06 more effort needs to be devoted to increasing female membership and participation. However, it is unlikely that the imbalance can be completely erased, as male students continue to significantly outnumber female students at Kiteto Secondary.

iv. Adult Room & Literacy Program

As predicted in the FY 04 annual report, the CERC's Adult and Basic Literacy Programs grew significantly in FY 05. Overall adult membership increased from 45 in FY 04 to 76 in FY 05 (Table a2). This included nine members who participated in the Basic Literacy Program, four women and five men. In FY 05, a significant gender imbalance existed in the Adult Program, with the number of 52 male members just about doubling the 24 female members (Table a2). As we have mentioned above this gender imbalance will be target for improvement in FY 06 alongside overall adult room participation and enrollment.

v. Computer Program

We were very pleased to see that, in contrast to other CERC programs open to adults and adolescents, Computer Program membership did not reflect the common gender imbalance. Female involvement in the CERC's Computer Program equaled and then surpassed male involvement. The Introduction to Computer course remained relatively gender balanced (Table a4), but, as the students progressed to more advanced topics, female participation eclipsed male participation. This was most clearly seen in the Word class, where female students outnumbered male students by 13 to 3.

c. Capacity Building

As part of Jifunze's ongoing capacity-building efforts, the Jifunze Project Program Development Advisor (PDA) has provided teacher trainings on various subjects to CERC teachers throughout FY 05. Some of the subjects covered over the past year include: accommodating different learning styles in classroom teaching, the Dewey decimal system, facilitating interactive discussions, various art projects using local materials, and language learning. Although teacher trainings are mainly conducted by the PDA, interns have also assisted in this area, covering topics such as computer skills and English as a second language.

In addition to these trainings conducted at the CERC, during the first week of March 2005, Teacher Joyce Nnko, the CERC Steering Committee Secretary, Epafra Lema and the Jifunze Project Management Advisor, Mary Malekela, attended a one week course in Arusha on "Facilitation and Mediation Skills". Additionally, in the second week of March 2005, the CERC ELC Coordinator, Christina Gabriel, and one of the CERC Guards, Iddi Juma Ismaili, attended a four-day training in Arusha on "Indigenous Plants as Food and Medicine". Both trainings were very useful and upon return to the CERC participants conducted an internal training on what they learned for the benefit of the rest of the CERC staff.

Towards the end of FY05, Mary Malekela, the Jifunze Project Management Advisor, was honored to be chosen to participate in the International Ford Motor Company Fellowship of the 92nd Street Y held in New York in June 2005. The fellowship involved community leaders from around the world, (Tanzania, Kenya, Israel, Afghanistan, Mexico and Vietnam), and through innovative discussions and workshops aimed to increase participant's management skills an effectiveness in the field of community development.

d. CERC Staff Management

During FY05, we were thrilled to be able to maintain almost all of the CERC's excellent teaching and support staff team. However, in July 2004, Lucas Masumbuko, the centre's Floater / Literacy Program teacher, chose to leave the CERC to pursue further studies at the Marangu Teachers Training College. We were sorry to see Masumbuko go, but we were also very excited to welcome Rajab Massoud in May 2005 who now fulfills the role Mr. Masumbuko vacated. Since he has joined us, Mr. Massoud has been an invaluable resource to the CERC.

We feel that the CERC's current staff is very well equipped to run the center's range of innovative programming. However, during FY 05 we have made efforts to secure two additional guards through the Kiteto District Council. Currently the CERC maintains four guards who work in teams of two both during the day and overnight. This schedule requires that all four guards work extremely long hours and we therefore hope that by securing two additional guards, one of which we anticipate to be female, we will be able to provide our guards much needed additional rest and vacation days.

e. CERC Steering Committee

Steering Committee meetings have continued to be conducted on a monthly basis with some exceptions due to community events out of our control, i.e. school vacation closures, national examinations, etc. In October 2004, the Secondary Interest Group received a new supervising teacher and many interest groups held elections to replace graduating members. These new participants have offered a number of helpful suggestions to aid our development and we were thrilled to hear the Secondary students and youth group request an increase of the studying time available each night. Expanding on their suggestion, we have been able to experiment with various schedules to provide these dedicated students with the opportunities they need to excel in their studies.



CERC Steering Committee members in a meeting held on the 27th of October 2004.

f. Scholarship Program

During FY05, two female students received scholarships through Jifunze's program. One of the recipients, Zumrath Nuhu Mwanajimba, is now in form three (III) at Ashira Girl's Secondary School and has been performing very well in her studies. In November 2004 she passed the National Form Two Examination and was allowed to continue on to Form Three in January 2005. In her end of term examination in June 2005 she performed well, ranking 6th out of 140 students with an average mark of 75 out of 100.

Naslah Chambo, the second girl participating in our program, is a Standard III pupil at Kibaya Primary School. For the past two years she has been receiving funding to purchase her uniforms, exercise books, pens and other items required for school. She is continuing well in her studies and enjoys school.

g. JP Staff Management

When FY 05 began in July 2004, we were thrilled to be able to maintain the strength of our Tanzanian staff through the excellent work of Mary Malekela, Management Advisor, and Joan Wells, Program Development Advisor. In addition to these Tanzanian based positions we also recruited a past volunteer, Thomas Robson, to act as our U.S. based Senior Program Manager in July 2005. In December 2004 Joan Wells, the acting PDA, unfortunately needed to return to the U.S. due to a family emergency which shortened her contract by two months. Joan's replacement, Rebecca Brown, was not scheduled to arrive in Kibaya until February 2005, so Thomas Robson traveled to Tanzania in December to act as interim PDA until Rebecca's arrival. Upon handover of responsibilities in March 2005, Thomas returned to his position in the US office. At the close of FY 05, we are very confident in our staffing and we look forward to their excellent work in FY 06.

h. JP Internship Program

FY 05 was a very active year for the Jifunze Project international internship program. Jifunze hosted nine interns in Kibaya, contributing over 5,000 working hours to the centre.

Name of Intern	Dates of Participation	Program Area
Cynthia de Beer	January – December 2004	Educational Garden, Garden Club, Computer Program
Julie Reiner	July 2004 for one week	Book Making
Ayano Ito	September - December 2004	Exhibition area and ESL Program
Tara Mulqueen	September 2004 – Present	ESL Program, Early Learning Centre, Garden, Nourishing Minds, Karibuni Tujifunze
Patricia Gathua	October 2004 – Present	Computer Program, IT Trainings for CERC staff, Library Database, IT Support for Jifunze Project and CERC offices
Susan Ketner	January – May 2005	Art Program, Mural design and painting
Emily Harney	January – June 2005	Art Program, Drama Club, Nourishing Minds, Karibuni Tujifunze
Michele Christle	March – May 2005	Monitoring and Evaluation, User Statistics
Jenny Rabinowich	June 2005 – Present	Saturday Programs, Health Program

III. Donor Report



JP MA and CERC Director receiving a computer donated by WaterAid.

During FY05, the Jifunze Community Education Resource Centre was supported by numerous generous donors, both financially and in-kind.

Funding support included the final installment of a USAID EDDI grant earmarked for JP and CERC infrastructure development. In addition, Jifunze was supported by a number of Institutional Foundations such as the Global Fund for Children, the Global Fund for Women, and the New England BioLabs Foundation. The funding provided by these fabulous donors covered a number of expenses ranging from operating expenses and infrastructure development to staff salaries and benefits. Additional donations by family foundations including the Whitehead Foundation, the Fieldstone Foundation, and the Flora Family Foundation, as well as donations from individuals such as the Alvord and Gerlich families, helped us to meet additional FY 05 general expenses.

As well as financial contributions, Jifunze also received significant in-kind donations from several sources, including a large shipment of books from the Tanzania National Library, books related to teaching hygiene and sanitation from WaterAid Tanzania, a computer from WaterAid Tanzania, and a set of simplified government policy books and pamphlets from HakiKazi Catalyst in Arusha, Tanzania.

IV. FINANCIAL REPORT

	Combined Total	USD	TSH Converted to USD	TSH
Total Expenses FY 05	\$47,795.69	\$24,322.00	\$23,473.69	26,268,469

Overall Category Breakdown				
Program	\$40,866.58	\$20,583.07	\$20,283.51	22,698,460
G&A	\$6,856.58	\$3,666.39	\$3,190.19	3,570,009
Fundraising	\$72.54	\$72.54		

Sub Category Breakdown				
Jifunze Headquarters (USA)	\$17,321.88	\$17,321.88	\$0.00	0
JP Operating Expenses	\$6,521.88	\$6,521.88		
JP Senior Program Manager	\$10,800.00	\$10,800.00		

CERC Capacity Building Program	\$24,175.55	\$7,000.12	\$17,175.43	19,220,339
JP Management Advisor	\$5,808.45		\$5,808.45	6,500,000
JP Program Development Advisor	\$9,815.67	\$6,314.59	\$3,501.08	3,917,920
Internship Program	\$4,441.72		\$4,441.72	4,970,555
On-site Training Materials	\$4,109.71	\$685.53	\$3,424.18	3,831,864

CERC Operating Budget	\$5,730.91	\$0.00	\$5,730.91	6,413,230
CERC Operating Expenses	\$3,406.71		\$3,406.71	3,812,310
CERC Off-site Training	\$2,324.20		\$2,324.20	2,600,920

Girls Scholarship Program	\$567.35	\$0.00	\$567.35	634,900
Girls Scholarship Program	\$567.35		\$567.35	634,900

*Conversion uses an exchange rate of 1119.6/= TSH to \$1 USD

V. Appendices

a. FY 05 Membership and User Statistics

TABLE a1:

FY05 CERC Enrollment – Monthly Renewal and New Member Totals

	Month	Renewals	New
2004	July	0	17
	August	0	37
	September	0	6
	Quarter Total	0	60
	October	0	44
	November	3	31
	December	5	50
	Quarter Total	8	125
	2005	January	43
February		52	52
March		35	58
Quarter Total		130	148
April		18	45
May		4	19
June		21	40
Quarter Total		43	104

FY 05 Total	181	437
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Total Renewed and New during FY 05	618
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Total Active Membership at the Close of FY 05 *	425
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*active membership = total renewed + new January-June 2005

TABLE a2:

Comparison of FY 04 and FY 05 CERC Membership: Category Totals with Gender Subtotals

Membership Type	Female		Male		FY 04/FY 05 Totals	
	FY 04	FY 05	FY 04	FY 05	FY 04	FY 05
Primary	426	70	359	103	785	173
Secondary	83	94	126	157	209	251
Non-attending Youth	29	46	17	51	46	97
Adults	11	26	34	62	45	88
Literacy	2	4	5	5	7	9
Total	551	240	541	378	1,092	618

TABLE a3:

FY 05 Monthly Member Visits by Category with Gender Subtotals

MONTH	ELC		Primary		Non-attending Children		Secondary		Non-attending Youth		Adult		Computer		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
July	247	187	432	259	0	0	86	169	62	54	0	23	n/a	n/a	1,519
August	300	183	513	436	0	0	186	391	75	85	0	39	99	138	2,445
September	284	218	458	462	0	0	209	375	97	101	0	62	n/a	n/a	2,266
October	338	250	604	525	0	0	346	330	67	45	60	8	76	41	2,690
November	151	90	444	412	0	0	168	242	53	110	1	46	149	67	1,933
December	*	*	212	225	17	16	65	130	20	57	30	6	30	4	812
January	56	37	124	108	0	0	84	145	32	65	10	36	3	2	702
February	201	220	225	202	1	0	236	390	37	218	44	9	108	121	2,012
March	201	278	242	251	0	2	487	770	158	276	16	55	134	94	2,964
April	264	251	160	188	0	0	304	643	156	276	120	11	114	74	2,561
May	350	385	167	250	0	0	328	712	117	247	85	31	22	20	2,714
June	44	53	63	157	0	0	246	440	102	277	103	6	n/a	n/a	1,491
Total	2,436	2,152	3,644	3,475	18	18	2,745	4,737	976	1,811	469	332	735	561	24,109
Category Total	4,588		7,119		36		7,482		2,787		801		1,296		24,109

Monthly Average	2,009
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*Kindergartens are closed for the month of December

Table a4:

Early Learning Center Membership by School with Gender Subtotals and Average Class Size

School	Female	Male	Total
Kaloleni	24	21	45
Kibaya	30	31	61
Anglican	44	36	80
Msente	5	5	10
Partimbo	7	16	23
Total ELC Students	110	109	219
Average Class Size	22	22	44

Table a5: Computer Program Participation by Course, Membership Category and Gender Subtotals

Course	Secondary		Non-Attending Youth		Adult		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
Introduction	5	3	4	2	2	9	11	14
MS Word	2	2	1	0	10	1	13	3
MS Excel	1	2	0	0	0	0	1	2
Gender Total	8	7	5	2	12	10	34	19
Category Total	15		7		22		53	

b. FY 04 Membership and User Statistics

Table b1:

Month	ELC		Primary		Non-attending Children		Secondary		Non-attending Youth		Adult		Literacy		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
July	n/a	n/a	1163	730	3	9	308	354	179	100	n/a	n/a	n/a	n/a	2,846
August	n/a	n/a	905	471	0	0	331	443	12	7	n/a	n/a	n/a	n/a	2,169
September	n/a	n/a	719	394	0	0	208	342	21	1	n/a	n/a	n/a	n/a	1,685
October	n/a	n/a	557	328	0	0	79	126	38	0	n/a	n/a	n/a	n/a	1,128
November	n/a	n/a	365	230	0	0	43	65	22	1	n/a	n/a	n/a	n/a	726
December	n/a	n/a	255	194	0	0	80	179	62	21	n/a	n/a	n/a	n/a	791
January	n/a	n/a	504	356	0	0	19	39	10	0	n/a	n/a	n/a	n/a	928
February	n/a	n/a	639	390	0	0	71	185	7	2	n/a	n/a	n/a	n/a	1,294
March	n/a	n/a	508	270	0	0	110	375	1	21	n/a	n/a	n/a	n/a	1,285
April	53	58	219	206	0	0	194	355	0	10	1	12	0	0	1,108
May	333	318	486	246	0	0	187	314	4	24	1	40	0	12	1,965
June	*	*	278	202	0	0	119	282	12	15	0	61	2	9	980
TOTAL	386	376	6598	4017	3	9	1749	3059	368	202	2	113	2	21	16,905
Category Total	762		10615		12		4808		570		115		23		16,905

Monthly Average	1,409
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*ELC program was closed during June