



TANZANIA TEACHERS' UNION



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

A report of the kick-off meeting

Mr Prosper Lubuva

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Tanzania Teachers Union (TTU) in partnership with Education International is implementing "Developing educators, improving early learning in rural Tanzania" project in Mpwapwa and Chemba districts, Dodoma region, Tanzania. The project is funded by Comic Relief, TTU Education International.

TANZANIA TEACHERS' UNION (TTU)

Tanzania Teachers' Union is a trade union of teachers in Tanzania mainland. The union was formed in 1993 for the purpose of advocating for and promoting the rights of teachers in Tanzania. It is a voice of teachers in Tanzania where it seeks, not only to inform teachers on their rights, but to also convey messages to policy and decision makers, planners and the entire population on the need for environmental and institutional change towards teachers and inform on the necessity for mainstreaming the constituency's plight in the national agenda.

TTU is composed of teachers teaching in primary and secondary schools, tutors of teachers' colleges, folk development colleges and education officers working in education institutions which are under the Ministry of Education Science and Technology.

The union works in collaboration with national and international stakeholders, especially those who deal with education and labour issues. TTU is affiliated to both national and international organisations such as the Trade Union Congress of Tanzania (TUCTA), Education International (EI), Federation of East African Teachers' Unions (FEATU) and the Southern African Teachers' Organisation (SATO).

EDUCATION INTERNATIONAL (EI)

Education International represents organizations of teachers and other education employees across the globe.

It is the world's largest federation of 396 associations and unions in 171 countries and territories, it represents 32.5 million educators and support professional in education institutions from early childhood to university. International unites all teachers and education employees.

Education international has four regional offices: Africa office in Accra, Ghana; Asia-Pacific office in Kuala Lumpur, Malaysia; Latin America office in San Jose, Costa Rica, European office in Brussels, Belgium and 1 sub-regional office – the Arab countries in Beirut, Lebanon.

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INTRODUCTION

Tanzania Teachers' Union in partnership with Education International and in collaboration with the Ministries of Education and Local and Regional Governments of Tanzania launched the 'Developing educators, improving early learning in rural Tanzania' project at the kick off meeting, which took place from 6 to 7 February 2017 at Regency Park Hotel in Dar Es Salaam.

The workshop kick-started a four year initiative aimed at improving the professional knowledge, skills and competences of early childhood teachers. It is funded by Comic Relief.

The project activities outlined include development of consensus-based and government endorsed competence profile for early childhood teachers, training of ECE teachers through a competence based approach and engaging in advocacy with the government to implement the ECE policy and to integrate the lessons learnt from the project into the education system.

This project is a similar project that Education International has been implementing in Mali and Uganda for the last 8 years known as "Quality Educators for All". In 2014, it was awarded the UNESCO-Hamdan Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers.

AIM OF KICK OFF MEETING

The aim of the kick off meeting and Inception workshop:

1. To introduce the project to key stakeholders
2. Create a common understanding of the project's concept, aims, objectives, activities and outcomes to be achieved
3. To discuss the roles of each stakeholder in the project
4. To establish a review of action plan, activities, timing and outcome for the first project year
5. To reach a common understanding of the roles and responsibilities of each partner and project staff
6. To train the project team on the funding agency's specific requirements including regulations, procedure, reporting guidelines and financial management

PARTICIPANTS

Participants arrived at Regency Park Hotel between 8:30-09:00. The kick off meeting was attended by forty two participants¹ including representatives from the Ministry of Education, Science and Technology, the Regional Administration and Local Governments from Chemba and Mpwapwa districts, Tanzania Education Network (TEN/MET), Tanzania Institute of Education (TIE), TTU officials, regional and district education officers and chairpersons, directors of Teacher Training Colleges and international experts from Denmark, Ghana and Uganda Education International and media outlets.

¹ See Annex 1

OPENING SESSION

The inception workshop began with opening remarks, an introduction of the project and presentation on the current state of early childhood education in Tanzania. The workshop dedicated three working sessions to separate issues: a) a situation analysis concerning the ECE situation in Chemba and Mpwapwa districts; b) discussion on the monitoring, evaluation and learning strategy and c) discussion on advocacy strategy development where Juliet Wajega from Uganda National Teachers Union (UNATU) presented the advocacy strategies her union developed for a similar project in Uganda.

