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| **Developing educators, improving early learning in rural Tanzania:Chemba and Mpwapwa districts** |
| Communication and advocacy strategy |
| Tanzania Teachers’ Union in collaboration with Education International is implementing a project known as “Developing educators’ improving early learning in rural Tanzania: Chemba and Mpwapwa districts” The project has following main activities: Conducting a situation baseline research and situation analysis, developing a communication and advocacy strategy, developing competence profile for ECE teachers, developing training modules and training ECE teachers. In the implementation of this project, various key partners including the government, Tanzania Education Network, National Council for Technical Education and Tanzania Institute of Education are actively involved in the process. This communication and advocacy strategy aims at informing and seeking stakeholders’ active role for effective implementation of the project and its sustainability. |

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9/8/2017

**TANZANIA TEACHERS’ UNION (TTU)**

DEVELOPING EDUCATORS, IMPROAVING EARLY LEARNING IN RURAL TANZANIA: Mpwapwa and Chemba

1. **Introduction**

Tanzania Teachers’ Union organized a workshop to strategize communication and advocacy for the project “Developing educators, improving early learning in Tanzania”. The workshop was done on the 8th and 9th of June 2017. The workshop was attended by three organizations which are Children in Crossfire, Tanzania Education Network and the host Tanzania Teachers’ Union. The workshop was also attended by an independent consultant Mr. Jacob Kateri.

The workshop stated by a presentation on the global perspective on ECE in which the Goal 4 of the Sustainable Development 2030 requires all members of the UN by 2030, to ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.

Furthermore, the world Conference on Education for all in the year 2000 in Dakar, Senegal and the Education International Congresses of 2011 in Cap-town and in 2015 in Ottawa which came up with several resolutions which include unions to advocate for quality ECE and work with the governments to

The coordinator also briefed participants of the workshop that Tanzania Teachers’ Union in collaboration with Education International are implementing the project “Developing Educators, Improving Early learning in rural Tanzania” the pilot project that is being implemented in Mpwapwa and Chemba. He also briefed participants that the project is working closely with the two key ministries: the ministry of Education Science and Technology and the Ministry of Regional Administration and Local Government Authorities- the ministry which is directly under the President’ office.

Also participants were informed that the project started in February 2017 with a stakeholder’s conference which took place at Regency pack hotel in Dar es salaam at Mikocheni area. The conference was participated by 13 both local and international organisations and about 50 participants. In that conference, participants learned many issues regarding the ECE more specifically about the objective of the project. Participants their shared experiences on the challenges that ECE is facing in the two districts and in the whole national. Their experiences added more to the project design for baseline survey and a communication and advocacy strategy for the project.

**2.0 Executive summary**

# There is increasing awareness of the importance of Early Childhood Education at all levels from international, national to local levels. Target number 2 of the goal 4 of the Sustainable Development 2030 requires all members to ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

# In its world congress in Ottawa 2015, the world teachers’ union (Education International) reaffirmed resolution of the past congress of 1998 in Washington, 2007 in Berlin and 2011 in Cape Town in which unions are urged to take a leading role in advocating for quality early childhood education and to cooperate with the governments in promoting it. In recognizing the importance of ECE, the ILO developed a Policy Guidelines on the promotion of decent work for early childhood education personnel with the aim of improving early childhood education. This is due to the fact that Early Childhood Education is crucial in terms of a child’s physical, intellectual, emotional and social development. This is the time when a child particularly needs high quality personal care and learning experiences.

# In this regard, Tanzania Teachers’ Union in collaboration with the Education International are implementing a project in Mpwapwa and Chemba district in Dodoma region with the aim of developing the quality of Early Childhood education in Tanzania. The project focuses on developing a competence profile for ECE teachers, developing a training module and training 500 ECE teachers in the two districts. For a successful achievement of the project, key partners in education such as the Ministry of Education Science and Technology, the Office of the President Regional Administration and Local Government Authorities have been involved in the implementation of the project as key partners.

# According to the baseline survey Report conducted in the two districts, the following challenges have been revealed: shortage of ECE teachers, lack of necessary teaching and learning facilities, lack of school feeding programme, acute shortage of qualified ECE teachers, lack of capitation grant in ECE, ignorance about the importance of ECE among parents and school management committees hence giving little support to their ECE children. This research reports has necessitated the importance of carrying out this project with the aim of improving early learning in Tanzania.

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| Outcome 1 | **A consensus-based government endorsed competence profile for ECE educators is used to improve teaching and learning** | | | | | | | |  |  |
| Specific Issue | Strategy/Action | Output | Target Groups | Partners/Allies | Channels | Time Frame | Risk | Risk management | Responsible |
| Development of CBCP for ECE educators | Conduct a baseline research and situation analysis,  Engage key stakeholders in consultative processes at national, regional and district levels | Final draft of CP in place | MoEST  Teachers’ Colleges,  TIE,  NACTE, NECTA, Universities, TCU,  TENMET  PORALG  Teachers | Focal point at MoEST,  OUT  Teacher Training Colleges,  Media,  NACTE  TIE  TENMET  REO  DEOs  ECE teachers | Letters, meetings and consultations  Factsheets based on key issues  Symposiums  National and regional events | Sep-Dec 2017 | Hierarchy at national, regional and district levels,  Change of government officials or management ,  Government bureaucracy | To have a focal person in all key partners,    Regular follow-ups in every activity | TTU and project management committee |
| Validation and approval of CBCP as a government material | CP for ECE is approved formally by MoEST and relevant government organs responsible of approving and implementing training materials | CP is an government owned document to be distributed and used by Teacher training colleges for ECE teachers | MoEST  Teachers’ Colleges,  TIE,  NACTE, NECTA, Universities, TCU,  TENMET  PORALG  Teachers | Focal point at MoEST,  Teacher Training Colleges,  Media,  NACTE  TIE  TENMET  Civil Society organizations  Media | Letters, meetings and consultations | Jan 2018 | Hierarchy at national, regional and district levels | To make sure that all key partners are engaged in the process.  Close follow ups | TTU and project management committee |

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| Outcome 2 | | **Relevant competences are acquired and suitable teaching methodologies used by early childhood educators in Chemba and Mpwapwa districts** | | | | | | | | | |
| Specific Issue | Strategy/Action | | | Output | Target Groups | Partners/Allies | Channels | Time Frame | Risk | Risk management | Responsible |
| Training of ECE teachers in 2 districts in CP | | | Pilot the CP modules in project schools | CP is distributed to training colleges/universities,  ECE teachers are trained in the use of CP, | Project schools in Chemba and Mpwapwa,  Current teachers teaching ECE classes,  ECE teachers  Community  Head teachers  Teacher training colleges  Teacher trainers | Teacher training colleges of Bustani and Mpwapwa,  Open University of Tanzania,  PORAG,  TIE,  Community,  TENMET  NACTE | 3 days workshops  Distribution of CP to all project schools and headteachers, | 2018-2019 | Distance,  Permission to attend the workshops,  Language,  Natural disasters such as floods that might hinder training sessions as planned,  Natural hazards such as floods,  Transfer of the ECE teachers | Teachers staying far from transport areas to be identified and arrangement to assist them attend training will be done.  Local government will be requested to consider not to transfer ECE teachers if not necessary | TTU,  OUT,  TIE,  Bustani TTC,  MTTC,  NACTE  PORALG  Education quality assurer |
| Use of locally sourced materials for learning and teaching ECE classes | | | Develop a national guidance on preprimary learning kit, including ECE core materials and training on their local production | ECE teachers aware of the use of locally sourced materials to prepare teaching and learning materials for ECE classes,  Play based curricula is introduced to the schools, teachers and headteachers, community | TIE,  Community,  ECE teachers,  Headteachers, | MoEST, TIE, Teacher training colleges, ECE Teachers, other stakeholders in the area of ECE including CSOs. | Meetings and consultations,  Study trip and showcase by similar project sites from different country, | 2018-2019 | Permission to attend the workshops, | Local governments to be informed earlier about granting permission to ECE teachers to attend training | TTU,  OUT,  TIE,  Bustani TTC,  MTTC,  Education Quality Assurer |

