

APPENDICES

Appendix 1: List of Wards in Kinondoni Municipality

1. Hananasif
2. Magomeni
3. Msasani
4. Mikocheni
5. Makumbusho
6. Kawe
7. Mbweni
8. Kibamba
9. Bunju
10. Ubungo
11. Goba
12. Kimara
13. Kijitonyama
14. Kinondoni
15. Manzese
16. Mwananyamala
17. Tandale
18. Ndugumbi
19. Makurumula
20. Sinza
21. Kigogo
22. Mbezi
23. Mzimuni
24. Mabibo
25. Mburahati
26. Makuburi
27. Kunduchi

Appendix 2: Letter of Introduction

Lydia Mwakanema
CED Program
Open University of Tanzania
C/o P. O. Box 63117
Dar es Salaam

20/9/2005

Head teacher
Ngaraba Pre-primary and Day Care Centre
P. O. Box 21886
Dar es Salaam

Dear Madam,

RE: LETTER OF INTRODUCTION

This letter is intended to introduce myself to your organization. I am a student of the Open University of Tanzania undertaking Master of Science in Community Economic Development (CED) for the period September 2005 to January 2007.

My study program involves practice and field work. I am required to practice the knowledge of CED project by attaching myself and work with a community based project. I am interested to do this part of my study with your organization. I am submitting this letter to request an opportunity for this purpose.

As I highlighted to you about the aim of my project and how you are going to benefit from it, more details of the goals, objectives and plan of work will be given to you in due course. I anticipate maximum cooperation with your organization as we move on. I hope to hear a response from you.

Many thanks,



Lydia Mwakanema

Appendix 3: Letter of Acceptance

The Headteacher,
Ngaraba Pre-Primary and
Daycare Centre,
P.O. Box 21886
Dar-Es-Salaam.

Lydia Mwakanema,
CEA Program
Open University of Tanzania,
c/o P.O. Box 63117
Dar-Es-Salaam.

Dear Madam,

RE ; NOTE OF ACCEPTANCE OF YOUR REQUEST
TO WORK WITH US.

Reference is made to your introduction
letter dated 20/09/2005.

After discussing this issue with my
fellow staff we have agreed to accept
your request.

We expect to learn a lot from
you as per your explanations when
you came to visit and consult us.
We are eager to acquire the knowledge
that we hope will help to improve
the status of our Centre.

Thank you very much for showing
an interest to work with us. You are
most welcome.

Sincerely,

TMasanya
The Headteacher
Teresina Masanya

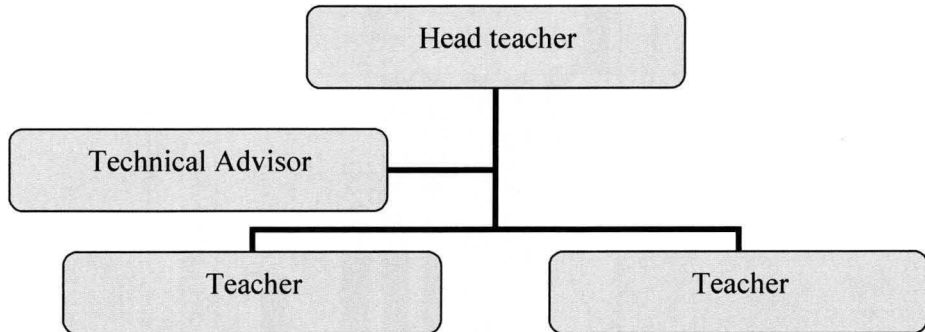
Appendix 4: Questionnaire: Community Needs Assessment