The meeting was opened by TTU President Mr. Gratian Mukoba at 09:15 at Regency Park Hotel in Dar es Salaam. In his opening speech, Mr. Muboka stressed the importance and contribution of this project to the development of quality early childhood education in Tanzania. He thanked Comic Relief, the funding agency and Education International for being ready to assist in improving the professional skills and experience of early childhood teachers in Tanzania through this project.



Figure 1: Dennis Sinyolo during the opening session of the kick-off meeting in Regency Park Hotel in Dar Es Salaam, 6/02/2017

His speech² was preceded by the opening remarks from EI representative Dr. Dennis Sinyolo who shared successful stories of similar projects which are being implemented in Mali and Uganda for the last eight years known as Quality Educators for All project. He also explained that the project would contribute to the achievement of the 2015 EI Congress Resolution on Early Childhood Education and Sustainable Development Goal 4.2 which states that by 2030, governments will “ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”.

Session I: Presentations and discussions

The opening session was followed by a presentation given by Mr Ezekiah Oluoch, Deputy General Secretary, TTU about the current state of early childhood education in Tanzania, specifically in the Mpwapwa and Chemba districts and about the conceptual framework and expectations of the project. In his presentation,

² See Annex 2

he pointed out that despite the government efforts in developing ECE by including it in the formal education system and directing each public primary school to have two classes of pre-primary education, still effective implementation of ECE particularly in rural areas is lacking and facing a lot of challenges. The challenges include: unqualified teachers, high teacher-pupil ratios, overcrowded classrooms and infrastructure that didn't meet the minimum norms and standards, and the absence of school feeding programs.



Figure 2: Mr Ezekiah Oluoch during his presentation

Mr. Moshi, a representative from the Ministry of Education Science and Technology explained about the role of the Ministry in education development in the country and what the Ministry of Education has been doing so far regarding the development of Early Childhood Education in the country, including the development of the ECE curriculum and training of ECE teachers.

Session II and III: Situation analysis of ECE in Tanzania

The Education and Training Policy of 1995 formalised and integrated ECE in the formal education system. The policy directs each primary school to have two classes of ECE per school. In the 2014 Education and Training policy, the governments reaffirms its commitment to early childhood education and to develop an ECE curriculum and syllabus. In 2016, the ECE Curriculum was developed by the Tanzania Institute of Education.

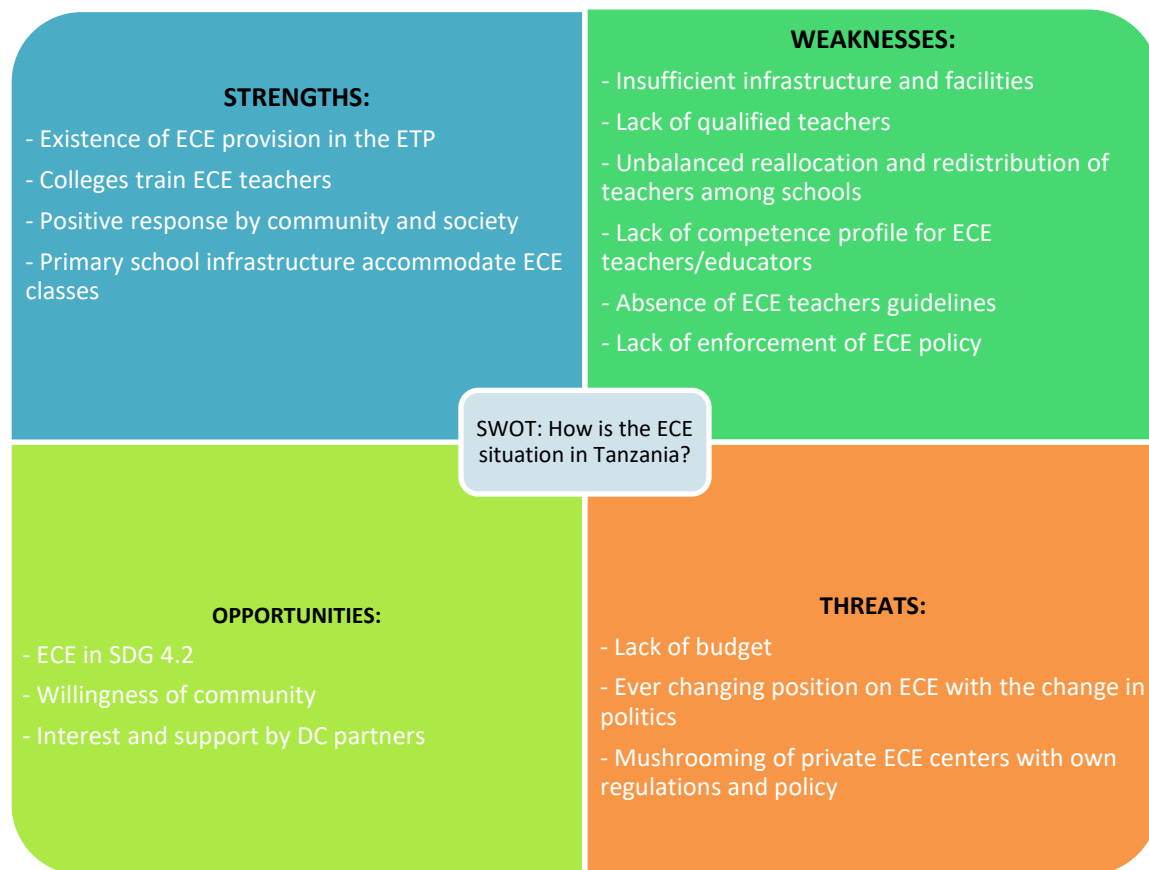
The teachers who teach ECE classes are appointed by the head teachers among primary school teachers. Often times, these teachers are either nearing their retirement age or elderly women teachers. The average teacher pupil ratio as indicated in the Education and Training Policy should be 1:25 , however, this is far from the reality of an actual rate in an actual class which is often three or four times more than the official rate.

Both Chemba and Mpwapwa have a total of 221 public primary schools and each one has two classes of ECE. In Mpwapwa , there are 9,260 ECE pupils and 118 ECE teachers. While in Chemba, there are 11,939 ECE pupils and 103 ECE teachers.

The participants were then divided into three groups for an in-depth analysis of the ECE situation in Tanzania and in two project districts. The groups were: Group 1: Tanzania; Group 2: Mpwapwa district and Group 3: Chemba district.

Group 1: Tanzania

The national group found that at the national level the Education Act of 1995 recognises that education is a fundamental human right and the Education and Training Policy of 2014 puts emphasis on children between the ages of 3 and 5 who should be enrolled in ECE classes not less than a year before they are admitted into the primary school.



Group 2: Chemba district

The Chemba district group composed of representatives from Chemba noted that it is a rather new district in comparison to Mpwapwa and its population includes a significant number of pastoralists.

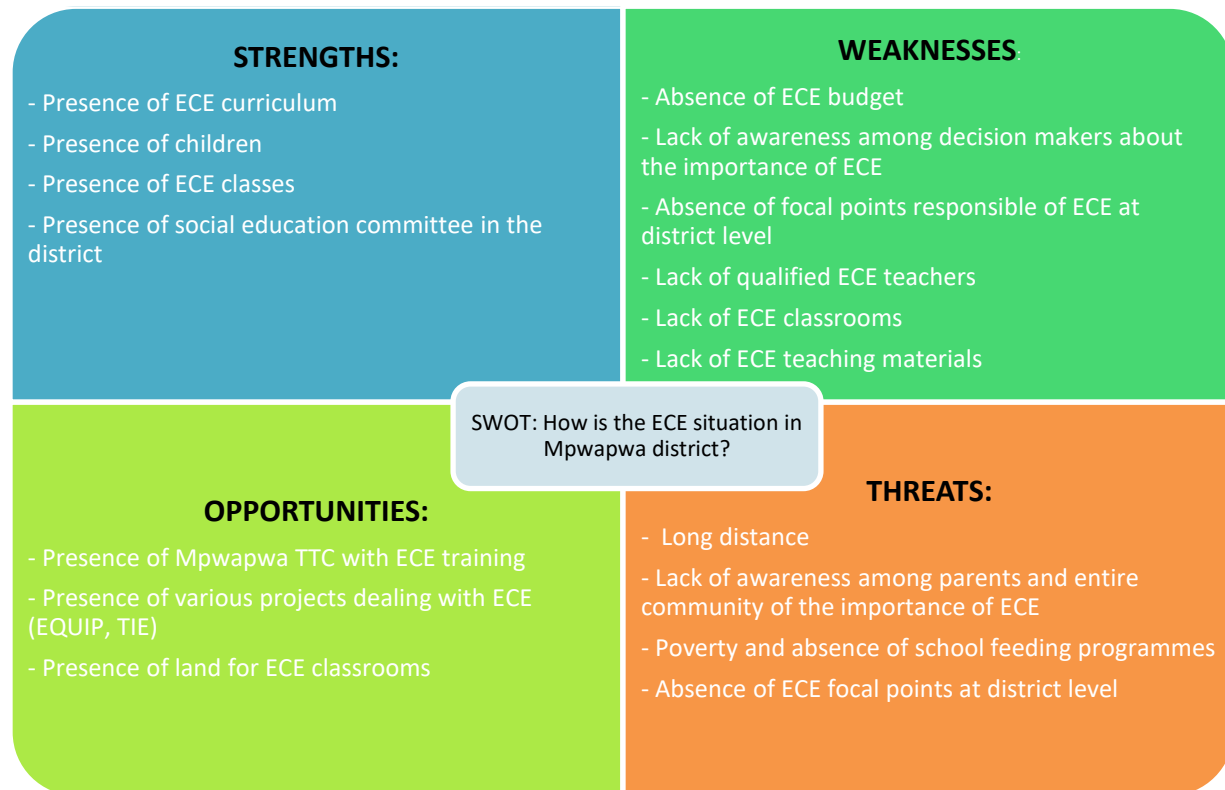


The Chemba district also proposed some valuable strategies to deal with the threats, which include to:

- Fully involve religious leaders, politicians and pastoralists from the beginning in the project;
- Raise awareness and sensitisation of and among the wider community;
- Build ECE classes in close distance to parents;
- Make a budget provision for ECE;
- Establish strong follow up mechanisms;
- Reinforce the implementation of existing laws and regulations;
- Train and empower ECE teachers;

Group 3: Mpwapwa district

The Mpwapwa district group composed of representatives from Mpwapwa noted in comparison to Chembwa district, Mpwapwa district has a teacher training college and has necessary infrastructure in place.



The Mpwapwa district group also proposed some invaluable strategies, which include to:

- Make a budget provision for ECE;
- Raise awareness and sensitisation of and among the wider community;
- Train and empower ECE teachers;
- Mobilise parents and stakeholders to provide ECE pupils meals;

Despite the above challenges, there are important opportunities present to develop ECE in the country such as the development of an ECE curriculum and syllabus in 2016 and the willingness and commitment of the Teachers Training Colleges and of both local and international partners to contribute to the development of ECE in Tanzania.

Session IV: Discussion on Monitoring and Evaluation and Learning strategy

A presentation on Monitoring, Evaluation and Learning was made by Dennis Sinyolo. Dr Sinyolo presented the specific outcomes that the project aims to achieve and the need to have a good MEL strategy to monitor the project.

He went to stress the need to document the whole project implementation processes, and the ways in which this project is bringing change in the professional competences of teachers, teaching and learning and in the lives of many children and teachers in achieving quality ECE. He also stressed the need for project partners to reflect on and share lessons learnt from the project on a continuous basis. At least one event to share lessons learnt will be organised per year, separately or in conjunction with other events.

The participants went through the expected outcomes one by one and made suggested changes to the outcome targets and suggested specific data collection methods, where necessary and feasible.

Outcome 1: A consensus -based government endorsed competence profile for ECD educators is used to improve teaching and learning

Recommendations:

- 1a – add [meeting reports of the consultation process]
- 1b – increase the target to [2]
- 1b – add [training modules, head teachers]
- 1d – add [video recording]

Outcome 2: Relevant competences are acquired and suitable teaching methodologies used by early childhood educators in Chemba and Mpwapwa districts

Recommendations:

- 2a – use [ECE]
- 2a – add [video recordings, interviews]
- 2b – rephrase the indicator description [% of ECE teachers who feel...]
- 2b – add [survey]
- 2d – use [ECE]
- 2d – add [teaching and learning aids]

Outcome 3: Outcome statement: Evidence-based advocacy materials are used as a respected source of information and advocacy points are responded to in Government documentation and processes.

Recommendation:

3a – increase the target to [50]

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

Recommendations:

4e – use [ECE]

4e – add [statistics collected]

The changes have been further reflected in the Start Up Document which will be updated following consultations with Comic Relief.

Session VI: Advocacy strategy development

Ms Juliet Wajega from UNATU/Uganda and Mr Pedi Anawi from EI Africa Regional Office jointly presented various advocacy strategies that have been used in advocating for ECE in Africa. Mr Anawi looked at broader issues that we need to focus including the training requirements, employment conditions, financing, access and equality.

Ms Wajega shared the advocacy strategy that UNATU has utilized and still employs in implementing the project in Uganda. UNATU has been implementing the Quality Educators Project in 4 districts in Northern Uganda for the last 8 years. She shared the practical strategies UNATU used in making the competence profile for primary school teachers a national official government document, among other achievements.

She also pointed out eight main take aways:

1. Identify the issues
2. Gather facts and data
3. Identify target audience
4. Select channels
5. Identify key stakeholders
6. Establish clear roles and responsibilities and timelines of each action and partners
7. Develop publicity materials and establish a thorough process
8. Establish a timeline of events and actions to guide the process

Session VII: Ways forward/next steps

At the end of the workshop, participants agreed on timelines for delivering on the various project activities. Furthermore, took individual as well as collective commitments to support and disseminate information about the project at national and district levels, as well as institutional levels.

TTU leadership committed to ensure successful coordination and implementation of the project. District Education Officers and Council Chairpersons from Chemba and Mpwapa Districts committed to support the project and to inform their colleagues about it.

Mr Moshi, a representative of the Ministry of Education informed the meeting that the Teacher Training Colleges of Mpwapa and Bustani will cooperate in training teachers and will be used as the training centres. He went on to assure the coordinating team that the ministry will cooperate fully in the project.

There were also some concerns raised about the project in terms of the timeline, chain of communication from national to district levels, issues of awareness and attitudes towards ECE and education in general among communities.

It was decided that TTU will be convening meetings with key stakeholders and establishing the Project Management Committee, which will be the coordinating team and the Project Steering Committee which will be composed of broader stakeholders in in close collaboration with EI.



The inception workshop was successful. Each participant knew what the project was about and the roles each participant has to play for the successful implementation of the project.

ANNEX 1: LIST OF PARTICIPANTS

NO	FULL NAME	OFFICE/ORGANISATION
1	Gratian Mukoba	TTU President
2	Yahya Msulwa	TTU General Secretary
3	Ezekiah Oluoch	Deputy General Secretary
4	Prosper Lubuva	Head of Education and Training Department
5	Michael Nyerere	principal Mpwapwa Teachers College
6	Bahati Shauri	education officer of in Mpwapwa district
7	Yohana L. Myovella	Mpwapwa District Executive Director
8	Daniel T. Tito who	TTU Chairperson Mpwapwa district
9	Asha R. Nchira	TTU Chairperson Chemba district
10	John M. Nyangusi	Chairperson of the committee of Education, Water and Health of Chemba District Council
11	Jacob D. Kateri	TERDO Tanzania
12	Losaru Loitare	TASAF
13	Ben Mwanantala	Star TV
14	Winfried Ndunguru	Star TV
15	Nathanael A. Hunju	Bustani Teachers' College
16	Barajid Z. Naal	TTU District Secretary, Chemba
17	Dafroza L. Ndalichako	District Education Officer, Chemba
18	Mweshimwa Rajabu	Chairperson of Chemba District Council
19	Donati S. Nghwenzi	Chairperson of Mpwapwa District Council
20	Pangras A. Ngamesha	TTU District Secretary, Mpwapwa
21	Tanu A. Mkanyalo	Chairperson of Education, Health and Water of Mpwapwa District Council
22	Idrisa Naumanga	Human Resource Officer, Mpwapwa District
23	Mahija Waziri	National Committee of Technical Education (Head office)
24	Faraja Makafu	National Committee of Technical Education (Head office)
25	George Parapara	TTU Regional Secretary, Dodoma
26	Augustine R. Njamasi	TTU Chairperson Dodoma region
27	Peter Mlimahadala	Head of Department of Teachers' with Disabilities, TTU Head office
28	Mwandile Kiguhe	Head of Department of Gender, TTU
29	Moses Mnyazi	Accountant TTU
30	Cathleen Sekwao	Tanzania Education Network

31	Richard Temu	Twaweza
32	Vida A. Ngowi	Tanzania Institute of Education
33	Salumu Abdala	Action Aid
34	Severin Malewa	TGOS
35	Nicolas Moshi	Ministry of Education Science and Technology
36	Ibrahimu Mngodo	TTU Headoffice Supporting Staff
37	Shaba	TTU Headoffice
38	Dennis Sinyolo	Education International
39	Undarmaa Batsukh	Education International
40	Juliet Wajega	Uganda National Union of Teachers (UNATU)
41	Marcus Balslev	BUPL/ Denmark
42	Pedi Anawi	EI RAF

Media coverage:

Media companies that covered the event include:

- ITV
- STAR TV
- TBC
- TBC1
- TV 1
- Mwanainchi news paper

ANNEX 2: SPEECH OF DENNIS SINYOLO

"Developing Educators, improving early learning in Tanzania"

*Remarks by Dr. Dennis Sinyolo, Senior Coordinator, Education and Employment, Education International
During the Official launch of the project
In Dar Es Salaam, Tanzania, on 6 February 2017*

TTU National Chairperson,
Senior Government Officials,
Colleagues, ladies and gentlemen,

We bring you fraternal greetings from the President and General Secretary of Education International. Ms Susan Hopgood and Mr Fred van Leeuwen send you their best regards on behalf of the over 32.5 million members of Education International. Tanzania Teachers Union (TTU) is one of the 400 teacher unions and professional associations from over 170 countries affiliated to Education International.

TTU has been at the forefront of championing the cause of teachers and education, not only in Tanzania, but also in East and Southern Africa. I remember working with Mama Sita, Mr Mukoba and other TTU leaders in the 1990s and early 2000 to unite teachers within the Southern Africa Teachers Organisation (SATO).

EI has been working closely with TTU to deliver successful initiatives for teachers and students. These include the HIV & AIDS programme and the literacy and book writing projects.

Education International believes that education, including early childhood education, is a public good and a basic human right. This fundamental right should be available to all girls and boys, including children in rural and other disadvantaged parts of the country and those with disabilities.

In September 2015, the United Nations (UN) adopted new sustainable development goals (SDGs), committing to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". SDG 4.2 states that, by 2030, governments will "ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education". This commitment includes the provision of at least one year of free and compulsory pre-primary education.

The 2016 Global Education Monitoring Report, published by UNESCO, shows that only 44% of the children globally were enrolled in preprimary education in 2014, with Sub-Saharan Africa registering the second lowest rate of 21.5%. The GEM Report puts Tanzania's 2014 Gross Enrolment Ratio in preprimary education at 11%, thus showing that access still remains one of the biggest challenges.

Access is not the only challenge facing African and other countries today. Improving the quality of education remains one of the greatest challenges of our time. The GEM Report estimates that at least 250 million children are not learning the basics globally.

We can reverse this negative trend by investing in teachers. Quality education depends on quality teaching, delivered by qualified, highly-trained, motivated and supported teachers. It also depends on quality tools, including information and communication technologies; and quality, safe and healthy environments. While tools and environments are obviously important, research evidence shows that teachers are by far the most important determinant of educational quality. Therefore, investing in teachers, their training, professional development, salaries, working conditions and support can deliver quick wins and tangible results.

That is why today, Education International, in partnership with Tanzania Teachers Union, with the financial support of Comic Relief, and in close collaboration with the Ministries of Education and Local and Regional Governments, is launching a project to improve the professional knowledge, skills and competences of early childhood teachers. We believe that the project, "Developing Educators, improving early learning in Tanzania", will raise teaching and learning standards in early childhood education, and contribute to better learning outcomes in primary and other levels of education. We would like to thank Comic Relief, a UK-based charity, for sponsoring this project.

We have been collaborating with partners in a similar project in Mali and Uganda for the last 8 years. The project, known as Quality Educators for All, won the UNESCO-Hamdan Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers in 2014.

Education International is excited to partner with TTU, Comic Relief, the Government and all the other stakeholders in this new project. We are hopeful that this project will contribute to the improvement of teaching and quality early childhood education in Tanzania, and look forward to working with you all.

I thank you.