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| Outcome 3 | **Evidence-based advocacy materials are used as a respected source of information and advocacy points are responded to in Government documentation and processes** | | | | | | | | |
| Specific Issue | Strategy/Action | Output | Target | Partners/Allies | Channels | Time Frame | Risk | Risk management | Responsible |
| Raise awareness about the importance of ECE education | To conduct communication campaigns to reinforce value and importance of ECE to parents, communities and stakeholders | Parents to be equipped with knowledge and skills to engage their children through parent-partnership programs with schools and school management committee  Community to understand the importance and benefit of quality ECE for their children and their future | MoEST  Parents  PORALG,  Community,  DEOs  WEOs  SMC | TTU, Councilors, CSOs, School management committees, village administrations, PORALG  District social workers, Ward Education Coordinators | Media,  Meetings,  Social media,  Posters and fliers  Workshops,  Teachers events like the world teachers day | Ongoing | Shortage of Time  Rigidity of culture | Time management strategy will be development,  Use of local leaders and religious leaders in awareness raising | TTU,  PORALG,  SMC,  Community,  Teachers,  Head teachers, Education Quality assurer |
| Raise awareness of equal and timely disbursement of capitation grant to the regions and district schools | To conduct costing analysis of different models of preprimary delivery  To make review of capitation grant of ECE nationally, in the region and in the districts | Establish unit cost of capitation grant, and timeline of disbursement  The actual cost of educating a child in ECE must be established | MoEST  TIE  PORALG  Schools  District Councils | MoEST  TIE  PORALG  Schools  District Councils | Meetings  Consultations at national, regional and district levels, | Ongoing | Lack of specific data  Confidentiality issue | Using focal person from key partners to help getting data | TTU  MoEST  PORALG  District Councils |
| Shortage of ECE quality trained teachers in schools | Advocate for recruitment of qualified ECE trained teachers in schools to teach ECE specific classes  Clearly identify needs of ECE teachers per school in every district, | Project trained teachers are hired to teach specific ECE classes  Recruitment of ECE teachers are made national priority | MoEST  PORALG  District Councils  TTU  Schools | MoEST  PORALG  District Councils  TTU  TIE  OUT  Schools,  NACTE | Meetings with district leaders | Ongoing | It may take long for ECE teachers to be hired in adequate number | Keeping lobbying the government to train and hire enough teachers | MoEST  PORALG  District Councils  TTU  Schools |
|  | Advocate to raise the professional status of ECE teachers |  | MoEST  PORALG  District Councils  TTU  Teacher Training Colleges  Universities | MoEST  PORALG  District Councils  TTU  Teacher Training Colleges  Universities |  | Ongoing | Lack of policy on the status of ECE teachers |  | MoEST  PORALG  District Councils  TTU |
| Advocate for clear guidelines in the distribution of ECE teachers in districts annually | Prioritize recruitment of ECE teachers | District Councils,  Statistics from the department of education, PORALG | District Councils,  Statistics from the department of education, PORALG  MoEST |  | Annually |  |  | MoEST  TTU  PORALG |
| Advocate for a provision of professional development in ECE in the existing workforce. | Update the knowledge and skills of ECE teachers | ECE teachers | MoEST  Teacher Training Colleges | Training workshops | January 2018-December 2019 |  |  | MoEST  Teacher Training Colleges  TTU |
| Poor infrastructure for ECE (physical infrastructure) | To ensure there is infrastructure investments where there are no ECE classrooms as well as rehabilitating the existing ones to be user-friendly.  Mobilize community contributions for increase in ECE infrastructures | Government to ensure that sufficient ECE classrooms are in place per ET policy in each primary schools,  Government to ensure that child friendly learning environment is constructed (playground, classrooms, books etc) | District councils, school management committees and parents,  Community  Teachers,  Head teachers | District Councils, School management committee and parents,  Members of Parliament | Media, Fliers, Posters, meetings,  drama and sensitization meetings | Ongoing |  |  | TTU  Community  Schools  District Officials  PORALG  MoEST  Parents  SMC |

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| Outcome 4 | **Principals and School Management Committees in the project sites support and call for the provision of meals by the parents and the Government** | | | | | | | | |
| Specific Issue | Strategy/Action | Output | Target | Partners/Allies | Channels | Time Frame | Risk | Risk management | Responsible |
| Absence of school feeding Programme | Develop guidance on school feeding program for ECE children | School feeding improves school attendance and academic performance,  Community and parents provide food for ECE students | School management committee and parents | MoEST and PORALG  PORLG,  SMCs  Parents | Policy and circulars, sensitizations meetings and distributions of fliers and posters | Ongoing | Lack of funding  Distance  Absence of Government policy |  | TTU  PORALG  Community |
| Awareness of good nutrition and health | Raise awareness about the importance of good nutrition and health among ECE students | Awareness raised among parents and community of importance of good nutrition | School management committee and parents,  Community  Teachers  Head teachers | PORALG  Community  Teachers | Sensitization meetings,  Illustrative posters with the benefits of good nutrition and health for ECE students | Ongoing | Absence of Government policy |  | TTU  Parents  Community  PORALG  SMC |

1. **Conclusion**

Implementation of this strategy requires a close follow-up and monitoring of specific issue, action taken, output, target group, envelopment of partners, use of proper channel, timeframe and assessment of the risks that may affect smooth implementation of project activities.