1. Full name:
2. Gender: ☐ F ☐ M
3. Age: (i) below 18 (ii) 18-35 (iii) 36 and above
4. Place of residence:
5. Marital status: (i) married (ii) divorced (iii) widow (iv) single parent
6. Job: (i) employed (ii) businessman/woman (iii) peasant (iv) petty business (v) jobless
7. Family income: less than 50,000 (ii) between 50,000 and 150,000 (iii) above 150,000
8. Level of education: (i) primary (ii) secondary (iii) tertiary (iv) never gone to school
9. Number of children: (i) 1-4 (ii) 5-8 (iii) more than 8
10. How do you rank the status of Ngaraba Nursery School? (i) High (ii) Medium (iii) Low (iv) Do not know
11. How do you rate the quality of education provided by Ngaraba nursery school (i) High (ii) Medium (iii) Low (iv) do not know
12. Do you think the nursery school needs some improvements? (i) Yes (ii) No (iii) Do not know
13. What should be done to improve the status of the nursery school? (i) renovate the classes (ii) buy desks (iii) all of the above
14. What should be done to improve the quality of education? (i) build capacity of teachers on preschool education (ii) use age-appropriate curriculum (iii) ensure appropriate teacher/student ratio (iv) all of the above
15. Do you know that preschool education is the basis of high quality well being of your child in future? (i) Yes (ii) No (iii) Do not know
16. Do you think preschool education provided contributes to economic development of the community and the nation? (i) Yes (ii) No (iii) Do not know
17. What do you comment on the post preschool academic performance of children who studied at Ngaraba nursery school? (i) Good (ii) Average (iii) Poor (iv) Do not know
18. What makes you enroll your children for preschool education at Ngaraba nursery school? (i) get time to do domestic works (ii) be under care when I go to work (iii) put them off streets (iv) I realize that preschool education is the basis of success for further education and future life of children

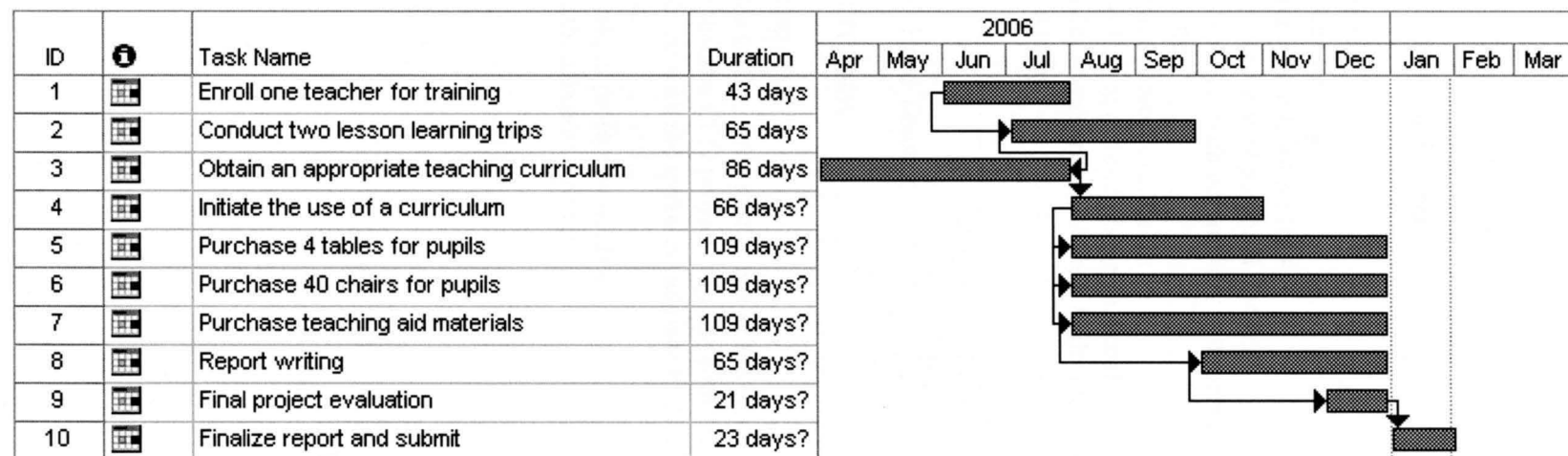
Appendix 5: Summary of Community Needs Assessment

Information Required	Source of Information	Means of Gathering Information	Comments
NEEDS			
<ol style="list-style-type: none"> 1. Improvement of the learning environment and status of Ngaraba Nursery School 2. Teacher training in provision of preschool education 3. Well equipped classrooms 4. Suitable and adequate teaching aid materials 5. Appropriate teaching curriculum 	Members of the community group and Project staff	<ol style="list-style-type: none"> 1. Structured discussions 2. Questionnaires 	The community would like to have a Nursery School with well equipped classrooms and suitable learning environment.
SOCIAL FACTORS			
There are no specific social structures that can affect the project. The community is comprised of a mixture of people from different tribes, religions, cultures, beliefs and traditions. They all live in harmony. They perceive formal education as a way of learning.	Members of the community group	<ol style="list-style-type: none"> 1. Structured discussions 2. Questionnaires 	
AVAILABLE RESOURCES			
<ul style="list-style-type: none"> • There are other preschools in the study area. Qualified primary school teachers are many but there is no evidence of those with knowledge on early childhood and preschool education. • Communication and transportation infrastructures are reliable 	Members of the community group, reports	<ol style="list-style-type: none"> 1. Structured discussions 2. Questionnaires 3. Observation 	Plans should be made to utilize more people with qualifications

