

**PRE-SCHOOL DEVELOPMENT IN PASTORAL COMMUNITY:  
THE CASE STUDY OF PALISEP**

**BY**

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**2005**

## **SUPERVISORS CERTIFICATION**

I Felician Mutasa certify that, I have read this Project paper and accept it as scholarly work for review. I therefore recommend it to be awarded the Degree of Master of Science in Community Economic Development (CED).

Signature

Mutasa

Date

16/08/05

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I Teresia Rafael Olemako declare that, this Project paper presented for fulfillment of the Degree of Master of Science in Community Economic Development (CED) is based on my own efforts and solely done by myself except where quoted for learning purposes. It has never been presented at any other Institution for similar purposes.

Signature Olemako.

Date 15<sup>th</sup> August 2005

## **ABSTRACT**

Education in pastoralist community is still very low and requires extra efforts from the government, non governmental organizations and community based organizations in sensitizing community on the importance of education. The non-formalization of pre-school education in Tanzania has apart from denying children opportunities to prepare for primary education, resulted in adverse effects on the delivery, quality, effectiveness and efficiency of education in general.

Specifically this project paper pinpoints the initiatives taken by PALISEP in pre-school development in Enguserosambu village, located in Loliondo Division, Ngorongoro District, Arusha region. The study was conducted from January to July 2004.

Some of the reasons outlined in the study which hinder the development of pre-school in the area include; problem of language, long distance to existing school, shortage of qualified pre-school teachers, lack of relevant teaching and learning materials, some parents not fully aware of the importance of education, child labour in taking care of cattle and female genital mutilation and early marriages among girls. The study also indicates recommendations for possible strategies in promoting pre-school education in Tanzania and particularly in pastoral communities.

The study shows the contribution of community in collaboration with Donors and involvement of district authorities on how they can influence change among pastoralists

towards education. It goes further into specifics how it can help to promote pre-school education in pastoral communities through performing activities such as capacity building to teachers, parents, opinion leaders, provision of facilities such as construction of classes, furnitures, teaching and learning materials.

In the real fact the solutions as well as the problems will always be in the hands and minds of people. This is how community based organizations approach can help to influence change in rural communities towards achieving Tanzania vision 2025.

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## **ABBREVIATIONS**

<b>CBOs</b>	-	<b>Community Based Organizations</b>
<b>CDO</b>	-	<b>Community Development officer</b>
<b>ECCD</b>	-	<b>Early Childhood Care and Development</b>
<b>FGM</b>	-	<b>Female Genital Mutilation</b>
<b>GDP</b>	-	<b>Gross Domestic Product</b>
<b>HIV/AIDS</b>	-	<b>Humane Infection Virus/Acquired Immune Deficiency Syndrome</b>
<b>MMEM</b>	-	<b>Mpango wa Maendeleo wa Elimu ya Msingi (Primary Education Development Plan)</b>
<b>NGOs</b>	-	<b>Non Governmental Organizations</b>
<b>NPP</b>	-	<b>Ngorongoro Pastoralist Project</b>
<b>PALISEP</b>	-	<b>Pastoralist and Livestock Services Project</b>
<b>PEDP</b>	-	<b>Primary Education Development Plan</b>
<b>PRMC</b>	-	<b>Pastoral Resources Management Centre</b>
<b>PRSP</b>	-	<b>Poverty Reduction Strategy Paper</b>
<b>REPOA</b>	-	<b>Research on Poverty Alleviation</b>
<b>SSA</b>	-	<b>Sub Saharan Africa</b>
<b>TAS</b>	-	<b>Tanzania Assistance Strategy</b>
<b>TzPPA</b>	-	<b>Tanzania Poverty Participatory Assessment</b>
<b>UNDP</b>	-	<b>United Nations Development Program</b>

## **CHAPTER ONE**

### **1.0 Background Information on PALISEP**

Pastoralist and Livestock Services Project (PALISEP) is a community based organization established at the beginning of the year 2002. The project was established with an intention to outline the desired changes in Loliondo ward to enhance livelihoods through poverty alleviation and needed appropriate intervention with the ultimate goal of meeting the development objectives of the project. The organization was registered in November 2002.

PALISEP is owned and run by the local Maasai indigenous people committed to the overall improvement of the life situation and standards in Loliondo division. This CBO acts as a local structure to catalyse desired changes in development, a channel for more autonomous community decision making and formulation of needed development alternative ie. underpinning poverty focused development.

The project is based at Enguserosambu village in Loliondo/Ngorongoro ward, Loliondo Division (Northern part – Tanzania/Kenya border) Ngorongoro district, Arusha Region, Tanzania. .

Ngorongoro district is one of the five districts of the Arusha region with a land area of about 14,036 sq Kms. Ngorongoro District has a total population of 129,776 people

among them 62,963 are male and 66,813 are female, with an average household size of 5. The District has 3 administrative divisions, 14 wards and 43 villages.

The whole District has extraordinarily abundant wildlife resources, and the neighbouring Serengeti National park, various Forest Reserves and the NCA have been designated to conserve these resources. The National Park excludes all human activity except game viewing tourism, while NCA as a UNESCO World Heritage Site and Biosphere Reserve is a multiple land-use area managed by NCAA to promote the three principles of integrated conservation and development: conservation of natural resources, tourism and human development. NCA covers more than half of the District (8,300km<sup>2</sup>).

The remaining land area (approximately 5,700 km<sup>2</sup>) in the District is designated to Loliondo Game Controlled Area, with several hunting blocks, forest reserves, as well as the RAMSAR wetlands conservation site of Lake Natron.

Loliondo/Ngorongoro ward has a total population of 9,807 people among them 4,788 are Male and 5,019 are female. The total household number in this ward is 26,722 with average number per household of 4.7, and a high illiteracy rate of almost 90%. Enguserosambu village has total number of 2012 people.

The project area is approximately 1800m above sea level receiving an average rainfall of 900-1200mm per year experiencing dry and wet season. The project is situated between

undulating hills and valleys patched with forests characteristic of dry highland forests. The region overlooks the lake Natron basin towards the south-east and the sprawling Serengeti plains towards the west. It acts as a major water catchment for the entire regions and its environments.

The area lacks basic social and government supportive services and served by a seasonal road that links Loliondo to Kenya. The only form of existing infrastructure is a single primary day school started in 1978 where children walk up to 15km to reach. It has enrolment of 300 children, who never continue for secondary and tertiary education. In terms of water supplies, the area is served by one earth dam both for human and livestock needs, the second one was destroyed by past El-nino rains and no rehabilitation has ever been done.

Since inception it has been funded through local community contribution. Through community initiatives the organization managed to establish community empowerment projects such as establishment of an office (temporary) at Enguserosambu village, construction of one pre-school, organizing functional communal groups with an aim of reducing poverty and registration of the organization.



## **Vision**

Maasai pastoralists living in Loliondo ward will be more aware, organized and be able to handle and tackle their root cause of their felt strategic needs and manage to improve their life situation and take their rightful place in Tanzanian society.

## **Mission**

To prepare, train and enable the Maasai pastoralists to acquire the necessary skills, capacity and other capabilities they require, and be able to improve their life situation in relation to themselves, their land and their livestock.

## **Goal**

To build a sustainable socio-economic system aimed at improving the life conditions of the pastoralist community in the area of operation through improvement of the existing pastoral economic structures, which maintain the cultural heritage of the pastoralists and develop an alternative productive system to support pastoralists.

## **Area of Operation**

The main area of operation of PALISEP in Loliondo/Ngorongoro ward is based in the following villages:

- Enguserosambu
- Ng'arwa
- Loliondo

- Sakala
- Olorien/Magaiduru

90% of all these villages are inhabited by the Maasai pastoralists.

### **Objectives**

- To build the capacity of the target group to be able to handle their own development.
- To improve the life situation of the pastoralist by promoting activities and programs to enhance food security.
- To improve the social services within the target group.
- To promote environmental conservation activities.
- To support community based efforts to fight and eradicate poverty.
- Introduction of HIV/AIDS awareness programme and community based health care (CBHC).

### **Main Activities:**

#### **Education**

- Create awareness to communities on the importance of education.
- Establish adult education centers in the areas of operation.
- Support children who are able to continue with secondary education where parents fail to support them.
- To mobilize parents to enroll female students in pre-school and primary school.

- Provide training to teachers in Pre-school and Primary school.
- Collaboration with District education department for provision of facilities.
- Provide training to CBO staff.

### **Environmental Conservation**

- Promote environmental conservation to communities on how to protect their environmental and natural resources.
- Tree planting in open areas
- Protect water sources
- Develop tree nurseries and woodlots
- Develop and strengthen indigenous trees
- Educate the community on revised land act.

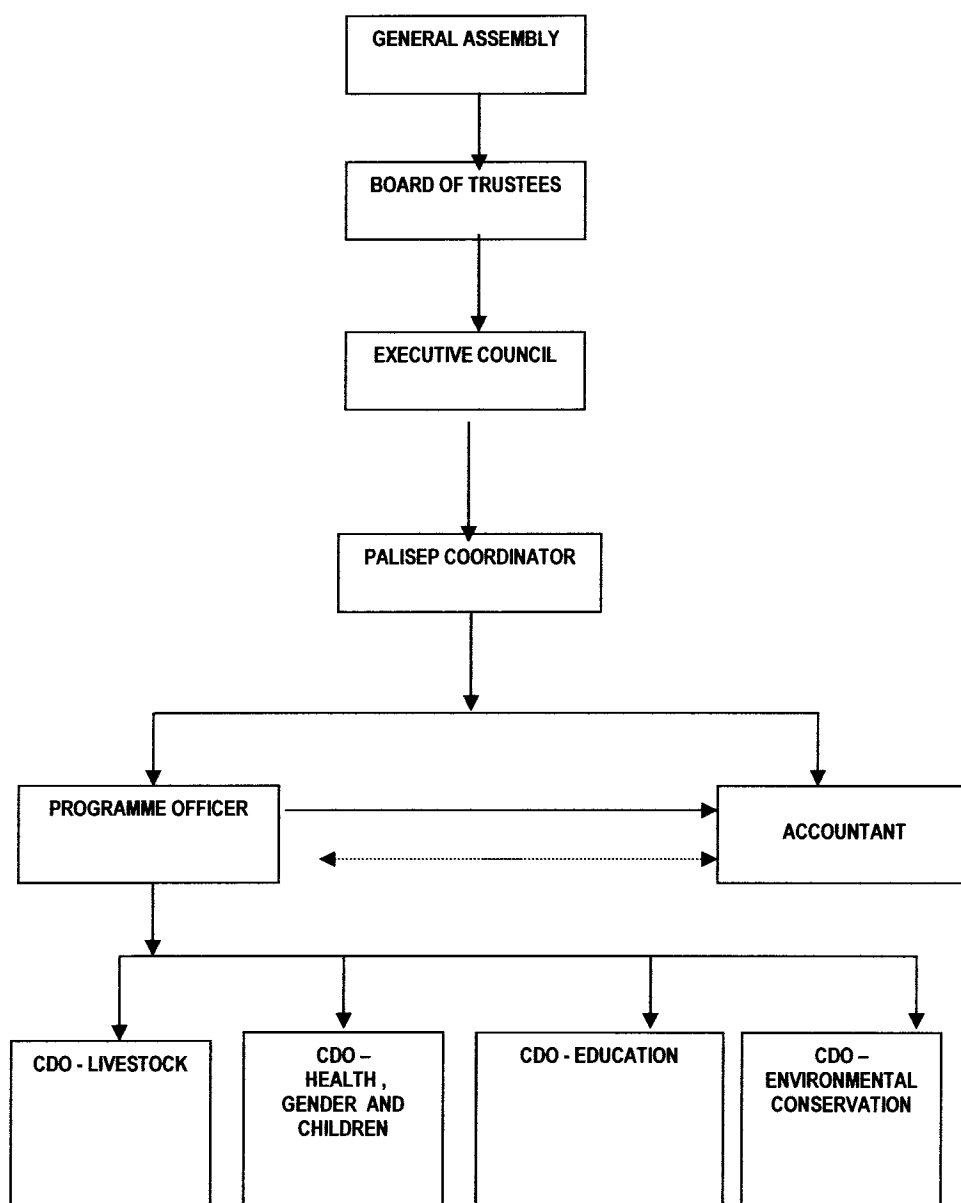
### **Livestock and Water Services**

- Develop livestock ranch.
- Establish pharmacy for livestock drugs.
- Provide agriculture and livestock education to communities especially on the use of livestock drugs.
- Mobilise communities to contribute/cost sharing for construction of water dams for livestock and domestic use.
- Mobilise community to develop land use planning and set aside areas for cultivation and livestock grazing.

**Health, Gender and Children**

- Create awareness to communities on the importance of using toilets.
- Provide health education through seminars/workshops.
- Educate communities on cultures which are outdated such as Female Genital Mutilation (FGM).
- Provide education on HIV/AIDS and other related transmitted diseases through video shows, posters.
- Build dispensaries in areas where there are no health centers at all.

## PALISEP Organization Chart



## **1.1 Assignment**

This project paper explores the contribution of local CBOs particularly PALISEP situated in pastoralist community in the efforts of promoting education through pre-school development.

The assignment for this project is to develop project proposal to secure funding from the community itself, district authority and various donors to establish pre-schools in the area. Capacity building to parents, teachers, opinion leaders is a major activity in this project proposal. Also feedback on the research results to inform the community on what is the real situation towards the level of education will be given highest priority.

Dissemination of information to other stakeholders dealing with ECD will be done to ensure that, support is provided to pastoral communities where the level of education is still low compared to other regions in Tanzania.

## **1.2 Project Objectives**

This project paper explore the effectiveness of PALISEP in the contribution of development initiatives in Enguserosambu village in Loliondo ward. The study took into account the need to establish pre-school in Enguserosambu village so that children can be prepared for enrolment in primary schools. The specific objectives of the study are of two folds;

- To provide technical expertise in project proposal writing on pre-school development.
- To assess the contribution of PALISEP to the livelihood of the pastoral community through pre-school development.

### **1.3 Study Area**

The project is based at Enguserosambu village in Loliondo ward, Loliondo Division (Northern part – Tanzania/Kenya border) Ngorongoro district, Arusha Region, Tanzania.

The village has a total population of 2,012 inhabitants.

## **CHAPTER TWO**

### **2.0 Literature Review**

#### **2.1 Theoretical Review**

Basic education is being recognized world wide as an important tool to eradicate poverty. This is due to the understanding that a child's later performance depends on the early years and a good foundation leads to good life and good citizenship (Magezi, 2003). However, despite political reforms and increasing economic stability, widespread poverty still impacts on the lives of more than 50% of Tanzania's population and thereby the capacity of families to care for their children is fragile. Education is a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to the environment and the ever-changing social, political and economic conditions of society and as a means by which one can realize one's full potential (URT, 1995). In Tanzania traditional education emphasized principles of good citizenship, acquisition of life skills and the perpetuation of valued customs and traditions. During the German and English colonial periods, education provided was restricted to a few individuals earmarked to service colonial interests. Immediately after independence in 1961 the government passed the education Act of 1962 to regulate the provision of education.

The relationship between education and development depends on the extent to which the kind of education provided and its methods can meet the expectations of the individual



and the needs of society. The guiding philosophy of all development efforts in Tanzania is the achievement of self-reliance.

Tanzania will continue to reinforce the provision of “Education for All” as a basic human right. This implies expansion in enrollments while maintaining quality, both of which require substantial resources. In order to meet the envisaged demands on increased school inputs and resources, measures will have to be taken to reduce dependence on Government in the establishment, financing and management of primary schools. URT 1995 shows that, enrollment data and projections at the primary school level indicate that in 1992 about 740,000 children aged 7 years were in Std. I. This figure represents 88% of 7 year olds (URT, 1995). The millennium development goal number 2 emphasize that, ‘Ensure that all boys and girls complete a full course of primary schooling’.

The convention on the Rights of the Child, created in 1989, spells out basic human rights for children. They include the right to survival and to develop to their fullest potential, to be protected from harmful influence, abuse and exploitation and to participate fully in family cultural social life.

While taking cognizance of the importance of pre-school education (0-6 years) it would not be economically feasible to formalize and systematize the entire education spectrum of this age group (URT 1995). The nursery, day care centers, kindergarten for ages 0-4

years will continue to be not part of the formal education and training system. However possibilities abound for the systematization and formalization of pre-primary education for children of ages 5-6 years. The pre-primary school cycle will last for two years with no examinations for promotion purposes. Therefore in order to broaden the provision of education and to systematize pre-primary education:

“Government shall promote pre-school education for children aged 0-6 years. This education shall ensure maintenance of our cultural values; Pre-primary school education for children aged between 5 and 6 years shall be formalized and integrated in the Formal School system (URT, 1995)”.

It is noted that in most countries in Africa, the regular pre-school program do not provide integrated services. Indeed the assessment rate for the formal center-based ECD program (pre-school) is only 35 per cent of the eligible pre-scholars (children 3-6 years). Majority of the vulnerable children (0-3 years) and 65 per cent of children 3-6 years are not catered in the current program. To reach out these children, it is important to focus on innovative community based approaches with the aim of putting in place sustainable community based intervention and program (Nomadic news, 2003).

There have been different perceptions regarding early childhood development (ECD) theory and practice in Tanzania. At large the approaches have been sectoral rather than integrated or holistic towards the development of infants and young children (Maarifa,

2004). The Ministry of Education and Culture considers ECD in the context of education that is pre-school with the age from 5-6 years.

From the study conducted by Colleta, Balachander and Liang (1996) on '**The Condition of Young Children in Sub-Saharan Africa**' suggest that: ECD programs foster language, cognitive and social development and promote the well-being of the whole child. While evidence from Africa is still scarce, research in Latin America and the USA indicates that ECD programs are especially beneficial for children from poor families not capable of providing a healthy, safe and stimulating environment for children. The study went into specifics on how ECD can contribute to **the increasing the efficiency of primary and secondary school investments, enhancing the economic contribution of the child to society, reducing social inequity, intersecting needs of women and children and health, nutrition and early stimulation synergies**. The study has been analysed as follows;

**Increasing the efficiency of primary and secondary school investments:** ECD programs can increase the efficiency, reduce the cost and thus raise the returns to primary and secondary school investment by increasing access to primary education, lowering the repetition and drop-out rates and improving the quality of learning. These programs can facilitate increased primary school attendance directly by enabling older siblings (who often drop out to look after younger children) to go to school. Raising community awareness of the importance of education, leading to increased primary enrollment levels is yet another result.

When children have a higher active learning capacity upon entry into primary school, they can make better use of the school - the efficiency of primary and secondary schools thus tends to increase. The beneficial impact of early education is particularly pronounced among girls and children from rural, indigenous and lower-level socio-economic backgrounds

**Enhancing the economic contribution of the child to society:** Over the long term, ECD programs leading to better health and development, and improved children's physical and mental capacity, can result in higher productivity and cost savings. The positive impact of such programs on enrollment, progress and performance in schooling is associated with effectiveness of education. Reduced repetition rates improves school quality through reducing the external impact of classroom crowding. Early childhood education also helps reduce costs in other social areas by reducing deviant behavior and crimes, thus cutting the later need for social programs and lowering spending on corrective measures.

**Reducing social inequity:** Evidence suggests that investing in human capital, especially in early development, also attacks some of the most intractable causes of poverty. ECD interventions can help reduce social inequalities rooted in poverty by helping to provide young children from disadvantaged backgrounds with a more equitable start in life and a foundation for further schooling. In South Africa, for example, the average monthly household incomes for whites was R4679 (US\$ 1,023 ), more than 4 times that of black African households. Studies show that within the education systems for black Africans,

repetition and drop-out rates contrast sharply with statistics from the education system for whites. South Africa has recognized the importance of early intervention by making a "reception year" for 5-year olds a highlight of their new education policy.

The advantages of early childhood intervention are especially apparent for girls. Girls' enrollment rates are less than half those for boys in many Sub Saharan Africa (SSA) countries. Strategies to improve girls' participation include scholarships as well as attention to their readiness for primary school. Early childhood programs can be an important aid in helping to overcome discriminatory barriers and gender inequalities that already exist at the time of first entry into school.

**The intersecting needs of women and children:** In SSA, about 50% of women are working in wage-earning sectors. Actual labor force participation is much higher if non-wage sectors are also included. Studies on women's labor force participation and child-care show that employed mothers are in greater need of, and more likely to send children to ECD programs. Recent evidence from a Latin American country shows that when child-care is not available, mothers who wish to work will conceal the child's age and enroll under-age children in the first grade, thus exacerbating the already serious overcrowding problem for other children in this grade. Due to repetition and under-age and over-age school entries, for every 100 children expected in the first year of primary school in South Africa, actual enrollments are 150 for African children and 131 for colored.

This is particularly relevant to Africa's expanding urban population, where many urban poor mothers cannot afford to purchase adequate child-care, and the absence of child-care prevents mothers from seeking more stable and higher-paying jobs. The provision of ECD services can increase women's productivity not only by freeing up their time to earn wages, but also by providing direct employment in child-care for qualified women. This is especially true for the adoption of home-based day care models.

**Health, nutrition and early stimulation synergies:** ECD programs are a necessary foundation for the other programs such as primary schooling or health care to be effective. They should be seen neither as a trade-off against, nor a mere complement to, other development programs. Combined programs take advantage of the interactive effects of health, nutrition and early stimulation initiatives. A key challenge is to find effective ways to organize and finance the task. Given the limited existing resources in SSA, the means of financing ECD programs have to be either through making efficient use of the existing health, nutrition and basic education programs, by mobilizing additional community resources, or by reallocating the current budget. In addition, one might consider subsidizing private provision through tax incentives and other innovative means and by promoting more private and voluntary (NGO sector) investments. While the overall picture of the African child seems bleak, an important source for optimism is the high value placed on children in households all over SSA. Africa's future lies in ensuring that its children grow up in an environment where they can achieve their full potential.

ECD defined in the context of Tanzania and in relation to what is happening in the global trend as ‘all the support necessary for every child to realize his/her right to survival, protection and early learning that will ensure optimal development from conception to age eight’ (Constitution of Tanzania ECD network, 2004). This definition embraces a holistic approach to all aspects necessary for the optimal development of the child with the view that stakeholders in their sectoral programmes ought to implement ECD in an integrated approach that will consider the needs of the child in other areas beyond their sectoral thinking.

Just where the responsibilities lie in the planning and development of activities for ECD is a complex issue in Tanzania. At the central government level, the national co-ordinating committee for child survival, protection and development has their secretariat in the planning commission of the office of the president, and the Ministry of regional Administration and Local Government is responsible for programme implementation at regional and district levels. These ministries are guided by the policies of four others regarding the needs and rights of young children namely the Ministry of health, Ministry of Community development, Gender and Children, Ministry of labour, Youth Development and Sports – the Social welfare department and the Ministry of Education and Culture (AMANI ECCD, 2001).

At some stages of the child’s growth, children interacts with peers. This is an important stage of learning new concepts through plays, storytelling, singing etc. The child

experiences the abstract world and interprets to the real world. Families at this stage have to give additional exposure to the child to more plays, stories, songs that have been direct meaning and relationship in life and the environment surrounding the child. In this way the child is learning outside the school environment. But this learning process is an important component when the child starts schooling.

The government responsibilities for realizing the goals for child survival protection and development are a complex issue shared by a number of ministries. However with sectoral reforms there has been a shift in government role from being a service provider to facilitator of increasing non-government and private sector partnerships in service provision. With decentralization, there is a focus on shifting political, administrative and budgetary decision making to the district level, with community-based planning processes being the heart of community development initiatives.

However whilst structural changes provide a very constructive framework for future development, backed up by economic stability and a steady annual growth rate, unfortunately it is not enough to generate the income required to meet Tanzania's basic needs, and 30% of the national budget is externally funded. Prior to qualifying for Highly Indebted poor Countries Initiative (2001), approximately 40% of Tanzania's budget went to servicing debt. Government has now prioritized poverty alleviation, especially as it affects the most vulnerable, including women and children as its fundamental development challenge and focus for planning and action.



Education is an important aspect in alleviating poverty and promoting development (Tanzania Vision 2025). Whilst universal primary enrolment was almost achieved in the 70s and Tanzania reported one of the highest literacy rates in Africa for a time, today education is in a state of crisis. The literacy level has dropped from almost 90% in the 1980s to 63.4% in 1988 (AMANI ECCD, 2001). The provision of pre-school education services is very limited,... being predominantly an urban service provided by some Government departments, NGOs and the private sector. UNICEF estimates that the coverage of the target population in pre-school institutions is about 3 percent (AMANI ECCD 2001;UNICEF, 1997).

However while data available pre-school provision is limited and inconsistent on the Mainland, in Zanzibar there has been an increase in provision of, and enrolment in pre-schools, with a gross enrolment in 1999 reportedly 11.4 percent for boys and 11.5 percent for girls. The net enrolment rate in primary education is low, repetition is high, and retention is poor.

Approximately one-third of Tanzania's children do not attend primary school. "It is estimated that more than three million Tanzanian children and young people between the ages of 7 and 18 years have dropped out of school or have never been enrolled (URT, 2001)

Another important issue is that whilst there is no current data available in Tanzania on this issue, as in other parts of the world, it would appear that children's involvement in pre-school programmes impacts very positively on improving primary school enrolment, which has been a significant problem for a number of years in some parts of Tanzania. With early childhood care and education programmes being of mutual support to children and families, especially mothers, it is reasonable to presume that there may be far greater commitment from some parents to such programs, than to primary school programs for children who are of the age that they can also alleviate parent work loads and contribute to family finances (AMANI ECCD, 2001).

In Tanzania, early childhood development programmes have helped the Maasai, hunters-gatherers, Ndorobo and some of the poor urban dwellers get the opportunity to bring up their children in a wholesome way (Nomadic news, 2003). Pastoralists are predominantly livestock keepers and they derive their livelihoods essentially from livestock, cattle, camels, sheep, goats and donkeys. Examples of pastoralists include the Pokot of Kenya and Uganda, the barabaig of Tanzania, the maasai of Kenya and Tanzania (including Ilparakuyo), the Samburu, Turkana, Rendilile, Orma, Borara, Sekuye of Kenya and Ethiopia, the Karamajong and bahima of Uganda, the numerous isolate pastoralists communities in Sudan, Somalia and Ethiopia to name but few. West and central Africa also has pastoralists such as Touareg and Fulani of Mali, Burkina-faso and Niger and the Mbororo who are spread over Cameroon and several other West African countries (Nomadic news, 2003).

Despite the differences in their mode of subsistence, pastoralists and hunter-gatherers are similar in a number of ways; Both pastoralists and hunter-gatherers have an intricate relationship with the environment and ecosystem. They depend entirely on the resources contained therein for their daily subsistence. They also obtain fuel wood, implements and tools for their use or for sale in exchange for cash and also food as well as medicine from the wildlife and plant life within the environment; Both of them observe strict environmental preservation and management techniques to ensure sustainability of natural resources in order to ensure their own survival; More than other peoples in Africa, pastoralists and hunter-gatherers being closely-knit communities have attempted to observe and maintain Indigenous cultural institutions and to pass them on to their progeny despite the onslaughts of modern influences.

The main problem for the imbalance in the distribution of educational resources and facilities originated from the location of missionaries activities. The development of educational facilities followed areas in which missionaries activities were focused. Missionaries activities were more intensive among sedentary communities. Parts of the communities inhabited by the pastoralist such as most parts of Loliondo ward attracted less missionaries activities and therefore lagged behind in the development and provision of education facilities.

Education provides the basic empowerment and building individuals capabilities as an escape route to other economic sectors. There has been limited access to qualify formal

education among the Maasai community in Loliondo ward. This is partly because of low value attached to formal education. Long distances from existing primary schools as well as lack of basic and essential education infrastructure.

## **2.2 Empirical review**

Pastoralism refers to the activity of livestock owners (pastoralists), the majority of whose household gross revenue comes from livestock and related subsistence and commercial activities. The aggregate decisions made by pastoralists living in communities, together with the social, territorial and cultural bonds among its members, defines the pastoral system. Approximately twenty to twenty five million pastoralists live in SSA (PVO-NGO/NRMS project, 1996). Adapting to the demands of pastoral systems and arid land climates demands considerable flexibility. Overtime, pastoralists are diversifying their household economies, in particular by taking up agriculture and commercial activities. While herd movement is still important within diversified pastoral systems, the seasonal movement of entire groups of people according to traditional herding patterns is being modified throughout much of Africa.

Pastoralism in Africa has been in crisis for decades. The sources of crisis are manifold. Responsible factors include; Donor/government development policies favoring sedentary agriculture over pastoral livestock production; socio-economic transformation in which traditional pastoral production systems are changing due to demographics and other trends; political environments where pastoral interests are underrepresented in national

bodies; climatic variables causing long-term changes in pasture availability and quality; political conflict in pastoral areas producing an extraordinary number of displaced pastoral peoples.

The perception that pastoralists maintain unproductive animals in their herds for “prestige” rather than economic reasons is still widespread. This, in the eyes of many, is one of the main reasons for overstocking and land degradation. However, almost all studies on pastoral and agro-pastoral systems show that there are very few unproductive animals in traditional herds (ILCA, 1994; Steinfeld, H., Haan, C., Blackburn, H., 1996).

Despite decades of pastoral development programmes and a plethora of policies designed to improve livelihoods, the vast majority of pastoral people still face a multitude of problems. These range from land alienation, degraded resources, acute poverty, conflict and insecurity, vulnerability to drought, poor social services, and limited marketing opportunities. Pastoral areas continue to be viewed as unproductive “wastelands”, and government investment is rarely proportionate to the contribution made by these areas to local and national economies. Furthermore, the contribution that pastoralism makes to the national economies is rarely quantified in national development statistics. For example, there is little recognition of the fact that pastoralism is the backbone of the commercial livestock sector for both domestic and foreign markets, or that almost all the wildlife that attracts significant foreign earnings is located in pastoral areas. The fact that pastoralism is able to make profitable use of the relatively harsh dry

lands, and that it provides both a living and a way of life for some 20 to 25 million people in Africa, is also often ignored. Poverty and marginalisation are not exclusive to pastoral people, and nor does it affect all pastoralists. Other groups suffer from social, economic and political marginalisation as well such as the urban poor or migrants. However, pastoralists do suffer disproportionately to other groups in East Africa from insecurity, weakest access to social and economic services, social dislocation, political marginalisation and severe poverty. For example, in northern Kenya, pastoralists have lived with insecurity and vulnerability since the *shifita* days immediately following independence, and today the area is still vulnerable to cross-border insecurity arising from events in Ethiopia and Somalia. Pastoralists in southern Kenya have fared little better, what with land alienation in Kajiado and persistent land use conflicts in Narok. In northern Tanzania, the Maasai and the Barabaig have suffered land alienation and encroachment from both wildlife reserves and large-scale farms and have been pushed onto more marginal lands. Northern Uganda, home to many pastoral and agro pastoral groups, has suffered years of political insecurity, war and lawlessness which continues to affect pastoral people as a result of the easy availability of small arms as a result of the civil war in the Sudan (Odhiambo and Hesse, 2001).

Two reasons explain this situation. First, many pastoralists live in drought-prone areas with scarce and unstable resources. Vulnerability is thus inherent to the system so that over time pastoralists have developed complex strategies to mitigate the effects of environmental uncertainty. However, in many cases, their vulnerability and poverty have been exacerbated as a result of a long history of inappropriate policies and development

interventions dating back to colonial times, which have systematically undermined their abilities to respond to environmental adversity.

Tanzania government does not support or recognize early childhood development in pastoral societies (Nomadic news, 2003). The Maasai children in the remote areas have no prior exposure to the Swahili language. They have not even encountered a person speaking the language. You find that when the children are enrolled in the school they cannot communicate in Swahili which is the language of instruction in Tanzania. The logic inherent in the national education policy (1995) and practice limits pastoral children access to formal education opportunities, since there is no relationship between curricula and the particular needs of a pastoral socio-ecological environment like that of the Ngorongoro. Community involvement is absent. Community members do not participate in school activities and school staff is not involved in community life. This case is easy to demonstrate, considering, that many Maasai do not speak Kiswahili, and there are no conditions for the parents as community members to act as actors in the education process, in deciding what children should learn. This produces a complete division between formal and informal education in terms of contents and methods.

The great majority of the population of the Ngorongoro District is part of the wider Maasai community. Herd movements and social organization is based on the age set system, which still represents a specific way of dealing with a natural environment characterised by unpredictable climate and relatively scarce resources. The age groups

corresponding to the age-school population are traditionally trained to become future shepherds, through a socially determined process of learning the skills needed for the pastoral productive activities, which cannot be considered in isolation from the socio-cultural relations with which they are integrated.

The Maasai of Ngorongoro are increasingly unable to survive solely by means of their traditional livelihood of herding cattle. They are also finding, due to lack of education and opportunity, that alternative sources of income are not accessible to them. The communities have identified the lack of education as the root cause of their loss of access to land and lack of opportunity in alternative ways of making a living (Ngorongoro Oxfam GB, 2003). Oxfam is supporting communities to develop community schools within their villages. Oxfam is supporting youth to access alternative livelihoods and assist them to develop their existing skills and to access new opportunities. The livelihoods scheme is supporting young people to form groups for purposes of mobilising funds with which they engage in a variety of petty and small-scale businesses such as beekeeping, beadwork, cattle products and eco tourism.

The challenges facing the primary education sub-sector above all stem from an education system which has been trying to educate a very large number of children from relatively poor households. All along, this has been done within the constraints of a chronic public resource shortage. Addressing these issues is not a straight-forward task because the problems and their causes are interlinked, both within the education system



itself, and with many factors external to the education sector. Within the system, the most critical problems are related to a constellation of factors that support the quality of teaching and learning processes in the classroom. Many pupils learn in crowded, poorly furnished and unfinished classrooms, and often have to share scarce textbooks. Many teachers are poorly qualified and poorly deployed, but in any case often are trying to do a good job with a minimum of basic resources. The curriculum is often seen as too diverse and in some ways irrelevant for many of the pupils and their life needs. Many teachers, head teachers and other education support staff are also poorly prepared for the management and quality assurance tasks demanded of their roles, but also often are trying to work to the best of their ability in isolated and under-resourced contexts (PEDP, 2001).

The Ngorongoro District's rate of illiteracy seems to be lower than the average in Tanzania. Common explanation for this situation in Maasai areas concerns a supposed "backward" disposition of the Maasai towards formal education (Sarone, 1984; PRMC, 1995). The low and irregular attendance can be associated to the role of children in the agro-pastoralist and pastoralist domestic organization of labour, characterised by mobility. Gender gap in enrolment and attendance derives from the social role attributed to women, which tends to give them crucial functions to the social space of the household management and from cultural factors like marriage practice, which determines women as principal means of human reproduction. The lack of permanent classrooms quantitatively adequate to the number of enrolled population results in a

situation in which the average number of pupils accommodated in each classroom reaches 60. Presumably, this tends to have negative impacts on student achievement. Even shortage of basic furniture such as chairs, desks, tables etc negatively affects the effective teaching and learning.

According to the report on the 'Study on Primary education sector in Ngorongoro District' of 1995 which emphasize that; important factors in promoting both teaching quality and positive pupils achievement are teaching aids, writing materials and textbooks. Unfortunately, it was not possible to have exact data on these facilities. However, it was clear that their provision was insufficient. It is reasonable to assume that the shortage of teaching aids tend to de-motivate teaching improvement and experimentation, to the extent that in rural remote areas these aids represent the few opportunities of self-training, especially when pedagogic problems not included in formal training arise. One of the problems individuate by the teachers was the shortage of books for teachers.

From the study conducted in **1995 by PRMC** the main findings were as follows;

Between 1989 and 1995, the primary education population enrolled has certainly increased, but actually only a low percentage of pupils is regularly present at school. There is not regular attendance and absenteeism reaches 42%. These problems can be associated to the important role of children in the pastoralist organization of labour, but

also to the long distances pupils must walk to reach schools. Maasai bomas, in particular are often very far from centers of the villages, where the schools are located;

Female enrolment is lower than male enrolment, and absenteeism is higher for girls than for boys. Even drop out is higher for girls than for boys. Gender gap can be related to cultural factors like marriage practice and gender functions in the economic life;

In the district there is no provision of post-primary formal education, except one private secondary school (Emanyata secondary school), which can absorb only an intake of 40 students per year. For the majority of primary school outputs there are very few chances to obtain places in secondary schools;

School effectiveness is hindered by a number of problems including lack of physical facilities, furniture and equipment. The average of classrooms per village is about 4 and classroom/pupil ratio is 1:60. Even shortage of basic furniture such as chairs, tables etc. acts as impediment to effective teaching and student achievement. Lack of teaching aids, writing materials and textbooks tends to lower teachers' motivation and performance and operates as obstacle for pupils to develop reading and writing skills;

A relatively significant portion of young teachers working in the district has a low level of formal education, which is probably due to the increased cost of education in Tanzania, operating as obstacle for students to go further education or at least to finish secondary education;

Formal education tend to alienate children from their productive, cultural and social environment. This is particularly true for Maasai children. Community involvement is absent and only a minority (26%) of the district teaching staff speaks Maa. Curricula

contents (schemes of work, school programmes, school timetable and self-reliant activities) are biased prescribed from the centre, without taking into account the local educational needs of the Maasai communities;

From the study by PRMC in 1995, the Ngorongoro district has not been targeted for the establishment of an integrated system of education, since there are not pre and post primary education opportunities. This is reflected in the low degree of primary education sector development (Table 2.2.1) and building facilities for the district counted was: the total number of classrooms in the district is 134, distributed as follows; 36 in Loliondo division, 46 in Sale division and 52 in Ngorongoro division. With regard to class size, evidence shows that classroom/pupils ration is 1:52 in Ngorongoro division, 1:57 in Sale division and it reaches 1:68 in Loliondo division. For the whole district the ratio is 1:60. Enguserosambu village has 1 primary school established in 1978. It has one stream and 6 classrooms, one of which is not utilized.

**Table 2.2.1 Development of primary schools in Ngorongoro District 1940 -1995**

<b>Decade</b>	<b>Number of schools established</b>
1940s – 1950s	5
1960s	None
1970s	16
1980s	1
1990s	4

*Source: PRMC, 1995*

The estimated total number of the village school-age population (1995) in Enguserosambu was 541, 70% of which is not enrolled in primary school (Table 2.2.2). Furthermore over the last six years, only 3 pupils one boy and two girls joined secondary schools (PRMC, 1995).

**Table 2.2.2 Pupils Enrolment and Attendance – Enguserosambu village**

	<b>Enrolment</b>			<b>Attendance</b>			<b>Attendance (%)</b>		
<b>Standard</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
I	8	10	18	6	8	14	75	80	78
II	17	10	27	8	8	16	47	80	59
III	14	15	29	5	7	12	36	47	41
IV	18	11	29	6	2	8	33	18	28
V	7	7	14	6	4	10	86	57	71
VI	13	6	19	4	3	7	31	50	37
VII	13	15	28	3	6	9	23	40	32
<b>Total</b>	<b>90</b>	<b>74</b>	<b>164</b>	<b>38</b>	<b>38</b>	<b>76</b>	<b>42</b>	<b>51</b>	<b>46</b>

*Source: PRMC 1995*

The Maasai community is by nature conservative that is why they do not easily accept changes. Any serious change must go and march with community acceptance and requirement, which should be a necessity for their lives. This is why it is inevitable to select the best acceptable methods of effecting any developmental changes (Maarifa,

2004). The Maasai constitutes one of the largest pastoral groups in East Africa, who for many centuries have greatly depended on livestock production as their main source of livelihood. Surprisingly overtime these people have experienced and became subjected to various pastoral development failures and predicaments, which have forced them to change their traditional livestock management strategies to suit the prevailing situations for survival. This has for example compelled them to change overtime from traditional nomadic pastoral strategies to more partial sedentary practices.

Low levels of education among the pastoralist communities is a result of many factors, chief among them being the fact that people from these communities have insisted in retaining their culture. Since most of these communities depend on livestock for their livelihood, they do not settle in one place for a long time. Their lifestyle is such that they move from one area to the other in search of pasture and water for their animals (Nomadic news 2003). The actual statistics show that about 90% of the Maasai community in Tanzania are illiterate (Maarifa, 2004). This means that school attendance and retention of students is constantly interrupted as families keep moving from one place to another.

Over the years while other communities have embraced education and its attendant benefits, the pastoral communities still lag behind. Governments, where these communities are to be found are also to blame for failing to open up these places. Therefore it is common to find that most pastoralist communities live in areas where

infrastructure development is minimal or non-existent. Thus reaching some remote areas gets extremely difficult. Only community based organizations, non-governmental organizations and church organizations are to be found offering services to these people. However it should be noted that the presence of these NGOs and church organizations mainly depends on the availability of funding. There have been instances of development projects which were not sustainable, closing down due to lack of donor funds, thereby leaving the people without any assistance.

Part of the reason that some of the Maasai communities still lag behind in education has to do with some of the cultural practices they hold so dear to them. For example their pastoralist lifestyle, which involves moving with their livestock in search of water and pasture, has greatly affected the attainment of education for the children. Even when the children have access to schooling, poor health and lack of proper hygiene hinders access to education for these children. These situations are further aggravated by rampant poverty, drought and famine, as well as insecurity fuelled by armed cattle rustling (Nomadic news 2001).

Life among the pastoral communities revolves around livestock, but due to frequent drought and social conflict, the livestock population is steadily diminishing (Table 2.2.3). Thus available livestock is not enough for the population. The situation has left the people without enough food. As a result area residents have been reduced to relying on relief food. With parents having no other form of livelihood, families have therefore

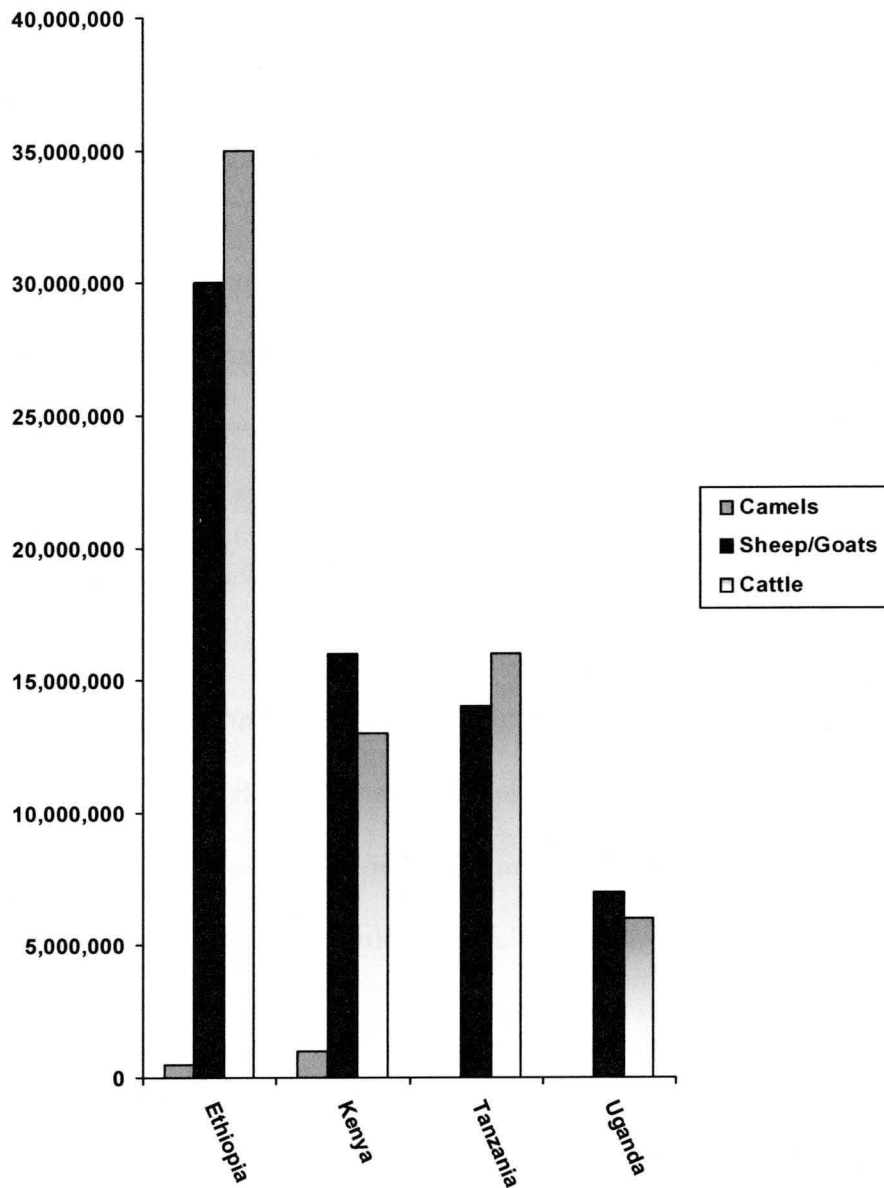
been forced to migrate to urban areas in search of socour. Traditional lifestyle is crumbling and social ties have been broken. The above situation has an overall negative effect on children's growth and development.

**Table 2.2.3 Livestock population**

<b>Country</b>	<b>Cattle (millions)</b>	<b>Sheep/Goats (millions)</b>	<b>Camels (millions)</b>
Ethiopia	35	30	0.5
Kenya	13	16	1.0
Tanzania	16	14	-
Uganda	6	7	-

*Source: Pastoralism on the margin, 2004*



**Figure 1. Livestock population**

In the past, the Maasai did not face many difficulties by lack of formal education because they concentrated on pastoral land-use. Since about twenty years ago much of the community grazing land has been utilized for other purposes of national interest. As

the people become aware of their situation of losing much of their grazing land they considered other possible alternatives. They realized that these alternatives like seeking employment or trading, needed some kind of formal education. However, many of these people are lacking the necessary routine of sending their children to attend the daily classes in primary schools. The pre-school education is therefore a good start to sensitize parents and their children for this purpose (Afya bora 2004; Maarifa 2004). Through establishing pre-school system the parents will get used to the procedure of sending their children to school everyday, and it is interesting to discover in some parts of Ngorongoro and Simanjiro Districts parents are now starting sending their children to school on their own will.

Female Genital Mutilation (FGM) continues to be a major problem hindering the education of the girl child among the pastoralist communities (Nomadic news 2003), however local people are slowly waking up to the fact that although their culture supports the exercise, it has little or no value in today's world.

Long walking distances to school is an important reason for the low levels of participation in formal education, particularly for households located far from the village centre. The longer the distance, the greater the risks that a pupil has to face on the way to and from school. Dangers include wild animal attacks, difficulty crossing rivers during the rainy season and over-exhaustion. From participatory poverty assessment report in Ngorongoro district, participants at Iltulele sub-village in Naiyobi reported that,

due to the distance to the school (about 2 hours) only three children from their subvillage have ever completed their primary education (NPP ERETO, 2004). This calls for more development of schools facilities near the village centre where children can easily access the service.

In many pastoralist areas, an irreversible process of privatisation has already begun. Driven by population pressure in the humid highland areas, agricultural communities have already taken over large areas of the sub-humid plains originally grazed by pastoralists pushing the earlier users into drier regions. Commercial developers are buying up huge properties for industrial and other development. These new settlers have been aided in their objectives by the subdivision of communally held land into areas owned by individuals or groups who have the option to sell. And this is the point where education is of paramount importance since no option is left to pastoralists.

### **2.3 Policy review**

The National Poverty Eradication Strategy (1998) earlier confirmed the mutual importance of day care support for children and women in support of their productive roles, providing the majority of the labour force in rural areas.

“Public Institutions, the private sector and other organizations (should be encouraged) to establish day care centers so as to allow women to participate fully in development issues”

The composite development goal for the Tanzania Development vision 2025 (2000) officially recognizes that;

“Parents are jointly responsible for educating and caring for their offspring”.

“Day care centers should be established so that women are released to pursue careers outside the home without making the family suffer”.

“The concept of early Childhood Education and care and pre-school education is still new in Tanzania despite the fact that pre-school education is vital to the moulding of the human resource at an early stage. Pre-school programmes have increased recently, mainly in urban centres some attached to existing primary schools. There is a need to develop a national guideline on the way these should be designed and run to be consistent with the needs and requirements of the subsequent levels of education. The impact of pre-school education on primary education is positively advantageous”.

Furthermore in identifying gender development as a key cross-cutting issue in Tanzania’s vision 2025 government acknowledges women;

“In their role as reproducers and providers of family care have basic influence on human resources development because children spend a greater part of their development phase with their mothers. Children acquire from their mothers not only their first basic knowledge but also their first feelings and perceptions about the family, the society and the immediate environment. The child can only learn from the amount and quality and knowledge that the mother has to offer, which depends amongst other things on her

health, educational background sense of security and confidence, self esteem and economic independence”.

Therefore challenges acknowledged include, those of ensuring that women have equal access to employment, recognition and respect for women’s productive and reproductive roles and thereby the need to reduce women’s workload. The goals in support of Tanzania vision’s therefore suggest the development of policies and strategies to ensure Parents are jointly responsible for educating and caring for their offspring.

“Day care centers are established so that women are released to pursue careers outside the home without making the family suffer”.

Ministry of Education and Culture (1995) state that, The nursery, day care centers, kindergarten for ages 0-4 years will continue to be not part of the formal education and training system. However possibilities abound for the systematization and formalization of pre-primary education for children of ages 5-6 years.

The Tanzania Development Vision 2025 envisages the total elimination of poverty by 2025 and thus accords high priority to the education sector which is considered pivotal in bringing about social and economic transformation. It is expressly stated in the Vision 2025 document that:

“Education should be treated as a strategic agent for mind set transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to

competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving” (p.19).

The Vision for 2025 *is* the creation of a well-educated nation and a high quality of life for all Tanzanians. This Primary Education Development Plan is a start-up plan for achieving the education targets expressed in the Vision.

The Primary Education Development Plan (PEDP) is a five year plan that articulates this vision of Universal Primary Education within the wider Tanzanian policy frameworks of the Education and Training Policy and the Education Sector Development Programme, the Local Government Reform Programme, and the over-arching Poverty Reduction Strategy Paper and Vision 2025. The PEDP consists of four main components: expanding enrolment; improving the quality of teaching and learning processes; building capacity within the education system and other public and private sectors with a stake in education provision; and strengthening the institutional arrangements that support the planning and delivery of education services.

In order to achieve the objective of enrolling all children 7-10 years old by 2005, the PEDP focuses on issues of enrolment and access, teacher recruitment and deployment, and classroom rehabilitation and construction. It also includes interim plans for expanding non-formal educational programmes for out-of-school children and youth. The objective of improving educational quality will be met by strengthening three areas.

In Human Resources, the primary focus is on the in-service professional development of the teacher, with complementary efforts focussed on head teachers, school committees, and training college tutors. With regards to Teaching and Learning Resources, the emphasis is on textbooks and materials, the quality and relevance of the curriculum, and the school environment.

In addition to the input of training and materials outlined above, the quality of education is dependent on the capacities of the people and the systems. Therefore the capacity building objective concentrates efforts on establishing an awareness and familiarity with governance and management principles amongst all education stakeholders, especially school committees and communities. This complements efforts to improve financial management skills, with a focus on transparency and accountability throughout the system.

For PEDP to be practical implemented more efforts has to be initiated from the foundation of the children at the early stage. The development of pre-schools is hence the necessity to achieve the plan.

The National Poverty Reduction Strategy (1998) which ambitiously aims to reduce poverty by half by 2010 and to eradicate it in the mainland by 2025 and by 2020 in Zanzibar. Towards these goals, two recent government initiatives, The Tanzania Assistance strategy (TAS) (2000) and more specifically, the Poverty Reduction Strategy Paper (PRSP) (2000), provide the blueprints. The TAS outlines government priorities to

improve the quality of life and social well being of particularly the rural poor and most vulnerable groups, through;

“The promotion of human capabilities, enhancing the chances of survival, better nutrition and addressing extreme vulnerability; Enhance access to better quality education, health services and improved provision of safe and adequate water; Reducing mortality rates among infants under fives and mothers through...(among other things) immunization, AIDS-awareness campaigns and better maternal and child health services; Improving nutrition status via improved health services, including malaria control programmes and integrated management of childhood illnesses”.

Decentralization and Local Government Reforms (1999) states that, a key aspect of the poverty reduction strategy is to build interventions on community-based initiatives. This is linked very much with decentralization and Local government reforms processes whereby in order to encourage community members to participate in identifying and finding solutions for their own community development issues, and to improve social services delivery, central government is engaged in a process of devolving political, administrative and financial decision making to local authorities. Administratively, Tanzania is divided into 25 regions, 20 mainland and 5 Zanzibar, include a total of 113 districts, with District councils being the focal point for the local government reform policies. For this reform;



“.....process to be successfully implemented it is critical that sector reforms are integrated with decentralization and local government reform processes, and that the structural aspect of Local Government reform is cemented as the overarching principle”. Community based planning processes and an emphasis on community owned and managed resources and services are at the heart of this new decentralization process and Tanzania’s future development.

It is this gap that PALISEP seek to fill for these children before they are admitted into the formal learning system. In rural Tanzania such few schools had been set up, and that motivated other parents to establish more. With the Tanzania Maasai community slowly embracing in education, there has been the complication of language. The Maasai children in the remote areas have no prior exposure to the Swahili language. They have not even encountered a person speaking the language. You find that when the children are enrolled in the school they cannot communicate in Swahili, which is the language of instruction in Tanzania. Long distance to existing schools is the major problem in the area and calls for integrated support to develop more schools so that children can access the services near their homes.

This project paper explores the contribution of local community based organizations particularly PALISEP situated in Pastoral community in the efforts of promoting education through pre-school development. This paper will provide a baseline for the future development and management of local CBOs initiatives in pastoral communities in Tanzania.

## **CHAPTER THREE**

### **3.0 Research Methodology**

#### **3.1 Research Design**

The sample size selected is 200 people that is 10% of the total population of 2,012 in the village. This community was selected being one among few pastoral communities in Loliondo who initiated the idea of pre-school and constructed one pre-school through contribution from the parents. And furthermore this village has high population compared to other villages where PALISEP operates.

The study is based on data collected from the one selected village (table 3.1), PALISEP staff, primary school teachers and government staff out of 5 villages of which PALISEP is focusing in the Ngorongoro District. In the selected village the researcher worked with different individuals, village leaders and key informants. The key informants included Maasai elders, teachers, PALISEP staff and government staff.

**Table 3.1. Number of people interviewed**

	<i>Number of Males respondents</i>	<i>Number of Females respondents</i>	<i>Total</i>
<i>Enguserosambu village</i>	<i>109</i>	<i>67</i>	<i>176</i>
<i>PALISEP staff</i>	<i>5</i>	<i>1</i>	<i>6</i>
<i>Primary School Teachers</i>	<i>4</i>	<i>3</i>	<i>7</i>
<i>Nursery school teachers</i>		<i>2</i>	<i>2</i>
<i>Government staff</i>	<i>8</i>	<i>1</i>	<i>9</i>
<b><i>Total</i></b>	<b><i>126</i></b>	<b><i>74</i></b>	<b><i>200</i></b>

### 3.2 Research Approach and Strategy

Since most of the community members speak Maasai language, I used primary school teachers, Maasai by tribe as research assistants during data collection. Also PALISEP staff who are from the same Maasai community.

The study applied open dialogue and observation approach to monitor the trend of children attending the school. I also participated in the village assembly, ward development council and PALISEP meetings.

### **3.3 Sampling techniques**

Random sampling for parents and community in general was applied and cluster sampling to district officials and teachers were employed in the research.

### **3.4 Data Collection Techniques**

The study employed several tools for data collection, namely questionnaire, interview, participant observation and literature review. A number of key open-ended and closed questions were designed and used to guide the exercise of data collection on the topic. This kind of collection techniques were employed due to the fact that, most of the people don't know how to read and write. And some doesn't even speak swahili.

#### **3.4.1 Interviews**

A set of prepared key questions was used to guide the discussion between the researchers and respondents. The interviews were conducted in the form of question and answer sessions, public meetings and all questions were open-ended and closed. During interviews we created conducive atmosphere for respondents to express themselves freely.

#### **3.4.2 Participant observation**

While conducting the study, I had a chance to observe in the village what was happening as well as individuals behaviours. I joined them in social activities to learn more about

them and also to be accepted as part of them. My objective was to find out how PALISEP was performing in the economic and social well being of the village.

What I realised through observation is that, about twenty years ago much of the community grazing land has been utilized for other purposes of national interest. In the study area private investing companies such as Ortello Business Corporation – Hunting company, Conservation Corporation Africa and other private tour companies have been occupying thousands acres of land which previously was for cattle grazing. Furthermore the people employed in the private sector are recruited from outside the pastoral community, due to the fact that most of local people lack skills and knowledge to be employed in the tourism industry.

Now most of the pastoralists realised that, possible alternatives like seeking employment or trading, needed some kind of formal education. And PALISEP came with the initiative that pre-school education is therefore a good start to mould the young generation to prepare themselves with the new challenges.

### **3.4.3 Key Informant interviews**

I interviewed key informants in the selected village, PALISEP staff, Elders (Laigwanan) and teachers. I used this technique to obtain specific and in depth qualitative information on specific points such as decision making systems, gender analysis, participatory techniques etc.

#### **3.4.4 Informal discussions**

Informal discussions with villagers, PALISEP staff took place especially after completing the interview. The objective being, to supplement the collected information using other research instruments and also to obtain a broader view from many people concerning the pre-school development in the area.

#### **3.4.5. PALISEP meetings**

I attended two meetings with PALISEP staff and leaders which was scheduled when I was undertaking my research. I was able to get different views and suggestions regarding the importance of education to the pastoralist community and how it functions. I used the chance to get some clarifications on some issues such as gender sensitivity, community attitudes towards pre-school development of which majority now are realising the importance of being educated since the land for grazing is diminishing day after day.

### **3.5 Data Analysis**

Data analysis is done by both quantitative using SPSS package and qualitative methods. I analyzed my data using themes and categories emanating from my data and questions. I then used descriptive analysis in presenting and discussing my findings. Also descriptive statistics such as means, percentage, tables and figures were used.

Through literature review from different publications and authors from CBOs, NGOs, and Ministry of Education I managed to obtain secondary data regarding my project. A similar project, Oxfam GB Ngorongoro Pastoralist Program based in Loliondo, Ngorongoro district has been actively encouraging and supporting the formation and development of Pre-schools. The program has led to the establishment of 17 pre-schools with 580 children. Of this total, 358 (62%) are boys and 222 (38%) are girls making a ratio of 3:2. The breakdown according to villages is as follows:

**Table 3.5 Number of pre-schools developed**

<b>Village</b>	<b>No of schools</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Endulen	11	102	158	260
Malambo	3	34	47	81
Ololosokwan	3	86	153	239
<b>TOTALS</b>	<b>17</b>	<b>222</b>	<b>358</b>	<b>580</b>

*Source: Ngorongoro Oxfam GB report, 2003*

Each village has one Primary School. The program currently focuses on improving the quality education in the targeted communities. The main context is non-formal education, for the purpose of ECCD, as well as preparing for entry into Primary schools.

There are long and short-term strategies to community initiatives and education capacity building. We would also like to link with the national policy development process to lobby for support to community ECCD initiatives. Oxfam GB liaises with the parents,

leaders, district education office and ward education coordinators in the ECCD development process.

Schools cannot operate in isolation, since they are at the heart of the village. They transform children and enable them to act on the environment of the community. Thus, parental and community concern with pre-schools is very important. There is need to develop resources for quality and relevant pre-school education considering the existing link with primary education. Basic education is being recognized world wide as an important tool to eradicate poverty. This is due to the understanding that a child's later performance depends the early years and a good foundation leads to good life and good citizenship.

In Simanjiro District, Naberera division, Manyara region another similar project operating known as AFYA BORA PRE-MOBILE SCHOOLS. AFYA BORA is an NGO registered in the United Republic of Tanzania since 1993 with the aim of creating awareness among the Pastoralist community on the importance of health care and education and is highly operative in the District.

The project has established pre-schools centers and are located within the Maasai-kraals. One reason to have chosen this location is because in most cases the kraals are far away from the village administrative center. Another and most important reason for choosing the kraals as Pre-school centres is to familiarize the daily life of the people with formal



education. Further more the pre-school are located in the kraals as that is where a concentration of families capable of constituting a single school unit can be found.

In this district there are sixteen teachers in eight pre-schools (two for each centre), eight parents representatives and one education consultant to provide guidance for curriculum and teachers training.

## CHAPTER FOUR

### 4.0 Findings and Recommendations

**Table 4.1. Economic activities**

<b>Response</b>	<b>%Men n=126</b>	<b>%Women n=74</b>	<b>%Total N=200</b>
a) Livestock keeping	84.13	86.49	85
b) Farming	47.61	33.78	42.5
c) Business	19.84	54.05	32.5
d) Others	13.49	9.46	12

*Source: Field data, 2004*

Table 4.1. shows that 85% of the respondents indicated that the major economic activity in the study area is Livestock keeping while 12% of respondents indicated as others (employed as teachers and other government staff) rated the least economic activity.

**Table 4.2 Major problems in the area**

<b>Response</b>	<b>% males n=126</b>	<b>% females n=74</b>	<b>%Total n=200</b>
a) Inadequate education services	71.43	40.54	60
b) Lack of dispensary	31.75	54.05	40
c) Lack of water	39.68	47.29	42.5

*Source: Field data, 2004*

Table 4.2. shows that 60% of the respondents indicated that inadequate education services is the major problem while 40% indicated lack of dispensary.

**Table 4.3. Do you give your children (boys and girls) equal chances?**

<b>Response</b>	<b>%Males n=126</b>	<b>%Females n=74</b>	<b>%Total n=200</b>
Yes	31.75	27.03	30
No	63.49	67.57	65
Don't know	Nil	Nil	

*Source: Field data, 2004*

Table 4.3. shows that, 65% of the respondent are opposing the idea of giving equal chances to girls in education 30% of the respondents agree on sending girls as well as boys to school.

**Table 4.4. Do you face any problems in pre-school and primary school enrolment?**

<b>Response</b>	<b>%males n=126</b>	<b>%females n=74</b>	<b>%Total n=200</b>
a) Long distance to existing school	57.14	67.57	61
b) Language	39.68	47.3	42.5
c) Limited chances	31.75	20.27	27.5
d) No problem	9.52	10.81	10

*Source: Field data, 2004*

Table 4.4. shows that, 61% of the respondents indicated that long distance to the only existing school while 10% rated the least didn't experience any problem as they stay closer to both schools.

**Table 4.5. Do you think is important sending your children to pre-school?**

<b>Response</b>	<b>%males n=126</b>	<b>%females n=74</b>	<b>Total N=200</b>
Yes	51.59	47.3	50
No	43.65	51.35	46.5
Don't know	Nil	Nil	

*Source: Field data, 2004*

Table 4.5. shows that, 50% of the respondents agree that is important sending children to pre-school while 46.5% still don't realize the importance of sending children to pre-school.

**Table 4.6. Are you aware of PALISEP CBO?**

<b>Response</b>	<b>Males n=126</b>	<b>Females n=74</b>	<b>Total n=200</b>
Yes	95.23	76.31	93.5
No	4.8	9.5	6.5

*Source: Field data, 2004*

Table 4.6. show that, 93.5 of respondents are aware of PALISEP existence while 6.5% of respondents are not aware whether the CBO exist.

**Table 4.7. What has PALISEP achieved so far?**

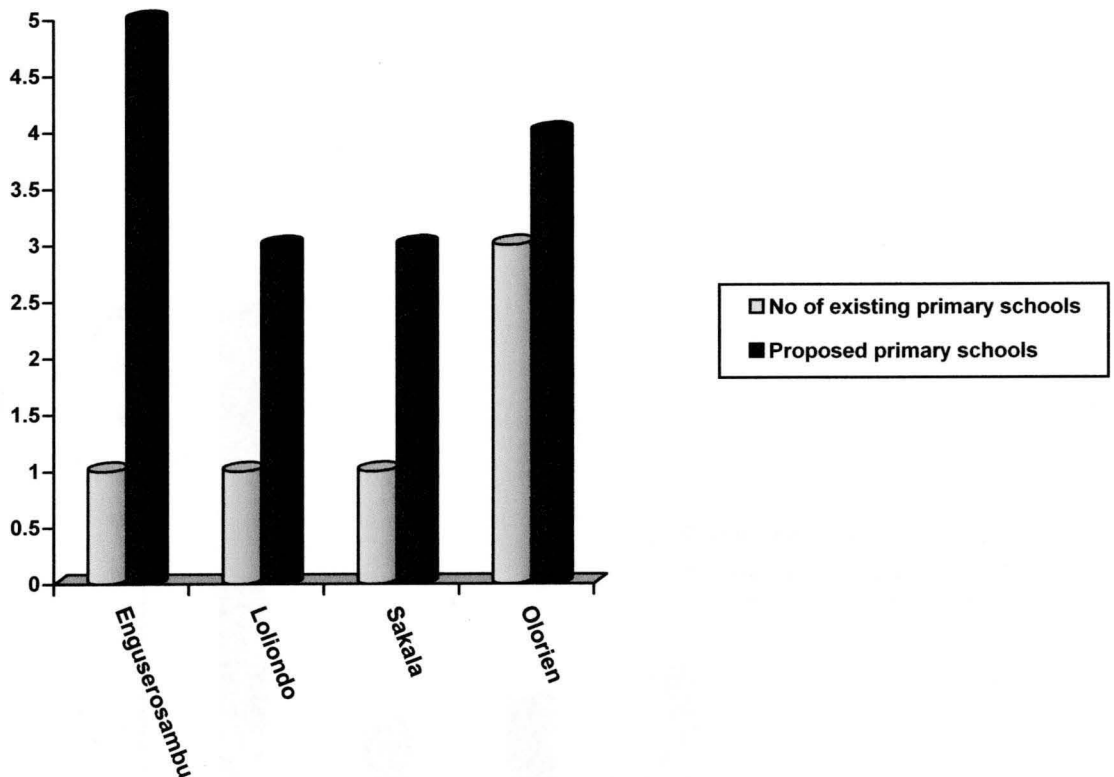
<b>Response</b>	<b>Males n=126</b>	<b>Females n=74</b>	<b>Total n=200</b>
1 Pre-school school establishment	79.36	74.32	77.5
Sensitization to parents on importance of education	87.3	90.5	88.5

*Source: Field data, 2004*

Table 4.7. show that, 77.5% of respondents indicated that PALISEP has established one Nursery school in the village and 88.5% of the respondents indicated that PALISEP has engaging in sensitizing parents on the importance of education in the village.

#### 4.8. Number of existing primary schools in Loliondo ward

**Figure 2. Number of existing and proposed primary school**

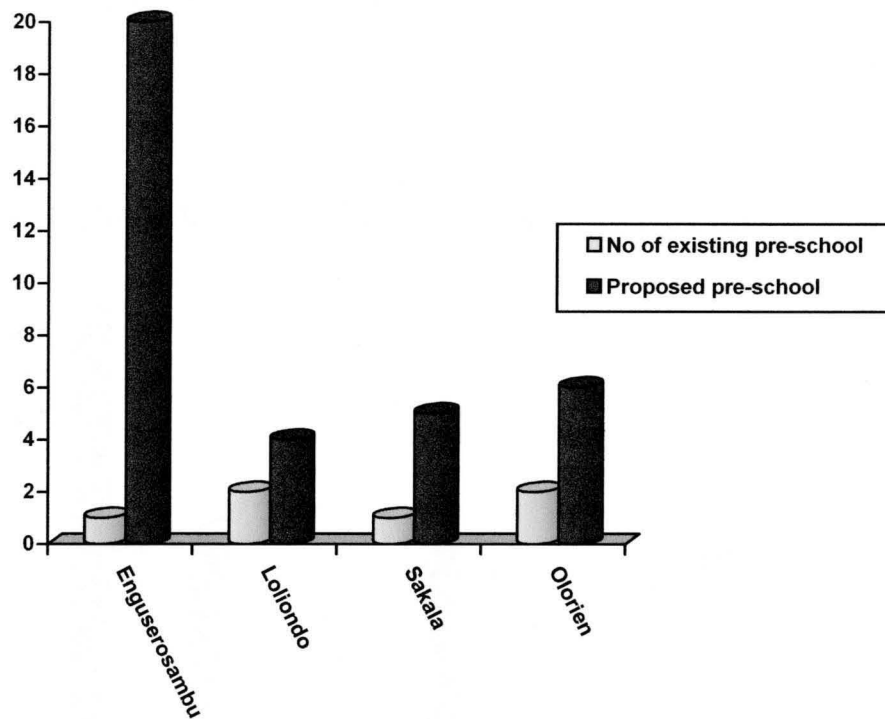


*Source: PALISEP report, 2003*

Figure 2 shows that the number of existing primary schools in Enguserosambu village is two whilst the proposed number to cater for the present population is five primary schools.

#### 4.9 Number of existing pre-school in Loliondo ward

**Figure 3. Number of existing and proposed pre-schools**



*Source: PALISEP report, 2003*

Figure 3. shows that the number of existing pre-school in Enguserosambu in one whilst the proposed number to cater for the present population is twenty.

**Table 4.10 Livestock contribution since the year 2000**

Country	GDP (%of total)	Export Value (%of total)
Ethiopia	20.0	10.0
Kenya	10.0	-
Tanzania	3.5	-
Uganda	9.0	8.0

*Source: Pastoralism on the margin, 2004*

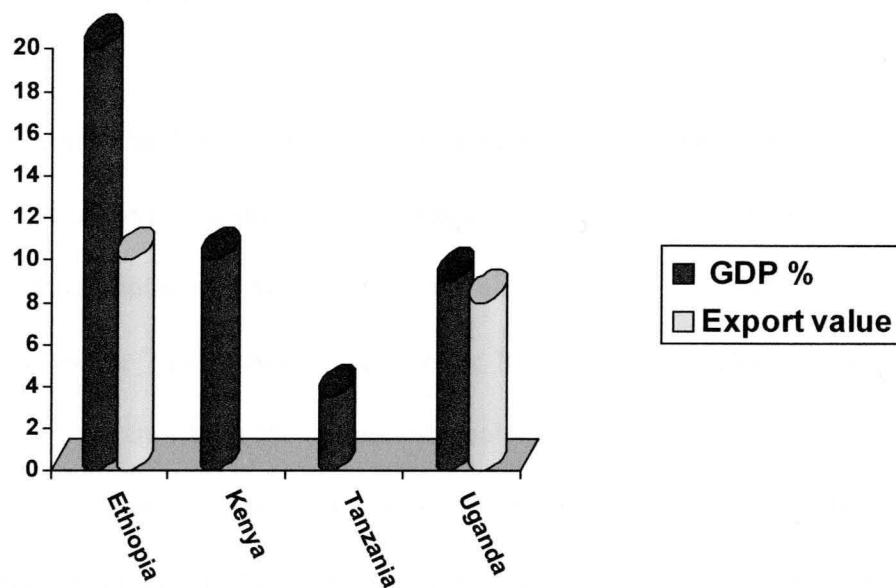
**Figure 4. Contribution of livestock to GDP and export value to the country**

Figure 4. shows that, contribution of livestock to GDP of the country particularly for the case of Tanzania is diminishing and on the side of the export is non-existent.



### **Economic activities**

From the study the data indicate that major economic activities is livestock keeping such as cattle, goats and sheep. One characteristic about the nomadic people living in the study area is their dependence on livestock in almost all aspects of their lives. Of late and even over the years, livestock numbers have been reducing due to frequent droughts and social conflict (table 4.9). Widespread cattle rustling among these communities are informed by the need to restock. Thus one community raids the other for livestock which they hold dear. The inevitable result of these social conflicts is that human life and livestock, the mainstay of their livelihood are lost. This in turn increases poverty levels and has had an overall negative effect on children and the community. As reported by (Markakis, 2004; Guardian, 2004) Ngorongoro District leads in maternal deaths according to the recent data.

In Tanzania, where land is nationalized and privatization was not officially encouraged in the past, the range development and management Act (1964) ordained the formation of ranching associations, only two of which were ever formed. In 1970, a similar project was launched by the United States Agency for International development (USAID) in Maasailand in Tanzania with the immodest goal of increasing production 100 percent over 10 years. The project was abandoned in 1980, a dismal failure largely because of official misconceptions about pastoral socio-economic system which run against all the evidence (Markakis, 2004).

Having tried in vain early on to persuade the Maasai to form ranching associations, the Tanzanian government then launched Operation Imparinati (permanent habitation) to settle them in 'ranching villages'. In a more practical spirit, the government set up the national ranching Corporation in the 1970s, and shifted to the establishment of large scale, state managed ranches for meat production and dairy farms, which absorbed 80 percent of the total livestock development budget provided in the third, five year plan (1976-81).

The impressive expansion of the ranch sector has, however, yielded poor results. It has neither produced the meat needed for the urban market, or the profits expected (Markakis, 2004).

Due to the failures explained above, this has forced Maasai to change some of their lifestyles. They have now embraced crop farming which they never used to practice before. This has made them to settle in one place and is good for children as they can attend school continuously. Settling in one place due to cultivation is a positive sign towards pre-school establishment as children will be able to attend school routinely.

### **Major problems in the area**

From the information collected, it shows that inadequate education services is a major problem in the area and is going parallel with some of the parents not realizing importance of education to the children. Lack of water was also highlighted as a problem in the area for livestock and domestic uses. Villagers walk very long distance

in search of water for livestock and for domestic purposes. Lack of dispensary also was mentioned as a problem in the area.

Accommodating change is required at all levels of society (TzPPA, 2002) but for pastoralist communities the tension between the values of livestock and of school is more acute than others. Often schools fail to address these cultural tensions, or uncritically promote 'modern practices' without appreciating the perspective of the learners and their communities. For instance, from observation some of Maasai elders were complaining of sending children to school as a waste of time rather children should be looking after cattle. This kind of attitude to Maasai elders might result to give schools as last priority in their area.

From the research conducted, what PALISEP is trying to accomplish is through mobilizing school teachers to work within communities in which they are situated to help accommodate change processes so that people are making an informed choice between the benefits derived from education and that of livestock or other possible alternatives existing in the area. Furthermore PALISEP is advocating to the Department of Education in the district to include animal husbandry in the curriculum to attract more children to attend schools as they have interest in animal husbandry. Also it will attract parents to know that their children are being taught issues concerning livestock since is their most valuable asset in the community.

### **Disparity of enrolment of boys against girls**

In the study area, parents prefer to educate the boys to the girls. They argue that once the boy is educated he will be of benefit to the family in the future, while the girls will end up being married. Despite initiatives to ensure equality of access to schooling, there are still differences. In pastoralist community the enrolment of girls and boys is very unequal. Girl's children are often removed from school early to undergo initiation (circumcision) or out of fear of them becoming pregnant before marriage.

In a Pastoral Maasai community men tend to dominate household economy, especially on the ownership of the major means of production. The decision for the use and management of means of production entirely relies on the discretion of men. The social system is such that men have generally construed this domination as a cause for oppression and exploitation. Women are responsible for a greater share of household chores, which leave the burden of women reproduction, food production and preparation mainly to women. Women are left with a greater share of social care than men and this responsibility goes unnoticed by the larger part of the community.

This needs extra efforts from government, NGOs and CBOs in advocating gender balance when implementing development programs in pastoral communities. PALISEP is advocating gender balance in her focused programs and is striving to empower women to improve their household economy and enable them to access credit facilities and identify sustainable markets on the free market economy. But the process has to start

from moulding the young generation and hence the need for pre-school development. It is believed that, if Maasai girls will get opportunity to access schooling from the early childhood, then exposure and empowerment will be possible to accommodate change in the society as the spirit is built within them since childhood.

Female Genital Mutilation (FGM) is a rampant practice in the area. This also has seriously affects school enrolment among teenage girls. PALISEP in collaboration with government authorities are working hard to expose parents to other pastoralist communities where girls are given equal chances as boys and which has proved great success.

### **Problems encountered in pre-school and primary school enrolment**

Where the psychological, social and cultural distance to school is short, parents are more likely to enroll their children, and adult learners more likely to seek to participate (TzPPA,2002). From the data collected in the area, there is only one pre-school and one primary school for the whole village. This has resulted to few chances available in the area especially for pre-school children. Also the children need to walk up to 15kms to reach the schools. For pre-school is not possible for the children to walk that far. It is proposed to have twenty pre-schools in the village for children to access the service within short distance. To start with, PALISEP is thus proposing to have at least four pre-schools to be established in the area to enable the children to be fully prepared for primary school enrolment.

## **Language**

A number of pastoralist research sites reported the establishment of pre-school. The function of these seems to be to improve performance, particularly in Swahili, in order for children to derive greater benefits from primary schooling (TzPPA,2002). Language is another problem facing the children in the area. You find that when children are enrolled in primary school they cannot communicate in Swahili which is the national language of the country.

The mother language of the maasai community is kimaasai, whereby the primary school education is conducted in Kiswahili and English. The experience has shown that the maasai children are stressed during their first year in primary school because every lesson and every topic is taught in Swahili language. As a consequence many of the children have immense difficulties in following the lessons in primary school. Therefore they get demoralised and it happens often they run away from school or result to poor attendance and performance. There are of course those who struggle hard to learn the Swahili language and are able to follow properly the lessons in class. Many of these kids could do much better if they could get an opportunity of pre-school education particularly in Swahili language. Therefore the main intention of this project of pre-school construction in the village is to fill the gap of the missing language knowledge and a modern education orientation.

### **PALISEP performance in the area**

The Maasai are nomadic community which usually are mobile in search of water and pastures. This nomadic lifestyle of the Maasai community can be sited as one of the major causes for illiteracy in the district. Parents would like their children to get education and their herds are well looked after at the same time.

From the respondents it shows that majority of the villagers understand what PALISEP is doing in promoting education development in the area. Education in pastoralist community is still very low and requires extra efforts from the government and NGOs/CBOs in sensitizing community on the importance of education. So far PALISEP has established one pre-school which is not enough to cater needs for the whole village. Therefore PALISEP is proposing to establish four more pre-schools in the area in order the children to access the school near their homes.

### **4.11 Conclusion**

Whilst Tanzania's greatest development challenge is widespread poverty, her greatest hope lies in supporting infants and young children and the women that try to nurture them. The power of education, in the eyes of many, is seen primarily as an "instrumental asset" one which enables those who have it to access or obtain other things that they want. These include the possibility of a more secure livelihood or the confidence to talk effectively with people in authority.

In many countries, schools began as local initiatives, more often with NGO and mission support, and at some point later the national government took over the system. This is the contrary to the pastoral communities. Now people realised that schools will not work well without community involvement and support, this is equally applying to PALISEP's initiatives. Experience has shown that children enrolled, stay in school longer and learn more when they are strongly encouraged by parents who have a stake in the school. From this point of view PALISEP is focusing not purely on pre-school development but tries to make parents responsive to educating their children.

National policies need to support local initiatives like pre-school development by PALISEP so that communities can access education at a lower cost in terms of time and energy which could be spent on other things.



#### **4.11 Recommendations**

- Government should revise her education strategies on early childhood development and design mechanisms such as MMEM to establish pre-school development especially in rural areas where this service is lacking.
- Capacity building to pre-school teachers, parents, influential leaders in the community as well as provision of facilities such as classrooms, equipments, teaching and learning materials.
- Stakeholders should inform and influence local and national policies and practices on ECD to consider the specific needs of pastoralist communities.
- Sensitization to parents and community in general on the importance of local contribution to support development of education should be the highest priority for PALISEP in the area. This will create sense of ownership and belonging in the project development as villagers has contributed towards implementation of the project.
- PALISEP should work closely with District council and act as a catalyst to the government since the role of CBOs is to supplement development activities in the areas where government has failed. PALISEP should collaborate with government through District councils in planning and implementation of development activities to utilize effectively the limited resources.
- Cultural practices such as early marriages, FGM should be discouraged by PALISEP to promote the concept of education especially among girls.

## **CHAPTER FIVE**

### **5.0 Implementation of Assignment – Project Proposal**

#### **5.1 Introduction**

Participatory approaches and practices enable communities to express and analyse their multiple realities. Many poor people's realities are local, complex, diverse, dynamic and unpredictable. For farming, forest-based and pastoral livelihoods they often seek security by complicating and diversifying activities and multiplying linkages and supports to exploit varied and varying local resources and opportunities. Family relationships of adults and children are hugely formative. Of all the points of entry for change, none may be as powerful in the long term as changing the way we treat children.

The Maasai community is by nature conservative that is why they do not easily accept changes. Any serious change must go and march with community acceptance and requirement, which should be a necessity for their lives. Thus any necessary changes must be made through a well planned systems. The Maasai are the predominant ethnic group, and the main economic activities of the Maasai relate to extensive livestock production. On a national scale, extensive livestock production contributes to the traditional agriculture sector, which in turn contributes an estimated of 23% to the national product.

According to PALISEP on the implementation of recommendations, the best and easier way to effect changes among the Maasai is to utilize the opinion leaders within the community who have a high command and respect within that community. What PALISEP did, they educated these opinion leaders on the importance of education and particularly starting with children through pre-school. Then these leaders imparted the knowledge to the people, and from the results 50% agreed with the idea of pre-school development. Evidently, it is easier to educate a small group rather than trying to do so to the whole community. This is the big achievement in this village according to PALISEP, before approximately only 2% (government workers, businessmen) understood the importance of sending children to school.

In the past, the Maasai did not face many difficulties by lack of formal education because they concentrated on pastoral land-use. As people became aware of their situation of loosing much of their grazing land due to national interest they considered other possible alternatives. Many of these people are lacking the necessary routine of sending their children to attend the daily classes in primary schools. Therefore PALISEP initiated the idea of pre-school education as a good start to sensitize parents and their children. Through establishing pre-school the parents will get used to the system of sending their children to school everyday.

## **A. Executive Summary**

<b>Project Title:</b>	Pre-school Development in Pastoral Community
<b>Contact Person:</b>	Samwel Nangiria (PALISEP Coordinator)
<b>Proposal submitted by:</b>	Teresia Olemako and PALISEP management team
<b>Problem Statement:</b>	Low levels of education and long distance to existing schools
<b>Mission Statement:</b>	To promote the concept of education through pre-school development
<b>Target Group:</b>	Children aged 0 – 6 years.
<b>Outcomes:</b>	Reduce the rate of illiteracy, capacity building to teachers, provision of facilities, improve primary school enrolment and promote the concept of education to the parents and community in general.
<b>Request for Funding:</b>	10,308,525 Tanzanian shillings
<b>Our Contribution:</b>	The target is to mobilize local available materials and cash worth 5,660,000 Tanzanian shillings

## **B. Project Proposal Main Part**

### **5.2 Name of the project**

Pre-school Development in Pastoral Community

#### **5.2.1 Problem Statement**

Pastoralists lag behind in school enrolment and retention as compared to the main stream tribes. This is due to their negative and traditional attitude towards education, especially on girls (ratio 5:1). Some of the reasons responsible for the low levels of education among pastoralists are: Parents are very reluctant to invest in education because they are not fully aware of its importance; Lack of proper permanent settlements; Children disperse with parents in search for pasture during the dry weather. Child laborers in taking care of cattle; Shortage of qualified pre-school teachers; Inadequacy of reliable salaries for teachers, due to reluctant parents; Lack of relevant teaching and learning materials. This leads to pre-schools collapsing.

The whole concept of education for pastoralist communities is theoretical on the government side. The government should take deliberate policy initiatives to assist the pastoralist communities in the formation and sustainability of Early Childhood Care and Development (ECCD) systems.

Since PALISEP focus on ECCD programs as one of her main activities, this study will provide scientific data to be used as a reference point to district officials up to the Ministerial level and other stakeholders dealing with pre-school development in pastoral

communities regarding the importance of formalising pre-school education especially in pastoral communities where this service is crucial for children to be qualified in primary schools enrollment.

### **5.2.2 Project Rationale and Justification**

From the research results in the project area regarding pre-school development indicated language, long distance to existing schools is the major problem among Maasai children to attend pre-school. This makes difficult for them to be enrolled in primary school. The Maasai children in the remote areas have no prior exposure to the Swahili language and therefore the need for the children to attend pre-school to be ready for primary school enrolment.

In Tanzania 28.6 percent of the population cannot read and write in any language. From the Poverty and Human Development report, 2002 indicated that, there is more illiteracy among women by 36% than among men by 20.4%. The highest level of illiteracy is found in the rural population (33.1%). Rural women are the population group with the highest incidence of illiteracy 41.2% compared to 23.9% for rural men. Illiteracy among parents has important consequences for the education of their children, as illiterate parents are less likely to be able to provide support to their children in the education process. As such high illiteracy rates among rural adults in particular women from an obstacle for other education targets and efforts of poverty reduction in the country.

PALISEP will ensure gender balance is considered in the project area, that equal chances will be provided to boys and girls since girls are considered as not important to attend schools but rather should perform FGM ready to get married. Early marriages are reasons for children not to attend schools as planned.

### **5.3 Goal**

To promote education through pre-school development in Enguserosambu village in Loliondo ward, Ngorongoro District , Arusha region.

#### **5.3.1 Objectives**

- To reduce the rate of illiteracy in the project area.
- To fill the gap of the missing knowledge of Swahili language and orientation of primary school education.
- To sensitize and motivate parents, on the importance of sending their children to pre-school.
- To build capacity for pre-school teachers as well as securing facilities for pre-school development.
- To reduce the rate of child labour (cattle herding) and early marriages for girls in the project area.

### **5.3.2 Overall Strategy**

Sensitization to parents and opinion leaders is the implementing strategy to ensure the stated project objectives are achieved. Engagement of the education officers from the district will be adopted to assist legal and professional expertise regarding pre-school development in the area.

Pre-school committee composed of parents, opinion leaders, teachers and PALISEP staff will be formed to act as a tool to monitor the progress of children as well as parents.

### **5.3.3 Need Assessment**

During the survey done on Enguserosambu village regarding major problems existing in the area, access to education was ranked high especially for pre-school as Maasai children need exposure to learn Swahili and other languages such as English.

PALISEP proposed to start with four sub villages each to develop two pre-schools. Each pre-school will have the capacity of teaching 120 children. For the purpose of this project proposal one pre-school will be established and the other will be implemented in the second phase of the project.

## **5.4 Geographical Location of the Project**

The proposed project shall be implemented at Enguserosambu village in Loliondo ward, Loliondo Division (Northern part-Tanzania/Kenya border) Ngorongoro district, Arusha



Region, Tanzania. The village has a number of 2012 people with an average of 4.7 people in each household. The project will develop one pre-school in Orkui sub village. For the second phase of the project other areas will be reached in the following sub villages;

- Sukude
- Olasae
- Kapiro

### **5.5 The Target Group**

The children from age 0-6 will be reached in the four sub-villages. Each pre-school developed will have the capacity of accommodating 120 children; meaning for pre-school developed in the project area, a total of 120 children will access the service of pre-school near their homes.

Also the issue of gender balance will be considered. Equal chances will be provided to boys and girls because in Maasai society girls are regarded as not important to attend schools.

### **5.6 Planning and Participation**

The role of PALISEP is to implement the concept of development in Tanzania through establishing pre-school in pastoral communities to enable the children to be ready for enrolment in primary school. The issue of capacity building to parents, teachers and opinion leaders is the focal area for this proposal.

Also PALISEP is working closely with the Department of education, village government and stakeholders in ECD in the District to ensure that facilities are improved in the areas as well as promoting girls education which is lagging behind in Maasai communities.

### **5.7 Inputs**

- Personnel - PALISEP staff, District authority
- Operating funds as outlined in the budget (Community contribution and Donor funding)
- Local contractor
- Facilitator on ECD

### **5.8 Expected outputs**

- A number of 120 children (0-6) will be accessing the pre-school service in a year in the village.
- The target group children (0-6) will be equipped to be enrolled in primary school education
- Capacity building to pre-school teachers will be enhanced.
- The rate of child labour and early marriages will be reduced in the project area.
- The rate of illiteracy on children will be reduced in the project area.
- In the long term the concept of education will be promoted to the parents as well as the community in general

## 5.9 Work Plan

The project is expected to start on January 2005 to March 2006. Most of the activities in the beginning will be capacity building to parents, opinion leaders, teachers and community in general. Feedback on research results will be provided to give a guidance on the real situation on what is happening on the ground.

**Table 5.9 Schedule of activities**

No	Activities	By whom	By when	Remarks
1.	Meetings with parents, villagers and opinion leaders  Feedback on research results	<ul style="list-style-type: none"> <li>▪ PALISEP</li> <li>▪ Opinion leaders</li> <li>▪ Parents/villagers</li> <li>▪ District education department</li> </ul>	Jan 2005, April, 2005, June, 2005 September, 2005 December, 2005 March 2006	
2.	Identification and capacity building for pre-school teachers  Capacity building to parents and opinion leaders  Feedback on research results	<ul style="list-style-type: none"> <li>▪ PALISEP</li> <li>▪ District education department</li> <li>▪ Facilitators on ECCD</li> </ul>	Feb – April 2005	
3.	Resource mobilization (site selection, labour, local available materials sand, gravels, stones, water)	<ul style="list-style-type: none"> <li>▪ PALISEP</li> <li>▪ Parents/villagers</li> <li>▪ Village government</li> </ul>	Feb - May, 2005	
4.	Construction of classroom (site clearance, foundation to finishing stages)	<ul style="list-style-type: none"> <li>▪ Local contractor</li> <li>▪ District engineer</li> <li>▪ PALISEP</li> <li>▪ Village government</li> </ul>	June – December, 2005	
5.	Purchase of facilities-desks, books and cups/bowls for porridge	<ul style="list-style-type: none"> <li>▪ PALISEP</li> <li>▪ District education department</li> </ul>	Jan, 2006	
6.	Interview and admission to children to start pre-school	<ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ PALISEP</li> </ul>	Feb 2006	

7.	Handing over the project to the village government and parents	<ul style="list-style-type: none"> <li>▪ PALISEP</li> <li>▪ Village government</li> <li>▪ Parents/villagers</li> <li>▪ District authority</li> <li>▪ Local contractor</li> </ul>	March 2006	
8.	Official opening of pre-school in the project area	<ul style="list-style-type: none"> <li>▪ Children</li> <li>▪ Teachers</li> </ul>	March 2006	
9.	Monitoring and evaluation of the project	<ul style="list-style-type: none"> <li>▪ PALISEP</li> <li>▪ Parents/villagers</li> <li>▪ Children</li> <li>▪ District education department</li> </ul>	Quarterly and Annual basis	

### 5.10 Budget and Finance

The total cost budget for the planned project for the Pre-school will be Tshs 15,968,525 equivalent to U\$ 15,969; whereby the funds requested from Donors is Tshs 10,308,525 equivalent to U\$ 10,309 and community contribution is Tshs 5,660,000 equivalent to U\$ 5,660.

**Table 5.10 Budget for 1 Pre-school (2 classrooms, 1 office & 1 toilet) and capacity building**

No.	Item Description	Amount (Tshs)	Amount (U\$)
1.	*Stones (20 trips@30,000)	600,000	600
2.	*Sand (12 trips @30,000)	360,000	360
3.	*Gravels (5 trips @40,000)	200,000	200
4.	*Burnt bricks 10,000@100	1,000,000	1,000
5.	*Timber	1,000,000	1,000
6.	Iron sheets 80pcs@ 7,000	560,000	560
7.	Cement 130pcs@ 12,000	1,560,000	1,560
8.	Paint/brushes	400,000	400
9.	Nails/bolts	400,000	400
10.	Wire mesh	30,000	30
11.	Doors 7@ 20,000	140,000	140
12.	Windows	240,000	240
13.	Pit latrine	80,000	80
14.	Iron bars 12mm –25@ 7,500	187,500	187.5
15.	Iron bars 10mm-25@ 7,000	175,000	175
16.	Polythene sheet	21,000	21
17.	Ceiling board 30@ 6,000	180,000	180
18.	Tables and chairs	60,000	60
19.	Desks 30@ 8,000	240,000	240
		<b>7,433,500</b>	<b>7,433.5</b>
20.	Transport 5%	371,675	371.7
21.	Labour charge 10%	743,350	743.35
22.	*Books	500,000	500
23.	Subsistence allowance for 2 teachers @40,000 x 24 months	1,920,000	1,920
		<b>10,968,525</b>	<b>10,969</b>
24.	*Capacity building for pre-school teachers	2,000,000	2,000

	Feedback on research results		
25.	Capacity building to parents and opinion leaders	3,000,000	3,000
	Feedback on research results		
	<b>TOTAL</b>	<b>15,968,525</b>	<b>15,969</b>

**Note: \* Stand for community contribution**

### **5.11 Monitoring and Evaluation**

- Self-Quarterly evaluation will be done. This will be done according to the set criteria by pre-school committee and methodology designed to ascertain and monitor the progress of the project.
- District education department, PALISEP staff, District engineer, District planning officer, village government and pre-school committee will make a close monitoring on the trend of children enrolled and their attendance in pre-schools and primary schools.
- At the end of financial year external auditing and evaluation will be done as proposed by Donor funding the project.
- Documentation on research conducted as well as project report will be given a priority so as to disseminate information collected to the District authorities, various stakeholders, Donors and local community in the project area.

### **5.12 Time Frame and Sustainability**

The programme is planned to commence on January 2005 to March 2006. Whereby time schedule for the activities has been elaborated in the working plan (table 5.8.)

The plan to establish more pre-schools where PALISEP operates will continue to other villages so that the concept of education can be promoted in pastoral societies.

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