

SOUTHERN NEW HAMPSHIRE UNIVERSITY

&

THE OPEN UNIVERSITY OF TANZANIA

MASTER OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT

(2007)

PROVISION OF HIGH QUALITY PRESCHOOL EDUCATION AS AN ECONOMIC

DEVELOPMENT TOOL: THE CASE OF NGARABA NURSERY SCHOOL IN

MABIBO WARD IN KINONDONI MUNICIPALITY,

DAR ES SALAAM, TANZANIA.

LYDIA MGIMWA-MWAKANEMA

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“A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF REQUIREMENTS
FOR THE MASTER OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT

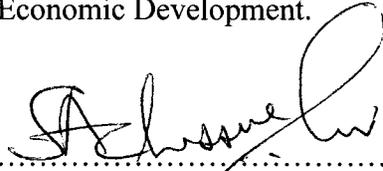
IN THE SOUTHERN NEW HAMPSHIRE UNIVERSITY AT THE OPEN

UNIVERSITY OF TANZANIA”.

LYDIA MGIMWA-MWAKANEMA

CERTIFICATION BY THE SUPERVISOR

I, Dr. Simon Waane, have read this project report and I endorse that it is acceptable for partial fulfillment of requirements for the Master of Science Degree in Community Economic Development.

A handwritten signature in black ink, appearing to read 'S. Waane', written over a horizontal dotted line.

Dr. Simon Waane, Supervisor

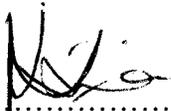
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DECLARATION BY THE CANDIDATE

I, Lydia Mgimwa-Mwakanema, declare that this work is my own original work. It is never a duplicate of any other published work and it has not been submitted for the similar degree in any other recognized University.



.....
Lydia Mgimwa-Mwakanema

DEDICATION

I dedicate this academic achievement to my core family; my husband Michael, daughters Ntuli and Flora and sons Humphrey and Ntimi. Also I would like to dedicate this work to my parents; father Mwalimu Atilio Mгимwa and mother Mwalimu Bernadeta Kihwele.

ACKNOWLEDGEMENTS

I would like to thank all staff of the Community Economic Development Department of the Open University of Tanzania for their good coordination and guidance during my study period which resulted into successful completion of this project. Special thanks should go to my subject lecturers Mr. Michel Adjibodou and Mr. Felician Mutasa. I also thank the management and staff of Ngaraba Nursery School for allowing me to attach my project in their school. I thank them for the commitment to work with me and make this project a success. I am thankful to the Head Teacher of the nursery school, Mwalimu Teresina Semasenyia, for her help to sensitize the community about the project and actively participate in a survey. I thank members of the community of Mabibo Ward for their active participation in a community needs assessment survey. Many thanks to the personnel of Social Welfare Department of the Ministry of Health and Social Welfare for providing reference materials on policy and other information on child welfare in Tanzania. I would also like to thank Dr. Simon Waane of the Open University of Tanzania who was my supervisor for devoting most of his time to make sure the contents and format of the project is acceptable. I am also grateful to my husband Michael Mwakanema and children Ntuli, Humphrey, Ntimi and Flora who stayed by my side waiting for me to finish this project.

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LIST OF ACRONYMS

ADEA	-	Association for the Development of Education in Africa
AU	-	African Union
CCM	-	Chama Cha Mapinduzi
CED	-	Community Economic Development
ECD	-	Early Childhood Development
EFA	-	Education For All
MDGs	-	Millennium Development Goals
MIS	-	Management Information System
MKUKUTA	-	Mkakati wa Kukuza Uchumi na Kuondoa Umasikini Tanzania (National Strategy for Growth and Reduction of Poverty)
MPDI	-	Monduli Pastoralists Development Initiative
NEPAD	-	New Partnership for Africa Development
NGOs	-	Non-Governmental Organizations
OAU	-	Organization of African Union
SPSS	-	Statistical Package for Social Scientists
TIE	-	Tanzania Institute of Education
TZS	-	Tanzanian Shillings
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNGASS	-	United Nations General Assembly Special Session
UNICEF	-	United Nations Children's Fund
URT	-	United Republic of Tanzania
WEF	-	World Education Forum
WWF	-	World Wide Fund for Nature
WWF-US	-	WWF United States of America

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ABSTRACT

This study was conducted to look at how high quality preschool education can be a useful economic development tool. Ngaraba Nursery School was taken as a case study. The Nursery School is located in Mabibo Ward in Kinondoni Municipality, Dar es Salaam – Tanzania. Ngaraba Nursery School started in 1996 and provides preschool education to approximately 60 children per year. The Nursery School is private and is run by three teachers. The Nursery School provides education to 3-6 years olds from Matokeo, Kanuni, Azimio and Jitegemee Sub-Wards.

Parents of children attending/attended Ngaraba Nursery School participated in a survey to collect community members' feelings and opinions about the Nursery School. Results of the survey reveal that the status and learning environment of the Nursery School is poor. The Nursery School cannot maintain the required standards due to inadequate capital. The fees rate per month is TZS 3000. A monthly collection is not enough to pay for salaries and other operational fees and savings. The low level of the Nursery School does not provide ground for raising the fee rate. The Community would like to see the status and learning environment of Ngaraba Nursery School improved.

Successful completion of this project is anticipated to improve the status and learning environment of Ngaraba Nursery School. With improved learning environment the Nursery School can raise the fees rate and hence collect enough money to cater for the costs of maintaining the required high preschool standards.

EXECUTIVE SUMMARY

The host organization of this project was Ngaraba Nursery School. Ngaraba Nursery School is located in Mabibo Ward in Kinondoni Municipality, Dar es Salaam, Tanzania. The Nursery School started in 1996 and provides preschool education to approximately 60 children per year. The Nursery School provides education to children from Matokeo, Kanuni, Azimio and Jitegemee Sub-Wards.

The main goal of this project is to improve the status of Ngaraba Nursery School. Successful completion of this project is expected to improve the learning environment and status of Ngaraba Nursery School. Specific objectives designed to achieve this goal are: -

1. To build teacher capacity in preschool education by December 2006.
2. Facilitate the use of appropriate preschool curriculum and teaching aid materials by December 2006
3. Facilitate the Nursery School to furnish the classroom by December 2006.

Although Ngaraba Nursery School provides preschool education to young children of Mabibo Ward, the current situation of the Nursery School is not satisfactory. Two teachers are not qualified to provide preschool education. Only one teacher has qualifications for Primary School teaching. The condition of the classroom is poor. The classroom has no desks; children sit on the floor during class. The situation of classroom at the Nursery School is non-conducive for learning. Ngaraba Nursery School does not

use any preschool curriculum materials to guide provision of preschool education. Although Ngaraba Nursery School charges tuition fees (3,000/- per month/child), the income collected is not enough to cover the costs of maintaining the school and solve the problems mentioned above. It is difficult for the Nursery School to increase the tuition fees rate because the current situation does not allow for a much higher tuition fees. If the rate of tuition fees could be increased the school could make enough collections to cater for the costs of improving the status of the Nursery School. The community of Mabibo Ward would like to see the situation of the school improved. They would like to have all teachers qualified for preschool teaching, well equipped classrooms, and relevant curriculum and teaching aid materials being used.

On successful completion of this project the following outputs were expected: -

- One teacher trained in preschool education;
- Classroom well furnished with 4 tables and 40 chairs;
- Preschool curriculum obtained and being used;
- Instructional materials bought and being used;
- Two learning trips conducted;

The first and second objectives of this project were fully achieved. One teacher was enrolled and started training in July 2006 at Montessori Teachers' Training College, at Msimbazi Roman Catholic Mission in Dar es Salaam, Tanzania. Also the two lesson learning trips were conducted as was planned. For the second objective the preschool

curriculum was obtained from the Tanzania Institute of Education (TIE) and teaching aid materials were bought. The third objective to furnish the classroom was not achieved until at the end of the study. Funding of the third objective was not available as was expected. The host institution was left with a task to accomplish the third objective.

The following recommendations were given to conclude the study: -

- There is need for a clear scope of responsibilities by government departments responsible for young children preschool education;
- Coordination and management of preschool education in Tanzania should be harmonized;
- There is need to formulate a clear Early Child Development policy in order to motivate government investment in ECD;
- The Government of Tanzania must ensure there is a functional Monitoring and Evaluation system for preschools;
- The Government must review its commitments to promote preschool education and make them specific and clear;
- Government subsidies are needed to support under funded private preschools;
- There is need to scrutinize preschool teachers' training curriculum from different preschool teachers' training colleges to ensure a cadre of teachers with required qualifications;
- Preschool teaching and curricula used should be inspected to make sure children are provided with the required standard of education;

- Respective policies should be reviewed to state specifically the required standards of a high quality preschool e.g. size of the class, compound area, type of classroom equipments, type of teaching aid materials and student/teacher ratio.
- There is need for the policies to state the minimum academic qualifications of preschool teachers. Preschool teachers' training should be provided at higher learning institutions level.
- Studies should be conducted to assess the provision of preschools in rural areas, where they are rare.
- Public and private owners of preschools take into consideration the components of high quality preschool if preschool education is to be an economic development tool.

CHAPTER I: COMMUNITY NEEDS ASSESSMENT

1.1 Community Profile

Ngaraba Nursery School is located in Mabibo Ward in Kinondoni Municipality, in Dar es Salaam – Tanzania. Mabibo Ward is urban and one of 27 Wards of Kinondoni Municipality (see appendix 1). The database of Tanzania Population and Housing Census of 2002, shows that Mabibo Ward has four Sub-wards - Matokeo, Kanuni, Azimio and Jitegemee. Ngaraba Nursery School receives preschoolers from all four Sub-wards. The four Sub-wards are in the vicinity of the Nursery School. The Nursery School started in 1996 and has three teachers. Ngaraba Nursery School provides education to approximately 60 preschoolers per year. During the study period the school register showed 60 children were enrolled for year the 2006.

The Nursery School is private and therefore charges tuition fees of Tanzanian shillings 3000/- per month per child. On average, Ngaraba Nursery School collects Tanzanian shillings 180,000/- per month from tuition fees. Generated income is used to pay salaries and cover operational costs e.g. buying chalk and stationery.

Ngaraba Nursery School provides preschool education for 3-6 year olds. Education provided is aimed at stimulating the mental, social and moral growth of the children. It is also directed towards increasing the children's capacity for vision, understanding, imagination and curiosity about the surrounding environment. Also, the programmes of

the School prepare the children for primary school education. The medium of instruction at the School is Kiswahili with English as a special subject.

1.2 Community Needs Assessment

Ngaraba Nursery School provides preschool education to the residents of Mabibo Ward since 1996. However, the current state of the School is not satisfactory. Two teachers are not qualified to teach preschools. Only one teacher has the requisite qualifications. The condition of the classroom is poor and ill equipped. The classroom has no desks; children sit on the floor during class. The classroom situation is not suitable for learning. The school does not use any preschool curriculum materials to guide provision of education.

Although the Nursery School charges tuition fees, the income collected is not enough to cover the costs of maintaining the school and solve the problems mentioned above. The school has no other source of income. It depends solely on tuition fee collections to operate. The current state of the school does not justify an increase of the rate of tuition fees. If the rate of tuition fees could be increased the school could make enough collections to cater for the costs of furnishing the classroom, purchase curriculum materials and staff capacity building. The management of the school and the community of Mabibo Ward would like to see the school improved. They would like to have all teachers qualified for provision of preschool education, well equipped classrooms, and relevant curriculum materials being used by the Nursery School.

Policies in Tanzania - Education and Training Policy of 1995, Child Development Policy of 1996 and Day Care Centres Act 1981 - encourage individuals and Non-Governmental Organizations to invest in provision of preschool education. The policies insist on qualified teachers, suitable premises and equipments for conducive learning environment, and appropriate preschool curriculum and instructional materials in order to maintain reasonable standards that will promote development of a child and preparation of a child for primary education.

1.3 Methodology used during Survey of Community Needs Assessment

1.3.1 Research design

A descriptive cross-sectional survey was conducted in May 2006, aiming to collect community opinions about the proposed project. A survey method was selected because information of the community needs was expected to be collected direct from people about their ideas on the proposed project. A cross-sectional survey design describes things as they are and is easy to use. A cross-sectional design was suitable for the survey on community needs assessment because data were collected at one point in time. The objectives of the survey were to: 1) collect information about community views on the state of the nursery school and if some improvements are needed; 2) collect views from the community on what should be done to improve the state of the nursery school. Informants consulted included teachers of the school and selected representatives of parents of preschoolers. Results of descriptive survey designs are presented in the form of words, charts and tables.

1.3.2 Data collection tools used

Self-administered questionnaires were used to collect information for this survey. The questionnaires were self-explanatory and participants filled out without supervision. The questionnaires were comprised of 18 close-ended questions and participants were required to answer all of them. Questionnaires limit responses to specific selected questions to provide required information. Close-ended questionnaires can be scored quickly and objectively (Fink *et al*, 1985). 60 questionnaires were given to 60 selected participants who most of them filled on their own. Only few needed assistance on how to answer the questions. The questionnaires were made simple with clear questions in order to attract participation and ensure high response rate. The questionnaires were translated into Kiswahili, the language which all participants were able to understand.

1.3.3 Psychometric characteristics of the research

1.3.3.1 Scoring response items

In the survey on community needs assessment each individual item counted. Each item was scored separately and was used to analyze the community attitudes towards the project. Each fact is reported individually. Scales are used to organize responses for an individual question. Also, scales may be used to organize scores that represent a person's views on many items.

1.3.3.2 Stability of a survey

Stability reliability was administered to measure the stability of responses over time. The survey was conducted to the same participants in two occasions. Results of the two surveys were the same and it was concluded that the questionnaire is reliably stable.

1.3.3.3 Validity of a survey

A content validity of a survey was administered to ensure the contents of the questionnaires will result into needed information. A researcher from the University of Dar es Salaam was consulted for comments on the relevance of the questions on the questionnaires. A discussion was conducted to highlight the project objectives and see if they are linked to the questions. The questionnaire was approved valid.

1.3.4 Sampling methodology

The sample size of this study was 60. A sample made 50% of the total survey population. 60 questionnaires were issued to 60 participants who participated in a survey. The participants were parents of the children who are studying at the nursery school. The names of the scholars were obtained from the school and parents of selected children formed sample of the survey. A simple random sampling method was used to get the sample. Simple random methodology was selected because it gives equal chances for each member of the community to be selected to participate in a survey. A random number table was used to facilitate the selection. Simple random sampling is the

simplest and easiest method to conduct. It is a fair way to select a sample, and therefore reasonable to generalize the results back to the population (Trochim, 2002).

1.3.5 Data analysis and reporting of results

Results of the survey were summarized using descriptive statistics. The Statistical Package for Social Scientists (SPSS) and Microsoft Excel programs were used in analyzing and presenting data. Data were computed and quantified into frequencies and percentages. Analyzed information was presented in tabular and graphic forms. The results of the survey are included in the final project report.

1.4 Data Analysis and Findings

Response rate

Descriptive statistics was carried out to analyze data where frequencies and percentages were computed. The survey response rate was 95%. 57 responses were received back out of 60 questionnaires which were distributed.

Composition of respondents

The composition of respondents of the survey in community needs assessment was made up of 34 women (59.6%) and 23 men (40.4%) (Figure 1). Women respondents were more than men possibly because in most Tanzanian communities responsibility to oversee children education at preschool level is left to mothers.

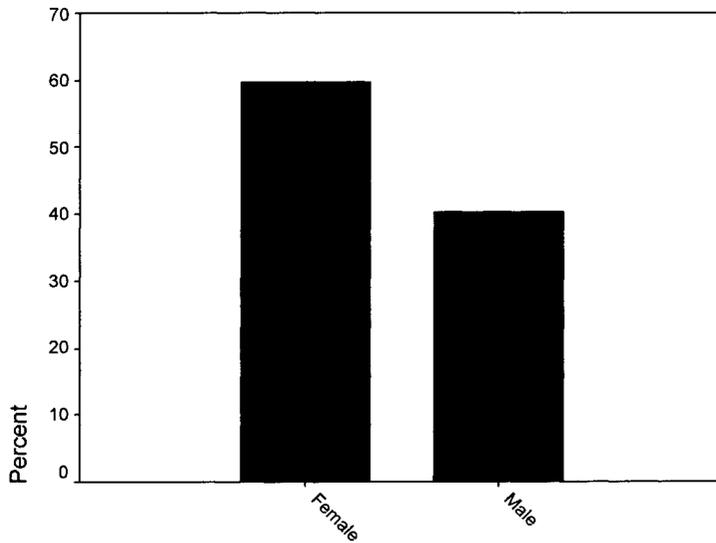


Figure. 1: Gender of participants

Age of respondents

70.2% of respondents are aged between 18-35 years. 29.8% are above 35 years. Majority of the participants of the survey are within the age of active and productive workforce (Figure 2). There is potential for the community to afford a much higher fee rate that may help to maintain the required standard of the nursery school.

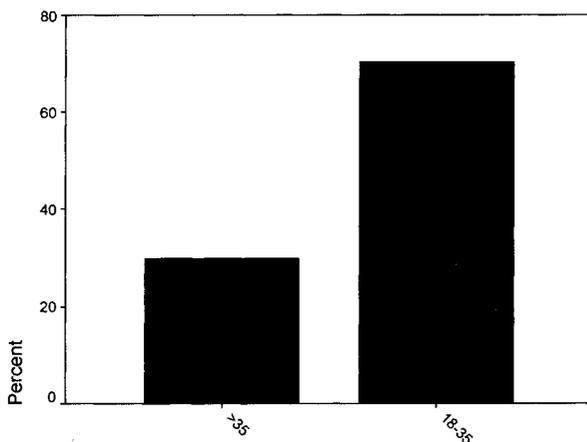


Figure 2: Age of participants

Marital status of respondents

51 respondents out of 57 are married making 89.5% of all participants. Only 3 participants are single parents and 3 widow each making 5.3% of all respondents (Figure 3). Again this is a potential towards affording increased fee rate. Most often, families with both parents provide needs for their children much easier than those with one parent.

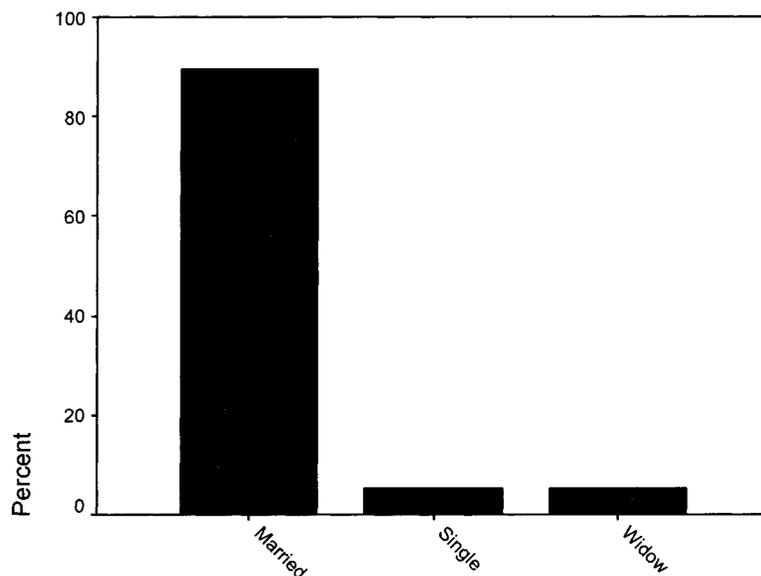


Figure 3: Marital status of participants

Occupation of respondents

Members of the community in the study area carry out various economic activities to meet their family needs. Occupations of representative respondents from a community range from petty business (49.1%), business (14%), employed (12.3%) and peasants (7%). 17.5% of respondents claimed to be jobless (Figure 4).

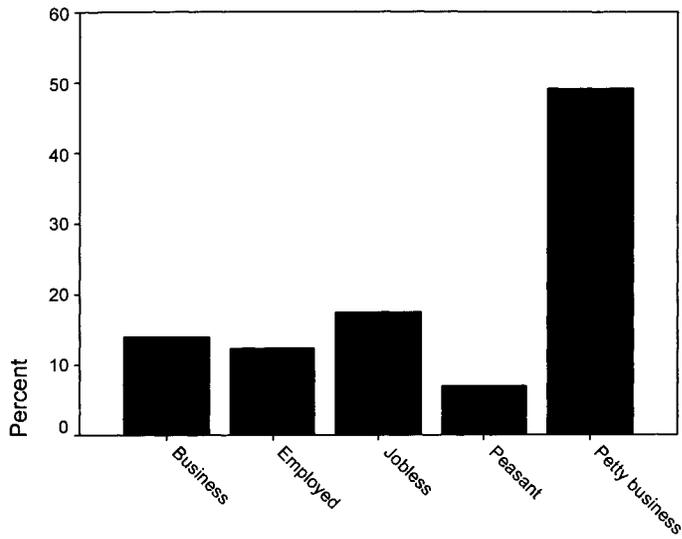


Figure 4: Occupation of participants

Household monthly income

Results of the survey revealed that 52.6% of respondents earn less than 50,000 Tanzanian shillings (TZS) per month while 36.8% earn between TZS 50,000-150,000 and 10.5% earn more than TZS 150,000 (Figure 5). Household income is one of the factors that can influence the ability of the family to pay tuition fees for the children.

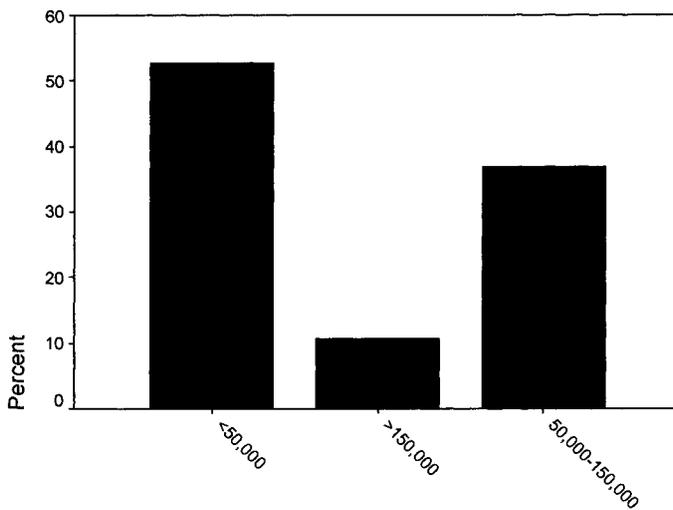


Figure 5: Monthly household income

Level of education of respondents

Respondents of this study attained different levels of education; primary education (45.6%), secondary education (36.8%) and tertiary education (8.8%). Another 8.8% of respondents have never gone to school (Figure 6).

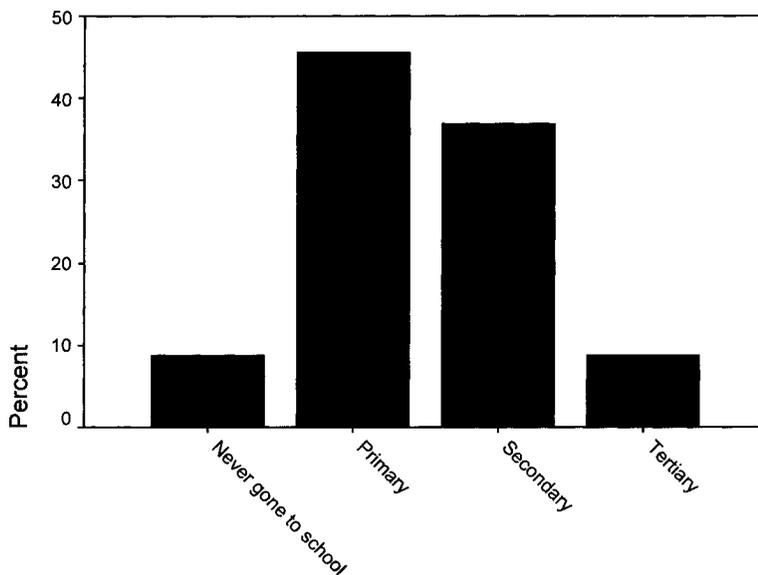


Figure 6: Level of education

Size of families of respondents

86% of participants responded to have families with 1-4 children. The remaining 14% have families with 5-8 children (Figure 7). The size of the family determines affordability of the family to provide basic needs for children. A greater percentage of respondents have between 1-4 children. There is a potential for parents to afford to pay tuition fee for their children.

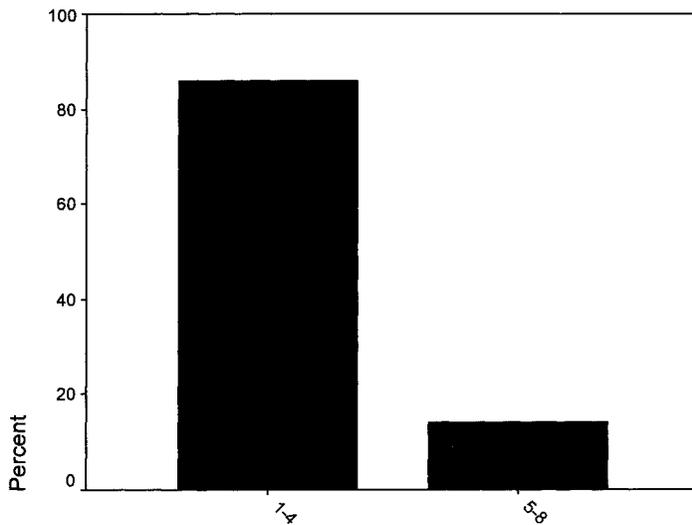


Figure 7: Number of children

Ranking the status of Ngaraba Nursery School

The status of Ngaraba nursery school was surveyed and respondents were required to rank whether the status was low, medium or high. 63.2% of responses suggest that the status of the nursery school is medium, 35.1% said the status is high and 1.8% low (Figure 8). The medium and high rankings did not mean the preschool meets the required standards and still the community recommended that they would like to see the school improved.

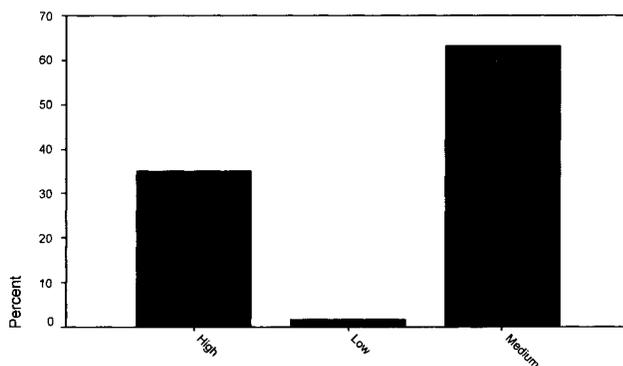


Figure 8: Status of Ngaraba Nursery School

Ranking the quality of education provided at Ngaraba Nursery School

The quality of education provided by Ngaraba nursery school was also surveyed. Figure 9 summarizes the community opinions where 56.1% ranked as medium and 43.9% ranked as high. However response to this variable might have been influenced by the child academic capability.

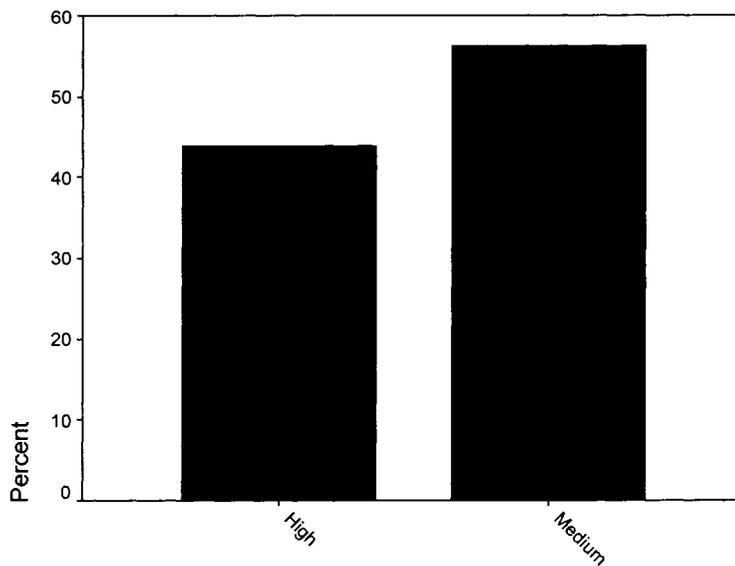


Figure 9: Quality of education

Should the nursery school be improved?

All respondents suggested that improvement of the nursery school is important (Figure 10). Although respondents had different feelings in ranking the status of Ngaraba nursery school and the quality of education provided, all would like to see the school improved.

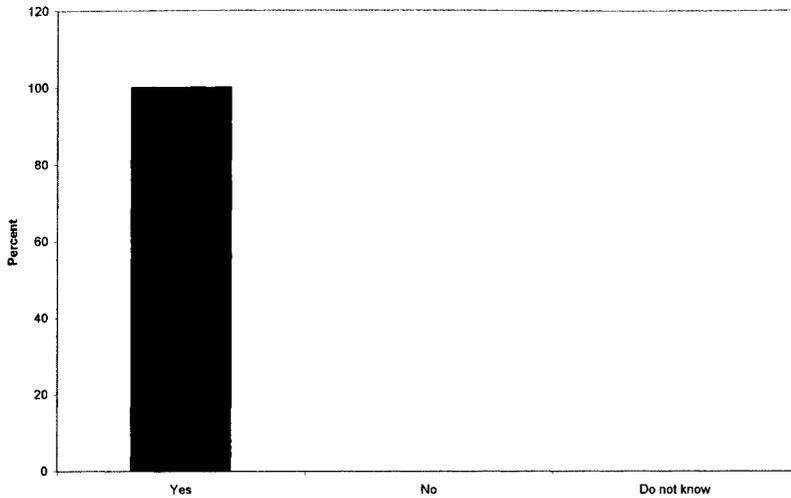
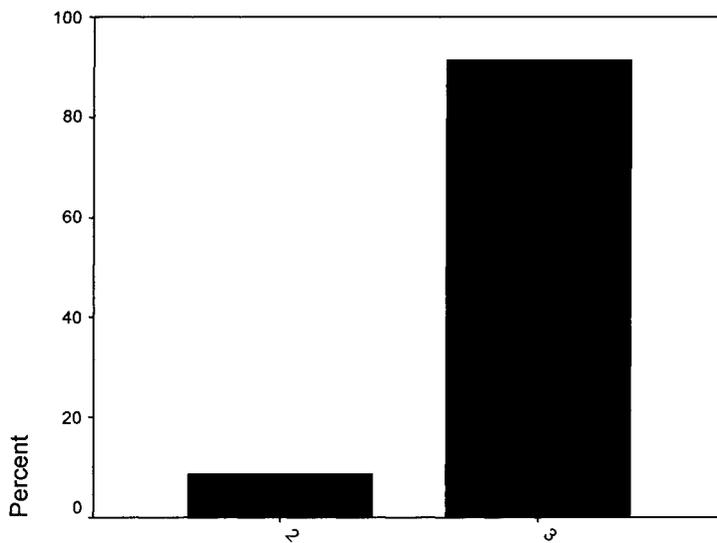


Figure 10: Response on whether the school should be improved

What should be done to improve the status of the nursery school?

The community suggested the nursery school should be facilitated to buy desks in order to make good environment for learning. This suggestion was given by 8.8% of respondents. Figure 11 shows 91.2% of responses suggested that not only desks but also renovation of the class.



Legend
 1=renovate the class
 2=buy desks
 3=all of the above

Figure 11: What should be done to improve the school

What should be done to improve the quality of education provided the nursery school?

Members of the community suggested that the Nursery School can provide high quality education if building capacity of the teachers will be taken into consideration (7%), an appropriate curriculum is used (7%), and the teacher/student ratio is taken into consideration (3.5%). Overall, 47 out of 57 (82.5%) of respondents had opinions that all three matters – teacher capacity building, use of appropriate curriculum and teacher/student ratio – should be implemented (Fig. 12).

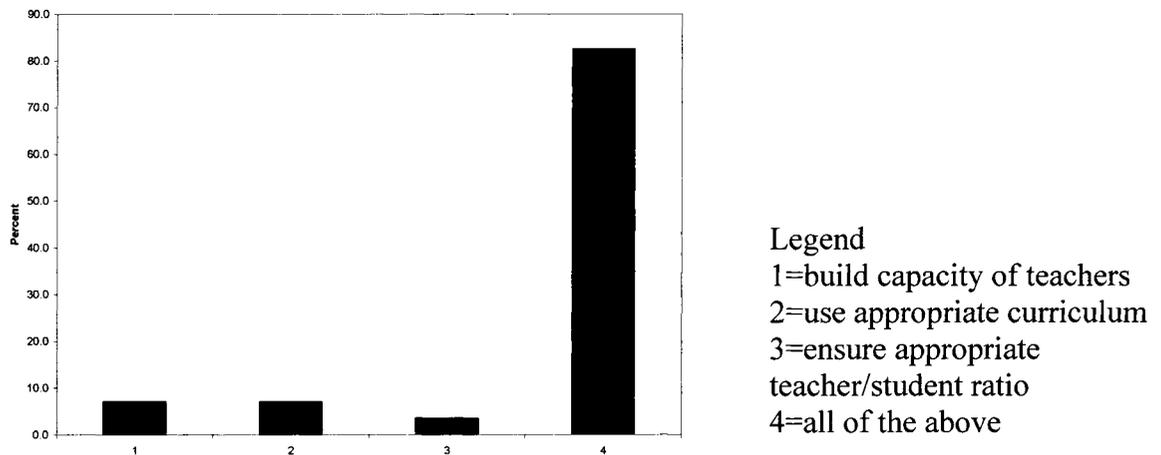


Figure 12: What should be done to improve the quality of education?

High quality pre-school education and future life of children

Members of the community in Mabibo ward recognize the importance of high quality preschool education as a basis for quality future life of their children. 93% of respondents realize that preschool education is the basis of success of further education and future life of children (Figure 13). That is why they advocate for a better school and improved learning environment.

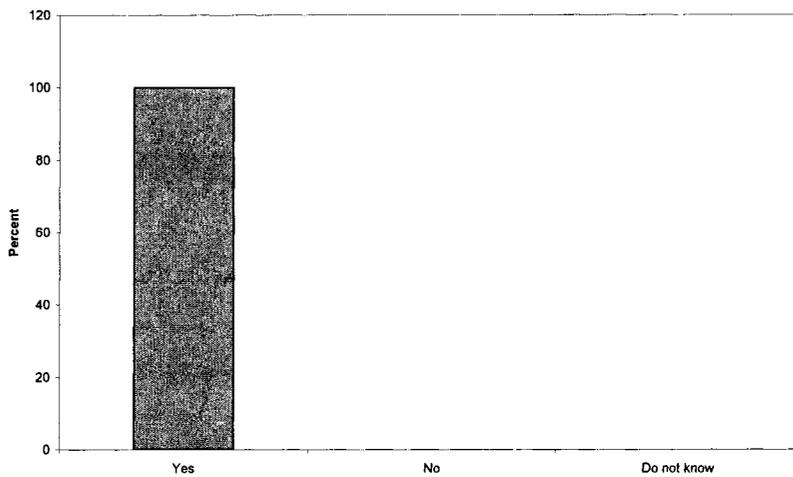


Figure 13: Preschool and children future life

Reasons of enrolling children for pre-school education

A question was posed for parents to give reasons why they send their children to Ngaraba nursery school. 93% of respondents said it is because they realize that preschool education is the basis of success of further education and future life of their children. 1.8% said they send children to the nursery school to put them off streets while 5.3% send their children to the nursery to put them under care when they go to work (Figure 14).

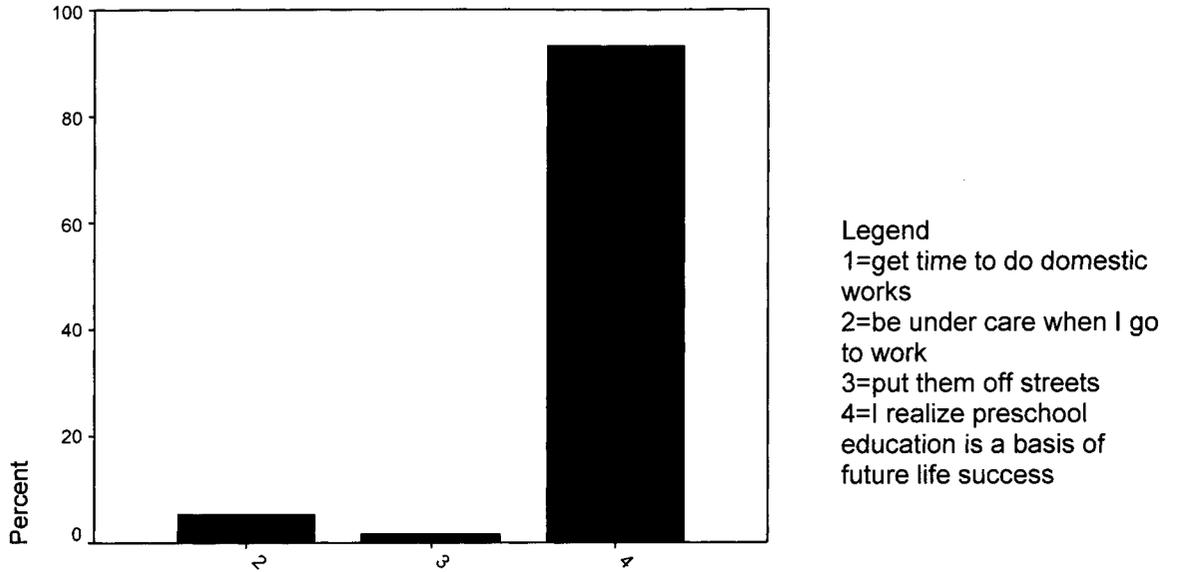


Figure 14: Reasons of enrolling a child for preschool

Preschool education and economic development

Members of the community of Mabibo Ward recognize that high quality preschool education contributes to economic development at community and national level. All respondents indicated that they agreed that there is a linkage between high quality preschool education and development in the economy of the country. (Figure 15).

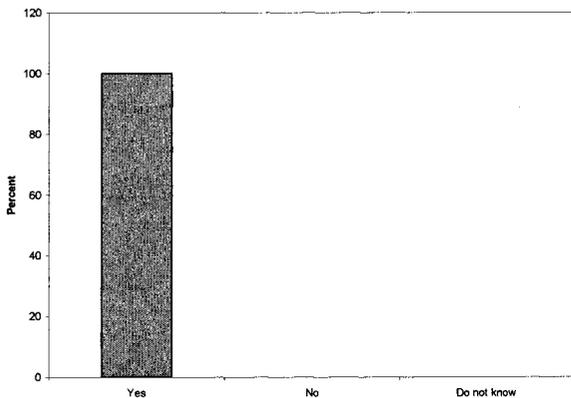


Figure 15: Preschool and economic development

Post preschool academic performance

Children who attend preschool education prove to be performing well academically after preschool. Figure 16 shows summary of respondents of the survey who indicated that post preschool academic performance of children who attended Ngaraba Nursery School is good (61.4%). The rest indicated that academic performance after preschool is moderate (38.6%).

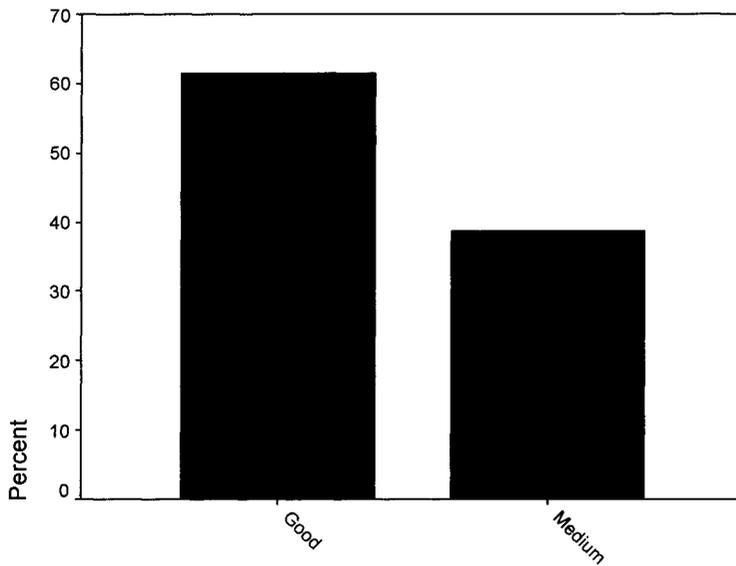
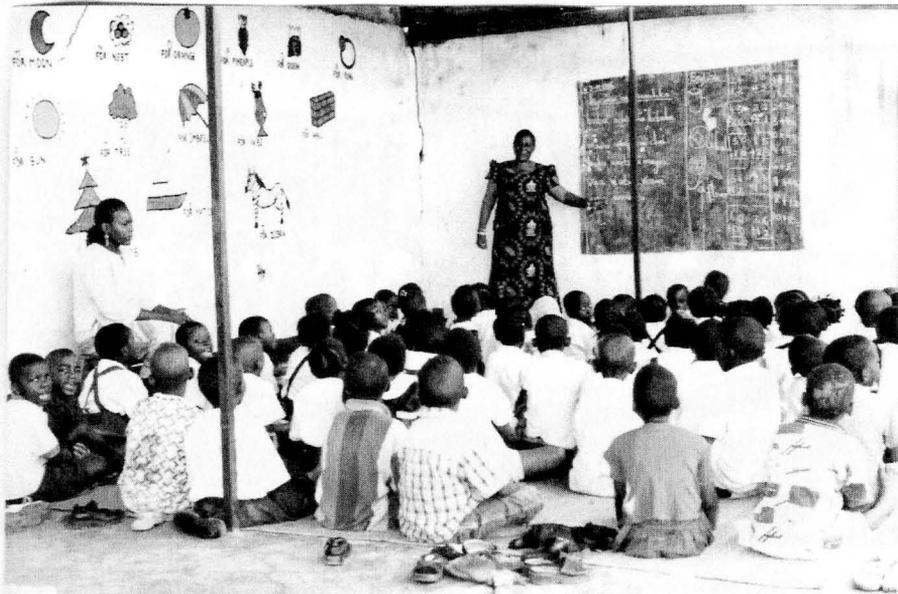
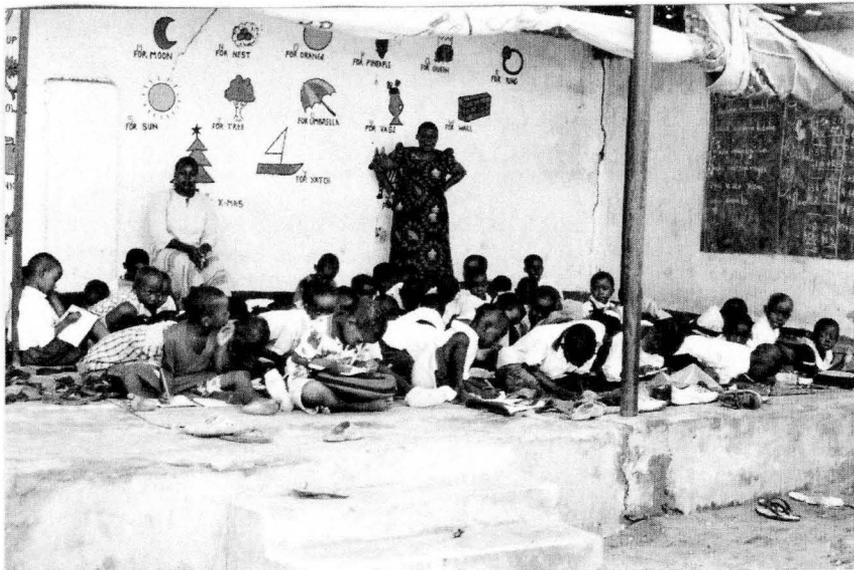


Figure 16: Post preschool academic performance

1.5 Graphic content



Picture 1: Children listening to the teacher



Picture 2: Children doing class work



Picture 3: Children during play time

CHAPTER II: PROBLEM IDENTIFICATION

2.1 Problem Statement

Ngaraba Nursery School provides preschool education to residents of Mabibo Ward. However, the state of the school is poor. The classroom has no desks. Children sit on the floor during class. Two teachers out of three have no requisite qualifications for teaching preschools. The school does not follow any curriculum and has no adequate instructional materials. The current situation of the school does not provide suitable learning environment for children. 91.2% of community members who participated in a Needs Assessment Survey were not satisfied with the state of the school. The Community of Mabibo Ward would like to see the situation of the Nursery School improved. They would like to have a School with furnished classrooms and qualified teachers. Also, they would like to see suitable learning environment, adequate instructional materials, and an appropriate curriculum being used.

Policies in Tanzania encourage the private sector to invest in preschool education. The policies insist on qualified teachers, suitable premises, equipments and learning environment. The income collected from monthly tuition fees is not enough to cutter for the costs of improving the school. The community of Mabibo Ward and the School Management wish to see the situation of the school improved with suitable environment for children learning. The poor state of the school impedes the school from increasing the rate of tuition fees. A slight increase in tuition fee rate can help to maintain the school.

2.2 Target Community

The target community for this project on “Provision of High Quality Preschool Education” was the residents of Mabibo Ward. Community members played a significant role during the survey for this project.

2.3 Stakeholders

Stakeholders of this project include Tanzania Ministry of Education and Vocational Training; Tanzania Social Welfare Department; Ministry of Community Development, Gender and Children; Kinondoni Municipal Council and the Mabibo Ward Community. These stakeholders are responsible to oversee children welfare and development.

2.4 Project Goal

The main goal of the project is to improve the status of Ngaraba Nursery School. As mentioned earlier the state of Ngaraba Nursery School is poor. The classroom is not furnished at all. Two teachers out of three are not qualified for provision of preschool education. The school needs appropriate preschool curriculum and instructional materials.

2.5 Project Objectives

The objectives of the project were to: -

- Build teacher capacity in pre-school education by December 2006.

- Facilitate the use of appropriate pre-school curriculum and instructional materials by December 2006
- Facilitate the Nursery School to furnish the classroom by December 2006

2.6 Outputs

Expected outputs of the project were: -

- One teacher trained in preschool education;
- Classroom well furnished with 4 tables and 40 chairs;
- Preschool curriculum obtained and being used;
- Instructional materials bought and being used;
- Two learning trips conducted;

The project was funded by World Wide Fund for Nature (WWF) with co-funding from the host organization.

2.7 Host Organization

The project was hosted by Ngaraba Nursery School. The host organization is the owner of the Nursery School and implementing partner of this project. In this study I (CED Student) was the Project Technical Advisor. I was responsible for coordination of activities to ensure the project is aligned to the principles of CED.

CHAPTER III: LITERATURE REVIEW

3.1 Theoretical Literature

Preschool education, in the context of Tanzania, is the initial education provided to 0 – 6 years olds both at home and in day-care centers, kindergartens, nursery and pre-primary schools. Preschool age groups differ with different authorities in Tanzania. Education and Training Policy of 1995 defines preschool education is for 0–6 year olds; Child Development Policy of 1996 stipulate that preschool education is for children below the age of primary school; and, Day Care Centres Act of 1981 specifies preschool education is for 4–6 year old children.

The Government of Tanzania recognizes the importance of preschool education in promoting development of, and preparing a child for formal education. However, the Government does not see it is economically feasible to formalize and systemize preschool education for the entire age group. The Tanzania education system has formalized preschool education for 5- and 6- year olds. This is referred to as pre-primary education by the Ministry of Education and Vocational Training. Preschool education for 0–4 year olds is not part of the formal education and training system of Tanzania. Despite of formalization of pre-primary education and a common practice to enroll children for preschool education in Tanzania, it is still not a prerequisite to pass preschool examination for promotion to primary school (URT, 1995). Provision of preschool education in Tanzania is liberalized. The Government of Tanzania encourages involvement of private sectors, local communities, Non-Governmental Organizations

and individuals in provision of preschool education. Furthermore, the Government is committed to promote and give incentives to providers of preschool education (URT, 1995).

Quality education is central to the development agenda of Tanzania. It is an important tool to alleviate socio-economic problems. Education is an investment – it gives empowerment, promotes social development, gives people better opportunities and contributes to a sound macro-economic growth. Poor quality education may result into poor academic achievements (World Bank, 1999). Quality education is important for a today's rapidly changing world. Highly educated and skilled human resources are needed to compete and thrive with globalization and international market needs.

Preschool education is essential for mental stimulation prior to joining primary schools. The Government of Tanzania recognizes that preschool education is critical for physical, mental, moral and social development of a child, and other potentials. Preschool education provides children with an opportunity to acquire and develop communication, numerical and manipulative skills and prepares children for primary school education. Preschool education lays the socio-economic foundations which ethically and morally characterize children as good citizens of Tanzania (URT, 1995). Poor quality preschool education results into low productivity in the workforce, criminal behavior and dependency on society (www.unesco.org/wef/countryreports/tanzania/rapport_1.html).

Early child and preschool education is rarely conceptualized in economic development frame. Preschools are not only important to the children and parents but also for the broader economic development. The linkage to economic development is through its implications for child development on long-term cognitive and social skills, parental labour force mobilization and productivity, creation of employment and contribution to the national GDP as a whole. Connections between children, parents and local economies must be considered when addressing early child and preschool sector (NGA, 2003).

High quality preschool education offers large returns to long-term economic development. The real payoffs of investing on quality preschool are shown through improved productivity, enhanced quality of life and more competitive labour force. Findings in the United States of America conclude that investing in high quality preschool education programs makes much more economic sense than spending on venture capital funds. Further findings show that high quality preschool programs generate positive economic returns that range between United States Dollars (US\$) 4 – 10 for every US\$ 1 invested. The returns include decreased education costs for special education and repeated grades, increased family earnings and reduced crime rates. High quality preschools are characterized by qualified teachers with special training in preschool education and age-appropriate curriculum. Others include small class and group size (NGA, 2003).

3.2 Empirical Literature

Preschool Education in Temeke Municipality in Dar es Salaam, Tanzania

Various institutions have been participating in provision of preschool education in Temeke Municipality since 1970s. These include mostly religious institutions (e.g. Catholic churches), Government institutions (e.g. Social Welfare Division, Police, Tanzania Peoples Defense Force, Harbours and Railway) and Political parties and its affiliates (e.g. WAZAZI, CCM). In a study to assess the Situation of Early Child Education in Temeke Municipality, in 1997, Kweka *et al* say the number of preschools increased rapidly during 1990s after the government liberalized provision and management of preschool education. In 1992 there were 51 registered preschools in Temeke District and the number grew to 101 in 1997.

Measuring the quality of preschools in Temeke District by the stated objectives of pre-primary schools in the 1995 Education and Training Policy, Kweka *et al*, came up shortcomings due to inadequate and unqualified teachers; poor premises and classroom facilities; inadequate and lack of teaching materials; and poor management and evaluation systems. Only few preschools, especially those run by the Roman Catholic Church e.g. Kurasini Roman Catholic Nursery School, have adequate and qualified teachers; suitable premises and classroom facilities and; adequate and appropriate teaching materials. Most of the teachers in other preschools were unprofessional. During the study by Kweka *et al*, a big percentage of preschools in all Wards of Temeke Municipality were lacking permanent and suitable buildings and facilities. Most

preschools lack curriculum and teaching materials and therefore children learn through “saying” rather than “doing”. There is much to address about the quality of preschools in Temeke Municipality (Kweka *et al*, 1997).

Child Care Arrangements in the Urban Poor in Dar es Salaam, Tanzania

Looking at the early child care and education arrangements in poor urban areas of Dar es Salaam, Omari, in 1989 found out that the objectives set out by the Social Welfare Division were not being achieved. The objectives require Day Care Centers with qualified teachers, suitable facilities for child development, approved syllabus and adequate teaching materials. In his study Omari shows that until 1988 there were 1626 Day Care Centres in Dar es Salaam which were run by different agencies – religious organizations, Government Departments, individuals, villages, Party organizations and affiliates, parastatals, industrial centers, voluntary agencies and Non-governmental organizations. A greater percentage of the Day Care Centres he visited were operating below requirements set by the government. Moreover, he found that Day Care Centers were aiming to achieve different objectives. It was observed they had no standard set of requirements which would unify them. This study revealed that parents expected preschools in their areas to prepare their children for primary school education but lack of equipment and trained teachers made it impossible to achieve their objectives (Omari, 1989). In concluding his study Omari addressed the need for well defined Government policy and advocacy on the social investment on preschool institutions in the country.

Preschool Education Initiative for the Maasai Community in Monduli, Tanzania

The Pastoralist Maasai Community in Sepeko Ward, Monduli District, recognizes that the quality of care and early child education directly impact the children rate of survival, cultural socialization and informal education, and their preparation for and success in formal education. In 2005 the Monduli Pastoralist Development Initiative (MPDI) collaborated with AMANI Early Childhood Care and Development to conduct a study relating to planning for supporting the development of quality community day-care and preschool programmes that conserves the Maasai culture and practices, whilst at the same time successfully preparing young children for entrance into primary school. This study revealed that the interest of pastoralist Maasai community in formal education is increasing, and that they are actively mobilizing their own community preschools to improve the quality of care and early education of their children. The community in Sepeko Ward identified that a key strategy for improving pastoralist children's access and success in formal school is through improved child-care and community preschool support (MPDI, 2005). The interest of the Maasai in developing preschools include: -

- to support women's needs for a safe place to leave their children while they have to go long distances and many hours to fetch water and firewood;
- to help children to learn to socialize outside of their family group;
- to support children learning Kiswahili and to prepare them for entering Std. I Primary School;

- hopes that their preschool will develop into a primary school that is closer to their community – given that long distances to pre- and primary schools excludes both children's and communities active participation in education programmes.

With support from the government and NGOs the Maasai community in Monduli set up and conducted preschool classes. The community recognizes that early education for their children is a bridge accustoming children and prepares them for formal primary school disciplines. However, the community recognizes that the quality of care and early education of their children is not good. Children's opportunities for early learning and socialization are less. Environmental hardships, poverty, poor health and nutrition hinder children growth, development and learning ability. Location, provision and facilities of preschools in Sepeko Ward remain a challenge to children and community active participation in early children education. Preschool caregivers and teachers are not professionals in provision of education at this level. The study addresses the urgent need for specific teachers' training in caring and teaching preschool children. During this study in 2005 it was found that no community preschools had sanitation facilities for young children. Classroom facilities and school environments are uninviting and not child-friendly. It was also noted that programme content, approaches and resources for preschool education in the Maasai community preschools are not appropriate. The programmes are limited to primary school syllabus and teacher-directed approaches and therefore do not focus on how children learn or what is important for them to learn. Recommendations were given that there is need to ensure preschool programme

facilities and resources create stimulating learning environments for children (MPDI, 2005).

The poor status of children care and early education in Monduli District reflects the situation at national level. The majority of children are not thriving, and with very limited community-based child-care support, children are entering school already disadvantaged. Only 3% of preschool age children had access to preschool education. There is high demand, and urgent need for quality community-based child-care support (UNICEF, 2001).

3.3 Policy Review

The proposed project is in line with several policies at national and regional level.

3.3.1 National Policies

The Tanzania Development Vision 2025

The Tanzania Development Vision 2025 emphasizes on the quantity and quality of educated people. Highly educated and skilled human resources will enable Tanzania attain its development goals and withstand the expected intensive economic competition ahead of it. Tanzania envisages being a nation with quantity and quality of educated people. This can be possible through provision of quality education and knowledge at all levels. Strategies to achieve high quality livelihood include education for all and eradication of illiteracy (URT, 1999).

National Strategy for Growth and Reduction of Poverty

The National Strategy for Growth and Reduction of Poverty (MKUKUTA) keeps in focus the aspirations of Tanzania's Development Vision 2025 for high quality livelihood, high quality education and international competitiveness. It is committed to the Millennium Development Goals for reducing illiteracy by 2015. The strategy intends to ensure equitable access to quality education. The poverty eradication agenda in education include ensuring all children get good quality education (URT, 2005). The strategy promotes early childhood education with targets to increase the number of children prepared for primary school and schools prepared to care of the children. MKUKUTA aims to develop quality pre-primary programmes. MKUKUTA promotes early childhood education and learning (URT, 2005).

Education and Training Policy (1995)

The Tanzania Education and Training Policy of 1995 advocates for quality education at all levels for all Tanzanians. The Government understands that infants and young children aged 0-6 years are cared for and receive initial education both at home and in few existing day-care centers, kindergarten, nursery and other preschools located mostly in urban areas. The policy stipulates that the government shall promote pre-school education for children aged 0-6 years which shall ensure maintenance the Tanzanian cultural values.

Although the Government recognizes the importance of preschool education in development of a child's mental, personality and other potentials it does not appear economically feasible to formalize and systemize the entire preschool education for 0-6 year olds. With the involvement and cooperation of parents, local communities and non-governmental agencies it has been possible for Tanzania to formalize and systemize pre-primary education for 5-6 year old children. Preschool education for 0-4 year old children will continue to be not part of the formal education and training system. The structure of the new formal education and training system for Tanzania is 2-7-4-2-3+. The first two years are for pre-primary education with no examinations for promotion purposes. With formalized pre-primary education the Government should guarantee access to pre-school education to all citizens as a basic right, promote and ensure equitable distribution of educational institutions.

The main objective of preschool education in Tanzania is to lay the socio-cultural foundations which ethically and morally characterize the Tanzanian citizen and nation. The Education and Training Policy of Tanzania stipulates objectives of pre-primary education as: -

- to encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities;
- to identify children with abnormal patterns of development or educational potentials and devise special programmes for them;

- to mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour;
- to help the child acquire, appreciate, respect and develop pride in the family, his or her cultural backgrounds, moral values, customs and traditions as well as national ethic, identity and pride;
- to provide the child with opportunities to acquire and develop communication, numerical and manipulative skills;
- to prepare the child for primary school education.

The Ministry of Education and Vocational Training, together with other ministries (e.g. Ministry of Health and Social Welfare), public and private institutions in Tanzania are responsible to oversee provision of preschool education and welfare for 0-6 year olds. The Education and Training Policy of Tanzania advocates for expansion in provision of preschool education with maintained quality. The Government shall promote, give incentives and liberalize the establishment and management of pre-primary schools. The medium of instruction in pre-primary schools should be Kiswahili, and English should be a compulsory subject. The medium of instruction should be aimed to promote the development of communication skills of children. Efficient delivery in pre-school education requires trained and competent teachers. The Policy stipulates that majority of pre-primary school teachers in Tanzania are not trained. The Government is responsible to facilitate proper training, availability and development of a competent cadre of teachers for pre-primary schools to match with the expansion and liberalization measures

of preschool education. The Ministry responsible for education is responsible to oversee development and implementation of the curriculum for preschools.

Child Development Policy (1996)

The Policy is directed towards promoting child's rights. Tanzania has ratified the United Nations Convention on the Rights of the Child of 1989. The basic rights of a child include rights to education and development. The development of a child includes physical, intellectual, moral and spiritual growth. The mental growth of a child can be possible through early education plus good health, nutrition and environment. Tanzania is taking measures to promote child development through advocating for the establishment of high quality pre-schools and day care centers. Achievements in children education is linked with quality schools and teachers (URT 1996).

Day Care Centres Act (1981) and Day Care Centres Regulations (1982)

The Tanzania Day Care Centres Act of 1981 and Regulations of 1982 define early child and preschool education is for 2-6 years old children. Both the Act and Regulations documents talk about suitability of premises, teachers' qualifications, facilities and programmes for provision of early child education. The Act and Regulations documents stipulate that premises, facilities and programmes of a Day Care Centre must be suitable for maintenance and care of children during the day time in the absence of their parents or guardians. Programmes of Day Care Centres must promote the development of children into cultured and good mannered persons. The programmes should provide a

sound foundation for enabling the children to grow up into healthy and responsible citizens of the United Republic of Tanzania. Facilities of Day care Centres must be suitable for the preparation of children for primary education. Owners of Day Care Centres are responsible for providing facilities for the welfare of the children.

Day Care Centres must be manned by adequate and qualified staff. The regulations stipulate the importance of staff to children ratio and that; each staff should be responsible to not more than twenty five. Day Care Centres staff should: -

- not be below 18 years old;
- have attained at least Standard Seven Primary Education;
- be able to follow instructions as may be given by the Department of Social Welfare;
- be a good mannered person who has genuine love for and interest in working with the children;
- have a Day Care Assistants Certificate issued by the Commissioner of Social Welfare Department;

Premises of Day Care Centres must be clean and safe for children activities; have sufficient space, adequate playground, properly fenced, adequate lighting, water supply, adequate and sufficiently furnished sanitation convenient for children. Day Care Centres must be situated at a suitable site that is secure from distractions likely to be dangerous to the children. Owners of Day Care Centres must ensure availability of adequate toys,

materials and equipment to facilitate creative play and preparation of children for primary education.

Day Care Centres should not start operations unless they are registered by the Social Welfare Department. Owners of Day Care Centres must prove to have sufficient financial resources to enable secure appropriate staff, provision and care for children in accordance with the standards requirements of a day care centre. The Day Care Centres Regulations of 1982 identifies the need to: -

- ensure availability of adequate qualified staff for care and teaching of children;
- ensure the availability of adequate day care services in rural as well as urban areas;
- ensure availability of adequate materials for creative development of a child;
- promote the continued ability of day care centres to maintain efficiency and expand their services to accommodate more children;
- monitor and evaluate the types of day care programmes;
- prevent unduly rapid or frequent variation in fees;
- maintain reasonable standards of programmes rendered by the centers

3.3.2 Regional Policies

The Dakar Framework for Action of the World Education Forum (WEF)

In April 2000, the Government of Tanzania committed itself to the Dakar Framework for Action to achieve the International Agreement on the six 'Education For All' (EFA) goals. The first EFA goal focuses on comprehensive Early Childhood Care and Education for children 0 – 8 years. The essential philosophy of EFA goal No. 1 is that 'Learning Begins at Birth' and the foundations for success in formal education are laid in the years BEFORE children enter primary school. The first EFA goal addresses the need for "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children". Further, the goal stipulates that all young children must be nurtured in safe and caring environments that allow them to become healthy, alert and secure and be able to learn. Good quality early childhood care and education in more structured programmes, have a positive impact on the survival, growth, development and learning potential of children. EFA sets a very comprehensive framework for improved quality of care and education of young children (UNESCO, 2000).

African Charter on the Rights and Welfare of the Child (1999) of the African Union

The Charter was ratified in December 1998 and entered into force in March 1999. Article 11 of the Charter addresses the rights of an African child to education. Every child shall have the right to quality basic education. The Charter advocates for the study project which as well addresses quality early child education. Early child education form

part of basic education. The education of the child shall be directed towards promoting and developing the child's personality, talents, mental and physical abilities; and the preparation of the child for future life. States Parties to the Charter shall take all appropriate measures leading to achieving full realization of the education right and shall ensure access by all to quality basic education (OAU 1999). Tanzania signed this charter in 1998 and ratified in 2003 (African Union, 2007).

Association for the Development of Education in Africa (ADEA)

ADEA is a forum for policy dialogue on education in Sub-Saharan Africa; a network of education professionals, practitioners and researchers in Africa; a partnership between ministries of education and development agencies; and a catalyst for education reform. Tanzania is a member to the association and a member to ADEA Steering Committee where the Minister of Education and Vocational Training teams up with the Minister responsible for Education in Rwanda to represent Eastern Africa (www.adeanet.org).

ADEA recognizes the importance of the early years for the development of a child and acknowledges Early Child Education as an integral part of basic education. In 1997 ADEA created the Working Group on Early Childhood Development composed of representatives of African countries, International agencies and sub-regional organizations with demonstrated interest and strong commitment to Early Childhood Development (ECD) (www.adeanet.org). The goal of the Work Group is to encourage

and support national governments in Africa that are committed to promote ECD. The Working Group is guided by the following principles: -

- All aspects of a child's development "emotional, social, cognitive, physical and spiritual" are interdependent and of equal importance (holistic child development);
- The critical stage of ECD begins before birth and continues into the early years of formal schooling;
- For the maximum development of children, as much attention needs to be given to the support of the parents/caregivers and the family as to the provision for children;
- ECD interventions should respect the practices and cultural beliefs that are part of the development of children in each society;
- Involvement of parents and communities is crucial to the development of ECD policy and to the provision of services;
- National government commitment is essential for the development and expansion of ECD policies. Distinctive and cross-sectoral policies supporting holistic ECD are likely to be the most effective (www.adeanet.org).

With these principles, the Working Group aims to promote the development and implementation of an integrated and holistic approach to ECD by acting as a facilitator and catalyst to:

- Promote advocacy and mobilization of political and public support for ECD in Africa;
- Stimulate policy review and development at the national level;
- Motivate partnership-building and networking among all ECD stakeholders;
- Facilitate capacity- and knowledge-building and exchange around relevant ECD issues (www.adeanet.org).

ADEA recognizes the critical importance of protecting the rights of young children (children from birth to eight years of age) to develop their full cognitive, emotional, social and physical potential, early childhood development (ECD) and has found expression in international declarations and frameworks adopted for the development of countries in Africa. The Convention on the Rights of the Child, the Cairo Declaration, the Millennium Development Goals (MDGs), the Education for All (EFA) goals and the Declaration and Framework for Action of the UN General Assembly Special Session on Children (UNGASS), all have provision for inclusion of ECD as a priority area for human resource development in support of national development processes. However, despite the adoption of these important international declarations and frameworks, early childhood development has still not received the support needed, in concrete terms, in most national development plans and processes in Africa. Many children in Africa continue to die before their 5th birthday, many children still repeat and drop out of the educational system because they are not ready/prepared for the school system and

children in difficult circumstances are not receiving the needed care and support (www.adeanet.org).

The Working Group on ECD cover areas of research, information dissemination, advocacy, networking and capacity building in order to enhance the capacity of policy makers to make informed decisions where it concerns the rights and development of children under eight years of age. The Working Group provides an informal platform to enhance co-operation and collaboration among organizations (national, regional and international) that are actively engaged in ECD promotion in Africa, such as national governments, regional networks, multilateral and bilateral organizations (www.adeanet.org).

ADEA intends to move the ECD agenda forward in Africa to: -

- Ensure effective caring practices within the family and community;
- Ensure access and use of quality basic services; and
- Ensure a supportive policy environment (www.adeanet.org).

The African Union (AU) Education Strategy

The African Union Strategy advocates the importance of education as a tool to attain development. In Africa nearly a half of school age children have no access to school. They are deprived of the right to education. To take up this challenge the Heads of State and Government in 1996 proclaimed a Decade of Education in Africa for the period

1997 – 2006. The AU education programme builds on the Education For All (EFA) initiative. (African Union, 2004). Tanzania is a member state of the African Union and adopted both the EFA and a Decade of Education in Africa (www.unesco.org, www.africa-union.org).

The New Partnership for Africa Development (NEPAD) Education Strategy

NEPAD is a pledge by African leaders to eradicate poverty and pave a way towards sustainable growth and development. Education is one of the priority areas in the NEPAD strategy. One of the objectives of NEPAD is to achieve the Millennium Development Goals including achieving universal primary education by 2015. Education facilities in Africa are generally poor and inadequate (NEPAD 2001). In 2005 NEPAD called for the revision of its agenda to include a focus on Early Childhood Development. Tanzania is a member of NEPAD and adopted the MDGs.

CHAPTER IV: IMPLEMENTATION

4.1 Products and Outputs

The following objectives were to be accomplished by this project and generate the following outputs by December 2006. The first objective of this project was to build teachers capacity in pre-school education by December 2006. One teacher was enrolled for formal pre-school training at Montessori Teachers' Training College at Msimbazi Roman Catholic Mission in Dar es Salaam. Another activity under this objective was to conduct two lesson learning trips where institutions that provide pre-school education in Dar es Salaam were visited. The schools visited are Montessori Nursery School at Msimbazi Mission and a pre-school unit of Saint Mary's International School at Mbagala Campus. Expected outputs under this objective include 1) One teacher trained in pre-school education; and, 2) Report on the learning trips conducted. The second objective was to facilitate the use of an appropriate preschool curriculum and teaching aid materials by December 2006. Outputs under this objective include 1) An appropriate curriculum in use; and, 2) Teaching aid materials bought and used. The curriculum was obtained from the Tanzania Institute of Education. The third objective was to facilitate the Nursery School to furnish the classroom by December 2006. The outputs were 1) Four pupil tables purchased; and, 2) Fourty pupil chairs purchased

4.2 Project Planning

Table 1: Project Plan

Goal: To improve the quality of Ngaraba Nursery School by December 2006				
Objectives	Activities	Responsibility	Resources required	Delivery timeline
1. To build teachers capacity in pre-school education by December 2006.	1.1 Enroll one teacher for training.	TA & HT	Registration fee (20,000/-) Tuition fee (100,000/-)	July 2006
	1.2 Conduct two lesson learning trips to visit similar successful projects	TA and all teachers	Fare (20,000/-) Lunch (30,000/-)	September 2006
2. To facilitate the use of an appropriate preschool curriculum and teaching aid materials by December 2006	2.1 Obtain an appropriate preschool curriculum	TA and all teachers	None	October 2006
	2.2 Initiate the use of a curriculum	TA and all teachers	No cost	October 2006
	2.3 Purchase teaching aid materials	Teachers	100,000/-	December 2006
3. To facilitate the Nursery School to furnish the classroom by December 2006	3.1 Purchase 4 tables for pupils	TA & HT	120,000/-	December 2006
	3.2 Purchase 40 chairs for pupils	TA and all project staff	140,000/-	December 2006
Conduct final project evaluation		TA, supervisor and all teachers	Consultancy fee (50,000/-), Fare (10,000/-).	December 2006
Finalize report and submit		TA & supervisor	Stationeries and printing (20,000/-)	January 2007

TA = Technical Advisor

HT = Head Teacher

4.3 Implementation Plan

Table 2: Implementation Plan

Objective 1: To build teacher capacity in pre-school education by December 2006													
Activities	Project month											Resources Needed	Person Responsible
	Apr 06	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan 07			
1.1 Enroll one teacher for training												120,000/-	TA & HT
1.2 Conduct two lesson learning trips to visit similar successful projects												50,000/-	TA & all teachers
Objective 2: To facilitate the use of an appropriate preschool curriculum and teaching aid materials by December 2006													
2.1 Obtain an appropriate curriculum												-	TA & all teachers
2.2 Initiate the use of a curriculum												-	TA & all teachers
2.3 Purchase teaching aid materials												100,000/-	Teachers
Objective 3: To facilitate the Nursery School to furnish the classroom by December 2006													
3.1 Purchase 4 pupil tables												120,000/-	TA & HT
3.2 Purchase 40 pupils chairs												140,000/-	TA & HT
Report writing												-	TA

Conduct final project evaluation											60,000/-	TA, teachers & supervisor
Finalize report and submit											20,000/-	TA & Supervisor

TA = Technical Advisor

HT = Head Teacher

4.4 Inputs

Inputs which were needed to accomplish the goal and its objectives included money for various purchases as shown in the project plan and budget. Also time was invested for exchange visits and other activities.

4.5 Staffing Pattern

Accomplishment of this project was made possible by four members of staff; the Technical Advisor, Head Teacher, and two other teachers. The Head Teacher was responsible for mobilizing other staff and members of the community to buy in the project and participate. She was the overall supervisor of the project. The Technical Advisor was the CED student. The Technical Advisor was responsible for overseeing and making sure that the project is aligned to CED principles. The Technical Advisor was reporting to the Head Teacher. The other two teachers were reporting to the Head Teacher as well. These other teachers played a significant role and participated in planning and implementing the project. Summary of supervisory relationship in a project is indicated in an organogram (appendix 5). The Head Teacher needs brush up training on pre-school education while one teacher needs a full intensive training in pre-school education.

4.6 Budget

Summary of the project budget is shown in Table 3 below. A detailed budget is attached as appendix 8.

Table 3: Project Budget

BUDGET LINE	AMOUNT (TZS)
I. PERSONNEL, SALARIES AND WAGES	-
II. FRINGE BENEFITS	-
III. CONSULTANTS	50,000
IV. TRAVEL AND TRANSPORTATION	60,000
V. OTHER DIRECT COSTS	20,000
VI. EQUIPMENT	360,000
VII. SUBCONTRACTS/SUBAGREEMENTS	-
VIII. TRAINING	120,000
IX. INDIRECT COSTS	-
X. FIXED FEES	-
TOTAL COSTS	610,000

4.7 Project implementation report

The actual project implementation did not differ very much from the implementation plan. Time frame for implementation was April 2006 – January 2007. Outlined implementation plan is as shown on table 2. Funds to cover the implementation costs were obtained from WWF-US with a 16% top up from the host institution. The project implementation Gantt chart is presented in appendix 6. Outline of activities carried out to accomplish the objectives follows below: -

Objective 1: Build teacher capacity in pre-school education by December 2006.

Activity 1: One teacher was enrolled at Montessori Teachers Training College by July 2006. The college is at Msimbazi Mission in Dar es Salaam. The teacher is expected to complete training by June 2007.

Activity 2: In August 2006 two lesson learning trips were conducted as was planned. The schools visited were Montessori Nursery School at Msimbazi Mission in Dar es Salaam and Saint Mary's Nursery School at Mbagala Campus. The learning components included class setup, class size, teachers' qualifications, financial issues, and marketing.

Objective 2: Facilitate the use of an appropriate preschool curriculum and teaching aid materials by December 2006.

Activity 1: By October 2006 an appropriate curriculum was obtained from the Tanzania Institute of Education (TIE).

Activity 2: It was difficult to start using a new curriculum in the middle of the term. It was agreed that the new curriculum will be introduced starting January 2007.

Activity 3: Assorted teaching aid materials were purchased by December 2006.

Objective 3: Facilitate the Nursery School to furnish the classroom by December 2006.

Activity 1: The plan was to buy four pupil tables by December 2006. Each table can be used by ten pupils. However, this activity was not initiated because required funds were not secured as was expected.

Activity 2: The plan was to buy forty pupil chairs by December 2006. However, this activity was not initiated because required funds were not secured as was expected.

CHAPTER V: MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Monitoring

A monitoring system was developed to track progress of the project and timely implementation of activities. The Technical Assistant and staff of Ngaraba Nursery School were responsible in implementing the monitoring system. Categories of information for monitoring included implementation of project activities in relation to availability of personnel and material resources, budget, available funds and expenditure, available and needed staff capacity; available and needed equipments and expected results of the project. Summary of project monitoring progress is shown in Table 5.

5.1.1 Methodology used in Monitoring

Focus group meetings tool was used in this process. The tool was considered suitable for a small group of participants. The monitoring team was meeting at the end of every month during the project life time to assess progress in implementing the project. Summary of monitoring plan is presented in Table 4.

A monitoring plan was developed and its framework is shown below: -

Table 4: Information for project monitoring

CATEGORY OF INFORMATION	WHAT TO MONITOR	WHEN	WHAT RECORDS TO KEEP	WHO COLLECTS DATA	WHO USES DATA	HOW TO USE INFORMATION	WHAT DECISIONS CAN BE MADE
1. Workplan activities	<ul style="list-style-type: none"> • Timing of project activities • Availability of resources-personnel & material 	April 06-January 07	<ul style="list-style-type: none"> • Work schedules 	TA & all staff	TA & all staff	<ul style="list-style-type: none"> • Ensure timely implementation • Ensure required resources are available 	<ul style="list-style-type: none"> • Reschedule of activities and reallocation of resources needed
2. Costs and expenditures	<ul style="list-style-type: none"> • Budget • Available funds • Expenditure 	April 06-January 07	<ul style="list-style-type: none"> • Receipts • Financial reports 	TA & all staff	TA, Supervisor & evaluator	<ul style="list-style-type: none"> • Ensure required funds are available • Ensure proper use of funds • Comply with funding regulations 	<ul style="list-style-type: none"> • Revise project & budget • Approve expenditure • Raise more funds
3. Staff and supervision	<ul style="list-style-type: none"> • Staff academic qualifications • Staff capacity • Staff willingness 	April 06-January 07	<ul style="list-style-type: none"> • Resumes of staff • Performance 	TA & HT	TA & HT	<ul style="list-style-type: none"> • Motivate staff to participate • Advise staff 	<ul style="list-style-type: none"> • Training and capacity building needs

	<ul style="list-style-type: none"> and capability to learn and participate • Staff performance 		<ul style="list-style-type: none"> appraisals • Reports from trainings attended 			<ul style="list-style-type: none"> on building carrier 	
4. Equipments	<ul style="list-style-type: none"> • Available equipments • Needed equipments • Procurement of new equipments 	April-December 2006	<ul style="list-style-type: none"> • Assets register 	TA & HT	TA & HT	<ul style="list-style-type: none"> • Ensure availability of equipments needed 	<ul style="list-style-type: none"> • What to buy • Quantity to buy
5. Results	<ul style="list-style-type: none"> • Number of staff undergoing training • Use of teaching curriculum • Number of equipments purchased • Number of teaching aid materials purchased 	August - December 2006	<ul style="list-style-type: none"> • Training reports • Project report 	TA & all staff	TA & all staff	<ul style="list-style-type: none"> • Ensure objectives are realistic 	<ul style="list-style-type: none"> • Revise objectives • Revise project approach • Revise project strategy

TA = Technical Advisor

HT = Head Teacher

5.1.2 Management Information System

Information for project monitoring was gathered from the workplan, budget and reports. Information on the progress of the project was collected through observation and focus group discussions. A computerized Management Information System (MIS) was developed to collect and report project data that enabled to monitor project performance. The MIS included categories of information for monitoring (workplan and activities, costs and expenditure, staff and supervision, equipments and results); what should be monitored under each category (availability of resources, timing of implementation of activities, budget and expenditure, staff capacity, available and needed equipments, results of the project, etc); when to collect data; who collects data; what records to keep; how collected information can be used; and what decisions can be made from the information collected. The monitoring plan worked well.

Table 5: Summary Monitoring Table

Goal: To improve the status of Ngaraba nursery school in order to meet the high quality standards.					
Objectives	Activities	What to monitor	Who monitors	Planned timeline	Actual timeline
1. To build teacher capacity in pre-school education by December 2006.	Enroll one teacher for training.	Timing of implementation; Availability of resources;	TA & HT	July 2006	July 2006
	Conduct two lesson learning trips	Costs and expenditure; Staff capacity; Number of staff undergoing training;	TA & all staff	September 2006	September 2006
2. Facilitate the use of an appropriate preschool curriculum and teaching aid materials by December 2006	Obtain appropriate curriculum	Timing of implementation; staff capacity;	TA & HT	October 2006	October 2006
	Initiate use of a curriculum		TA & all staff	October 2006	January 2006
	Purchase teaching aid materials	Number of equipments purchased;	Teachers	December 2006	December 2006
3. Facilitate the Nursery School to furnish the	Purchase 4 pupil tables	Available equipments; Needed equipments;	TA & HT	December 2006	Activity was not accomplished
	Purchase 40 pupil	Timing of implementation;	TA & HT	December 2006	Activity was not

classroom by December 2006	chairs	Availability of resources; Costs and expenditure;			accomplished
Report writing		Timing of implementation; Availability of resources; Costs and expenditure.	TA	December 2006	December 2006
Project evaluation		Timing of implementation; Availability of resources; Costs and expenditure.	TA, all staff, & supervisor	December 2006	December 2006
Finalize and submit report		Timing of implementation; Availability of resources; Costs and expenditure.	TA & supervisor	January 2007	January 2007

TA = Technical Advisor

HT = Head Teacher

5.2 Evaluation

End of project evaluation was carried out in December 2006 to determine whether the project objectives were achieved and how effective the project was. Summative and formative evaluations were carried out. The evaluation team was made up of the Technical Advisor, the Head teacher and other two teachers of Ngaraba Nursery School. The evaluation plan for this project was developed where indicators for each objective and activity were identified (Table 6). Also the plan shows expected versus actual outputs.

5.2.1 Methodology used in Evaluation

Semi-structured, open-ended group interview tool was used to collect data for project evaluation. This tool was considered suitable for a small group of participants. A questionnaire containing ten questions was developed and members of the evaluation team were required to answer all of them. The evaluation questions were later discussed in a group interview and the answers were compiled.

Evaluation was designed to answer the following questions: -

1. Were the project objectives achieved?
2. Were project activities undertaken as was scheduled?
3. Was the project well managed?
4. Was the project in-line with the community needs?
5. Were anticipated impacts realized?
6. Is the project sustainable?
7. What were the lessons learned?

5.2.2 Summative Evaluation

Summative evaluation was carried out to assess the accomplishments of the project. Most activities were carried out as was planned and implementation was achieved by more than 90%. The project was inline with the community needs as it was based on the results of the community needs assessment. Community opinions were translated into project objectives and activities which were successfully implemented.

One teacher was enrolled for and now undertaking preschool education training at Montessori teachers training college. The college is situated at Msimbazi Mission in Dar es Salaam. Two learning trips were conducted for the nursery school teachers to learn and get experience from the others. The two activities accomplish the objective to build teachers capacity. The appropriate curriculum was obtained from the Tanzania Institute of Education. However its use did not start as was planned. It was suggested that the curriculum should be introduced at the beginning of an academic tern in January rather than at the end of the year. The objective to furnish the classroom was not achieved because funding was not secured as was expected.

5.2.3 Formative Evaluation

The project was well managed jointly with the host organization. No management concerns came up during this study. The project sensitized the teachers on the importance of quality standards of preschools in order to compete for the market. It was not possible to see the impacts of the project immediately after implementation. More time (e.g. two years after implementation) is needed before assessing the impacts of the project. The project can be replicated to other organizations which are

facing a similar situation. Improved preschools may result into sound impacts. The project generates revenue and, if well managed, can operate without depending on external sources of funding. Further studies should be carried out to assess change of the community's attitude towards the preschool and the impact of the project to the community.

Table 6: Summary Evaluation Table

Goal: To improve the status of Ngaraba nursery school in order to meet the high quality standards.				
Objectives	Activities	Indicators	Expected outcomes	Actual outcomes
1. To build teacher capacity in preschool education by December 2006.	<ul style="list-style-type: none"> i. Enroll one teacher for training ii. Conduct two lesson learning trips 	<ul style="list-style-type: none"> i. Number of teachers undertaking training iii. Number of learning trips conducted 	<ul style="list-style-type: none"> i. One teacher undertaking training by December 2006 ii. Two learning trips conducted by December 2006 	<ul style="list-style-type: none"> i. One teacher undertaking training ii. Two learning trips conducted
2. Facilitate the use of an appropriate preschool curriculum and teaching aid materials by December 2006	<ul style="list-style-type: none"> i. Obtain an appropriate curriculum ii. Initiate use of a curriculum iii. Purchase teaching aid 	<ul style="list-style-type: none"> i. Curricula used ii. Teaching aid materials used 	<ul style="list-style-type: none"> i. Curricula used by December 2006. ii. Teaching aid materials used by 	<ul style="list-style-type: none"> i. Curriculum obtained. It will start to be used in January 2007. ii. Teaching aid materials used

	materials		December 2006.	
3. Facilitate the school to furnish the class by December 2006	<ul style="list-style-type: none"> i. Purchase 4 pupil tables ii. Purchase 40 pupil chairs 	<ul style="list-style-type: none"> i. Number of tables bought ii. Number of chairs bought 	<ul style="list-style-type: none"> i. 4 pupil tables bought by December 2006 ii. 40 pupil chairs bought by December 2006 	<ul style="list-style-type: none"> i. Tables were not bought ii. Chairs were not bought

5.3 Sustainability

The project generates income. Until now it does not depend on external financial support. However, improving the status of the nursery school will create opportunities to increase the fee rate and hence generate more income. Building staff capacity ensures institutional sustainability. Staff capacity building develops technical competency and professionalism. The project complements and supplements various national, regional and international policies - the National Education and Training policy, the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty (MKUKUTA), the Education For All strategy, the Millennium Development Goals, just to mention a few. The project therefore gains community, government and political support.

Despite the explanation given above, there are circumstances (financial, political and social) that may affect the host community and viability of the project in the future. Failure to generate adequate income as expected and poor management of funds may affect future viability of the project and host organization. It is anticipated that after this study the status of Ngaraba Nursery School will be improved. This will create grounds to increase the fees rate and this may help the Nursery School to support operational activities and maintain high quality status. Lack of staff commitment to continue working for the host organization is another factor. If staff who participated in this project will move out of the organization within a short time, this may affect sustainability of the project. Other factors include inability of the host organization to maintain the quality standards of the nursery school, changing political and

government systems, changing and conflicting policies and dependency of in-kind support.

CHAPTER VI: CONCLUSIONS & RECOMMENDATIONS

6.1 Results

The goal and objectives of the study did not change over the life time of the project. The main goal of this study was to improve the status of Ngaraba Nursery School. The goal was to be accomplished by three objectives which include teacher capacity building; use of preschool curriculum and instructional materials; and furnishing the classroom. The first and second objectives were fully achieved. The objective to build capacity of teachers in preschool education was achieved where one teacher was enrolled and started training in July 2006 at Montessori Teachers' Training College, at Msimbazi Roman Catholic Mission in Dar es Salaam, Tanzania. Also the two lesson learning trips were conducted as was planned. For the second objective the preschool curriculum was obtained from the Tanzania Institute of Education (TIE) and teaching aid materials were bought. Plans were in place to start using the curriculum in January 2007. Assorted teaching aid materials were bought as was planned. The third objective to furnish the classroom was not achieved until at the end of the study. Plans were made to buy 4 pupil tables and 40 chairs. Funding of this activity was expected from a donor. Unfortunately until this study came to an end the money was not yet received. The host institution was left with a task to look for money from other external sources in order to complete this objective. Expected outcomes, if the project was successfully completed include: -

- One teacher trained in preschool education;
- Classroom well furnished with 4 tables and 40 chairs;
- Preschool curriculum obtained and being used;

- Instructional materials bought and being used;
- Two learning trips conducted;

6.2 Recommendations

- From this study it has been learnt that three different ministries are responsible for preschool education in Tanzania - Ministry of Education and Vocational Training; Ministry of Community Development, Gender and Children; and Ministry of Health and Social Welfare. This results into overlapping responsibilities and accountability. There is need for the Government to harmonize coordination of preschools. Responsible institutions should come up with joint and centralized records, reports and strategies.
- There is need to formulate a clear Early Child Development Policy. Although preschool education is addressed in the Education and Training Policy, Child Development Policy and the Day Care Centres Act, formulation of the Early Child Development Policy may motivate more investment in Early Child Education by the Government and private sector.
- The Government must make sure the Monitoring and Evaluation system is operational. Preschools must be monitored and evaluated to see if they are meeting the required standards set by the Government.
- There is need for the Government to be specific on its commitments to promote preschool education in the country. It should be stated clearly what kind of support the Government can provide
- Owners of private preschools are advised to look for external sources of funding either as grants or loans.

- There is need to scrutinize preschool teachers' training curricula. The government should inspect curriculum to ensure teachers' training provided by different colleges produces a cadre of teachers with required qualifications.
- Components of high quality preschools in Tanzania should be made clear. The Education and Training Policy of Tanzania and Day Care Centres Act talks about suitable premises, sanitation and environment for learning. However it is not mentioned clearly what is needed for the premises to be rated as suitable for learning. The Policies should mention clearly e.g. size of the class, compound area, type of classroom equipments and type of instructional materials. There is need to review respective policies to include specific requirements for a high quality preschool.
- There is need for the Government to set minimum academic qualifications of preschool teachers. The Government of Tanzania promises to facilitate proper training of a competent cadre of preschool education teachers. however, Policies does not say the minimum level of education that should be attained by a preschool teacher. The Day Care Centres Act of 1981 talks about the Day Care Center Assistant only who should attain at least standard seven primary education. Preschool teachers' training should be provided at higher learning institutions level.
- The Government must extend more support to preschools in rural areas which are rarely reached.
- Involvement of the respective community in projects of this type is important. Members of the community have all information about what are the problems, what should be done and what are the priorities. The local community must be

given a stage to air their opinions about the proposed project. Success and sustainability of a community based project depend on participation of a local community in all stages of the project - planning, implementation, monitoring and evaluation.

- Owners of public and private preschools should take into consideration the issue of high quality and suitable environment for learning. In this way the impact of preschools in the economy of the country can be realized.

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