Appendix 6: Organizational Chart of Ngaraba Nursery School



Appendix 7: Project Implementation Gantt Chart



Appendix 8: Staff Job Description

POSITION: Technical Advisor

REPORTS TO: Head Teacher

RESPONSIBILITIES:

- Coordinate training
- Organize lesson learning trips
- Develop database of potential donors
- In collaboration with community members develop proposals and submit for fundraising
- Coordinate project evaluation
- Develop format of fundraising proposal
- Work with community members to develop the community project workplan
- Report writing

POSITION: Head Teacher

REPORTS TO: N/A

RESPONSIBILITIES:

- Mobilize staff to fully participate in the project
- Ensure that the CED project is inline with their needs
- Collaborate with the technical advisor to develop proposals, workplan and donors database.
- Participate in project evaluation
- Participate in report writing

Appendix 9: Project Budget

BUDGET LINE	UNIT COST (TZS)	# OF UNITS	AMOUNT (TZS)
I. PERSONNEL, SALARIES AND WAGES			
<i>Sub-total</i>			-
II. FRINGE BENEFITS			
<i>Sub-total</i>			-
III. CONSULTANTS			
Final Evaluation	50,000	1 day	50,000
<i>Sub-total</i>			50,000
IV. TRAVEL AND TRANSPORTATION			
Local ground transportation			30,000
Lunch			30,000
<i>Sub-total</i>			60,000
V. OTHER DIRECT COSTS			
Stationaries & printing			20,000
<i>Sub-total</i>			20,000
VI. EQUIPMENT			
Class tables	30,000	4	120,000
Class chairs	3,500	40	140,000
Teaching aid materials			100,000
<i>Sub-total</i>			360,000
VII. SUBCONTRACTS/SUBAGREEMENTS			
<i>Sub-total</i>			
VIII. TRAINING			
Registration fee			20,000
Tuition fee			100,000
<i>Sub-total</i>			120,000
IX. INDIRECT COSTS			
<i>Sub-total</i>			-
X. FIXED FEES			
<i>Sub-total</i>			-
TOTAL COSTS			610,000

Appendix 10: Project PowerPoint Presentation

High Quality Early Child and Preschool Education as an Economic Development Tool.

By MWAKANEMA, Lydia
January 2007

Contents

- Forewords
- Community profile
- Needs Assessment
- Problem Statement
- Literature review
- Project Objectives
- Project Implementation
- Research work
- Findings
- Project M&E
- Project sustainability
- Conclusion
- Recommendations

Forewords

- High quality ECE & preschool education are significant for long term success of economic development
- It is a source of skilled workforce and increased productivity
- The project focus is on the linkage between high quality EC & preschool education and economic development
- Host organization: Ngaraba nursery school, in Mabibo ward.
- NNS started in 1998.

Community profile

- The host org. is located in Mabibo ward which is urban and highly populated.
- The Mabibo community is heterogeneous with mixed cultures, traditions, beliefs & social structures
- NNS provides education to 60 children/yr (approx.)
- The school has 3 teachers
- Most members of the community are moderate income earners.

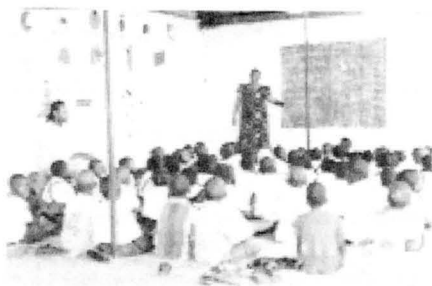
Needs Assessment

- Status of NNS is below standard.
- The community realizes the contribution of NNS to the success in further education of their children.
- The community would like to see the current condition improved and profile of NNS raised.

Problem identification

- The profile of NNS is very low
- The school lacks elements of a high quality preschool
 - No qualified teachers
 - No desks
 - No appropriate curriculum
 - No teaching aid materials
- Do not attract high income earners
- Results into low fees rate and poor revenue collection which is not enough to cover costs of maintaining the required standard.

Prevailing condition of NNS



Literature review

- High quality ECE & preschool ed. is central to economic development agenda.
- Is key to liberation and an important tool to alleviate socio-economic problems.
- Is a source of skilled workforce and increased productivity
- Components of high quality preschool: qualified teachers, use of age appropriate curriculum, small size classes & good learning environment.
- Children who attend preschools perform better in 1st schools and beyond than those who did not

- Investing in high quality preschool ed. results into the highest national ec. returns
- Should be an essential component of the strategy for economic success.
- ECE & preschool ed is rarely conceptualized in economic development frame
- Linkage to economic development through:
 - its implications for child development on long term cognitive and skills
 - Parental labour force mobilization and productivity
 - Creation of employment
 - Contribution to the national GDP
- In TZ preschool is mandatory for 5- & 6- yr olds

- ECE & preschool ed compliments a number of policies at national, regional and international levels
 - Education and training policy
 - MKUKUTA
 - Tanzania Vision 2025
 - Child development policy
 - African Charter on the Rights and Welfare of the Child
 - Dakar Framework for Action of the World Education for All
 - NEPAD Education Strategy
 - MDGs

Project Objectives

Main objective:

To improve the status of NNS and increase capability to maintain high standards.

Specific objectives:

1. To initiate staff capacity building in EC & preschool ed by Dec. 2006
2. To facilitate the use of age-appropriate curriculum by Dec. 2006
3. To facilitate NNS to furnish classes and obtain teaching aid materials by Dec. 2006

Research work

- Descriptive survey
- Cross-sectional, simple random sampling
- Sample size was 60
- Self-admin questionnaires and interviews were used
- Data analysis: SPSS

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Findings

- 57 questionnaires out of 60 were returned
- Response rate = 95%
- 92% of respondents suggested that the school needs some improvements.

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Project implementation

- Planned btm April – Dec 2006
- Most activities were implemented on time except the use of age-appropriate curriculum and purchase of class furniture.
- Budget: ~700k – secured from WWF-US

Progress

- One teacher enrolled for training
- Curriculum obtain from TIE
- 40 chairs and 4 pupil tables will be bought by end of Jan

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Project M&E

Monitoring

- Timely implementation of activities
- Availability of resources
- Expenditure
- Staff capability & willingness to be trained

Evaluation

- Midterm evaluation – August 06
- Final evaluation – January 07
- # of staff undergoing training
- # of pupil tables & chairs bought
- Appropriate curriculum obtained and in use
- Teaching aid materials bought

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Project sustainability

- Generates revenue – do not depend on external funding
- Develops staff technical competence (capacity building) – subject to staff willingness to remain and serve the host organization
- Complements various policies at national, regional & international levels – gains government and political support.

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Conclusion

- Full achievements are expected by end of January and will be included in the final report
- Delays to receive needed funds resulted into delayed implementation of some activities
- One teacher is expected to complete training in June 07.
- The appropriate curriculum was obtained from TIE and its use was scheduled to start in January 07
- 4 student tables will be bought by end of Jan.
- 40 student chairs will be bought by end of Jan.

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Recommendations

- Private owners of preschools should take into account the components of high quality preschools.
- Education policy should promote these components
- Government should develop a strategy to give subsidies to under funded private owned preschools
- Gov should develop a system to monitor if preschool owners consider these components

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Thank you for listening

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Appendix 11: Questionnaire: Final Project Evaluation

Instructions: Underline or tick the answer

1. Name:

2. Gender M ☐ ☐

3. Were the project objectives achieved? 1. Yes 2. No

If "No" explain:

4. Were project activities undertaken as was scheduled? 1. Yes 2. No

If "No" explain:

5. Were there any problems in management of the project? 1. Yes 2. No

If "No" explain:

6. Was the project in-line with the community needs identified? 1. Yes 2. No

If "No" explain:

7. Have you noted the impact of the project? 1. Yes 2. No

If "Yes" explain:

8. Do you think the project is sustainable? 1. Yes 2. No

If "No" explain:

9. Do you think the community will benefit from this project? 1. Yes 2. No

If "No" explain:

10. Have you learned any lessons during this project lifetime? 1. Yes 2. No

If "Yes" explain: