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

A validation meeting report

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). Tanzania Teachers' Union is also a member of Tanzania Education Network - the network that advocates for quality education for all in Tanzania.

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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OBJECTIVES:

The objectives of the validation meeting are:

- Receive the results of the research study and inform the further planning of the project;
- Discuss and develop a competence profile framework and the potential training modules;
- Discuss and adopt the advocacy strategy
- Discuss and review the MEL strategy
- Discuss and assess the risks associated with this project - how to mitigate and address the risks and sustainability of this project;

PARTICIPANTS:

Participants arrived at Regency Park Hotel between 8:30-09:00. The validation meeting was attended by representatives from Tanzania Teachers' Union, Education International, Ministry of Education Science and Technology, Dar es salaam University College of Education, the Open University of Tanzania, Tanzania Education Network, Action Aid Tanzania, Children in Crossfire, National Council for Technical Education, Bustani Teachers' College, Mpwapwa Teachers' College, Mpwapwa district council, Chemba district council, Twaweza and TERDO.

OPENING SESSION

The validation workshop began with opening remarks, an introduction of the meeting objectives and report on the current state of early childhood education in two project districts of Chemba and Mpwapwa. The workshop dedicated four working sessions to separate issues: a) presentation and validation of the baseline study; b) discussion and validation of the advocacy strategy; c) discussion and working group sessions on the development of competence profile and training modules and d) refinement of the monitoring, evaluation and learning strategy of the project.

The meeting was opened by TTU General Secretary Mr. Yahya Msulwa. In his opening speech, Mr. Msulwa welcomed the participants and stressed the importance of participating actively in the workshop. Mr Dennis Sinyolo proceeded to introduce the objectives of the meeting which were to:

- Receive the results of the research study and inform the further planning of the project;
- Discuss and develop a competence profile framework and the potential training modules;
- Discuss and adopt the advocacy strategy;
- Discuss and review the MEL strategy;
- Discuss and assess the risks associated with this project - how to mitigate and address the risks and sustainability of this project;

The workshop was participatory in nature.

Session I: Current ECE developments in Tanzania and project districts

The opening session was followed by a presentation on the state of early childhood education in Tanzania and in two project districts. Mr Lubuva, the project coordinator in Tanzania, updated the group on the project developments since the inception workshop in February. He pointed out that ECE is predominantly private and was common in urban areas, included in the Education and Training Policy of 1995 and reaffirmed the commitment to ECE in the Education and Training Policy of 2014 where children between

the ages of 4 to 5 are could attend ECE classes, whereas before it was only as of age 5. The challenges facing the ECE sector in Tanzania include inadequate provision of ECE specialised teachers, as most teachers in the ECE classes are primary school teachers, lack of adequate infrastructure, teaching and learning materials and differences in cultural and traditional practices among different communities.

The population in Dodoma Region has increased from 23.1% from 2002 (1,692,025) to 2012 (2,083,588) Census[1]. Mpwapwa and Chemba districts are two of seven districts of the Dodoma region. According to the 2012[2] Population and Housing Census, Mpwapwa has a population of 305,056 out of which 278,455 live in the rural area and 26,601 live in urban settings.

Chemba has population of 235,711 out of which 231,172 live in the rural areas and remaining 4,539 in the urban settings. These statistics show that both Mpwapwa and Chemba are very much pastoral districts and depend heavily on agriculture as means of income for most households.

The main challenges that both Mpwapwa and Chemba face are lack of teaching and learning materials, lack of proper teaching and learning equipment, shortage of ECE specialised teachers, long distance to and from schools, absence of school feeding programs, inadequate provision of professional development opportunities for existing and new teachers, and insufficient government funding.

Furthermore, in both districts, there exist a number of learning centers that are set up by the Equip Tanzania project, where volunteers are trained in teaching ECE classes for two weeks, especially in 3Rs and then sent to these centers to teach to ready children for P1. The volunteer teachers are called "para professionals" and unrecognized by the system as qualified teachers.

Numbers	Mpwapwa District		Chemba District	
Wards	30		26	
Primary Schools	117		103	
Primary School Teachers	542 (M)	584 (F)	-	-
ECE Teachers	37 (M)	85 (F)	58 (M)	45 (F)
ECE pupils	4,578 (M)	4,682 (F)	4068 (M)	4089 (F)

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[1] Dodoma Region, Basic Demographic and Socio-Economic Profile, 2012 Population and Housing Census, 01. Dodoma Region, available at http://www.nbs.go.tz/, p.15, table: 2.4

[2] Dodoma Region, Basic Demographic and Socio-Economic Profile, 2012 Population and Housing Census, 01. Dodoma Region, available at http://www.nbs.go.tz/, p.15-16, table 2.4 and 2.5

Session II: Presentation[3] of the Baseline study findings

Dr Katherine Fulgence from Dar Es Salaam University has presented the findings from the baseline study conducted in Mpwapwa and Chemba districts. She found that:

At the national level and in recognition of the Sustainable Development Goal (SDG) 4.2 indicator 10 "Proportion of children enrolled in Standard I with at least one year of pre-primary education" the government of Tanzania has continued to design and implement a number of supportive policies, strategies and programmes to realize this. The Education and Training Policy (ETP) 2014 stipulated for a one compulsory year for PPE prior to joining standard I and this has been implemented since 2016 with introduction of Fee Free Basic Education (FFBE) from PPE to lower secondary level. As an outcome, the national PPE enrolment in 2016 almost doubled with 46.1 percentage increase from 2015 (BEST, 2016).

Other government measures include the Education Sector Development Plan (ESDP) (2016/17 - 2020/21) which strategically position the education sector to address contemporary and future needs including the implementation of the ETP (2014). In line with the compulsory fee free ECE/pre-primary education, the ESDP has an indicator of increasing the proportion of children enrolled in Standard I with at least one year of pre-primary education to 87.5 % in 2020.

The government also reviewed the ECE curriculum and trained teachers to meet the new curriculum demands. While the minimum qualification for an ECE teachers in Tanzania is Form IV having attended a one or two years teacher certificate course, in developed countries such as UK and Norway, the minimum qualification of an ECE teacher is a bachelor degree and must be trained as an early years' teacher.

There also exist different programmes targeting early education for children and in particular Education Quality Improvement Programme Tanzania (EQUIP - T) with the School Readiness (SRP) Programme, The Aghakan foundation with the Madrasa SRP and Strengthening Education Systems in East Africa (SESEA) programme aimed at enhancing and sustaining the learning outcomes of pre-primary and primary girls and boys in marginalized communities. Other NGOs such as Children in Crossfire (CiC) and Building Resources Across Communities (BRAC) also offer some form of SRP for children.

At the national level, there has also been the Literacy and Numeracy Education Support (LANES) programme implemented by Global Education partners funded by the Department for International Development (DFID). Other major donors in ECE programmes include UNICEF, UNESCO, USAID, SIDA and

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[3] See Annex

SIDA. There also exist a Tanzania Early Childhood Development (ECD) network advocating for ECD aspects including ECE.

In the respective districts in line with the implementation of the FFBE and the ETP 2014, the PPE enrolment in Mpwapwa in 2016 was 34% below the national average of 46.1% as earlier reflected. This was a 4 percentage increase from the 2015 enrolment. The PPE enrolment in Chemba in 2016 was slightly higher with almost 49% of school aged children being enrolled, an increase of 10% from 2015. The enrolment in PPE slightly increased by 1% in Mpwapwa and dropped by 4% in Chemba in 2017.

Regarding the profile of ECE teachers, 36% are aged 46-55 years, almost 60% studied the normal teacher education curriculum at the certificate level as per the national curriculum and are thus qualified teachers as per the national qualifications. Although most of the ECE teachers had an experience of above 3 years in teaching other classes, 80% had an experience of less than 3 years in handling ECE classes with most of them starting teaching ECE in January, 2016.

Regarding the infrastructure, 75% of the surveyed primary schools do not have ECE classrooms, even the existing ones are not specialized for ECE children.

The average Pupil Teacher Ratio (PTR) in the two districts is 1:78 and in the schools surveyed 1:86 with most these teachers not specialized in handling ECE classes. The existing ECE teachers are the normal primary school teachers having attended an 8-day course on ECE methodology to enable them implement the reviewed ECE curriculum in line with the policy requirements. 83% of them besides teaching ECE classes, also teach other upper level classes.

The study also identified competence profile for ECE teachers in Chemba and Mpwapwa which include practical competence, discipline competence, Pedagogical competence, Skills of various kinds, Integrated Early Childhood Development aspects, Professional competence, Emotional competence, Cultural competence and interpersonal competence.

The study offers recommendations aimed at improving the provision of ECE in the respective districts.

- There is a need to recruit and train ECE teachers;

- Provision of adequate funds for ECE should be given priority by different actors (government and donor agencies) to facilitate the sufficient supply of teaching and learning materials, infrastructure
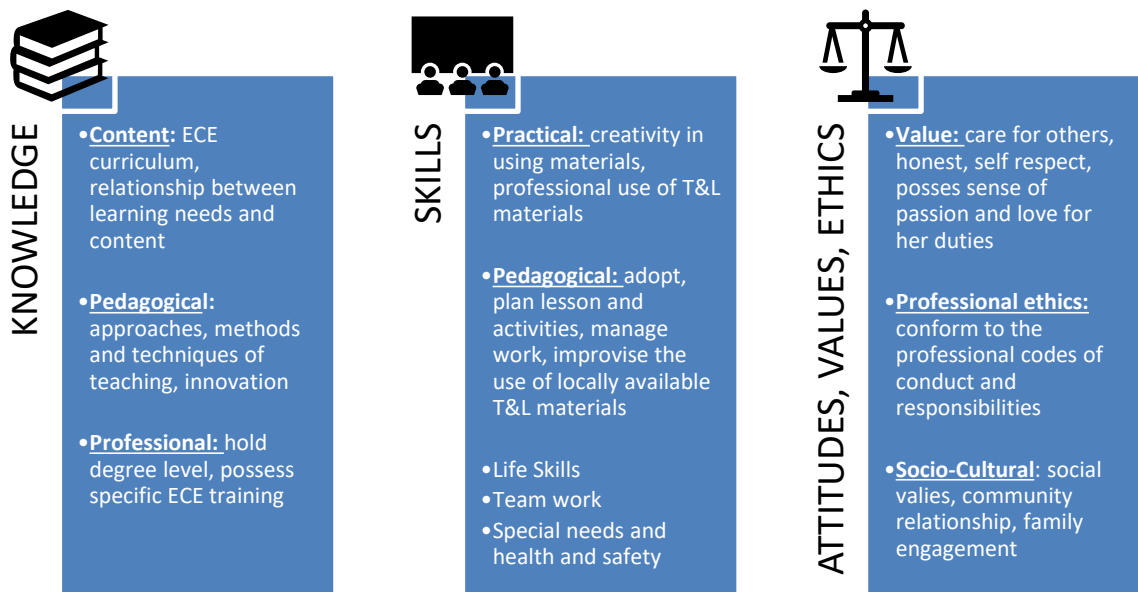
and other learning facilities. Most of the existing ECE facilities including the environment is not conducive and /or specialized for ECE children.

- Involvement of different stakeholders in the development of competence profile at all levels and a need of setting up an ECE coordinating unit as it exists for primary and secondary schools. It will also be important to categorize the age of ECE children given its broad range from 3 – 5 years now that the curriculum is geared towards children of 5 years.

- There is a need for more community awareness and sensitization regarding their role and importance of ECE as well as the provision of food and the construction or renovation of the existing education facilities as per the government regulations and formalities.

Session III: Development of Competence Profile and identification of potential training modules

Dennis Sinyolo introduced the session on competence profile and presented the objectives and aims of developing a competence profile for ECE educators in Tanzania. A teacher competence profile is a framework consisting of a set of minimum professional teaching standards, a complex combination of integrated sills, knowledge, attitudes and values. He went on to present the principles for developing a good CP which constitutes of preparation, development, implementation and evaluation and follow up. The participants identified qualities that a "Good Teacher" should possess including:

KNOWLEDGE

- **Content:** ECE curriculum, relationship between learning needs and content
- **Pedagogical:** approaches, methods and techniques of teaching, innovation
- **Professional:** hold degree level, possess specific ECE training

SKILLS

- **Practical:** creativity in using materials, professional use of T&L materials
- **Pedagogical:** adopt, plan lesson and activities, manage work, improvise the use of locally available T&L materials
- Life Skills
- Team work
- Special needs and health and safety

ATTITUDES, VALUES, ETHICS

- **Value:** care for others, honest, self respect, posses sense of passion and love for her duties
- **Professional ethics:** conform to the professional codes of conduct and responsibilities
- **Socio-Cultural**: social valies, community relationship, family engagement

The participants then went on to identify and suggest potential training modules for ECE teachers that are driven from the baseline study findings and based on the current need. There were a number of cross cutting issues that are also important to mainstream when developing and implementing the CP and the training modules including gender, inclusion, child protection/right, ICT and element of entrepreneurship for teachers.
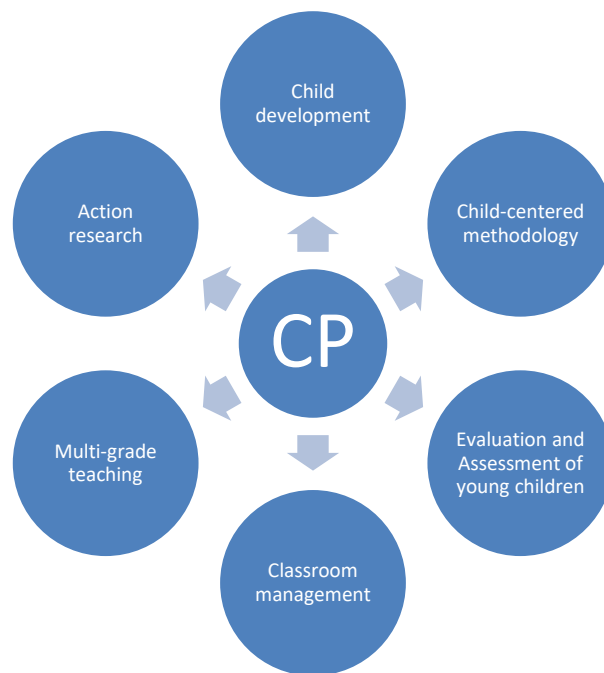
The participants have underlined the importance of developing and training modules in Swahili since ECE classes are taught in Swahili and that it is important to build valuable skills that are required in the 21st century teaching.

Session IV: Validation of Advocacy Strategy

Prosper Lubuva presented the draft advocacy strategy which was developed during partners meeting in June in Dar Es Salaam. The strategy was based on three main outcomes of the project. During the workshop, Prosper gave thorough explanation about each activity and the rationale behind. The feedback received from the participants included risks and suggestions ranging from political risks of repeated change in government and personnel, bureaucracy to socio-cultural risk of tradition and culture; economic risk of poverty and pastoral way of living; and suggesting an adequate provision of ECE specialised courses/classes, teacher in-service training, raising awareness of importance of ECE education in the community and among parents. The advocacy strategy around the endorsement and adoption of the competence profile by the government might take longer than expected and urged the partners at local, district, regional and national levels to support the work through available channels and advocate for endorsement and swift integration in the teacher preparation curriculum. The advocacy strategy was adopted by the stakeholders and everyone committing to do the needful within their capacity.

Session IV: Refinement of MEL Strategy

An initial presentation about the importance and need of having a sound and clear Monitoring, Evaluation and Learning strategy was made during the inception workshop in February 2017 by Dennis Sinyolo. At the meeting, Dr Sinyolo presented the specific outcomes that the project aims and shared the indicators and possible data collection methods.

Since then, we received a thorough feedback from the MEL expert in Comic Relief on the SUF and how further it could be strengthened. One of the main recommendations were to remove "Outcome 4" which focused on advocacy efforts for inclusion and provision of feeding programmes in schools by the government. The project group decided after much deliberation to follow up the recommendations made by the CR expert and keep the project outcomes to 3 which include:

Outcome 1:

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

Outcome 2:

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

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

During the validation workshop, a more comprehensive MEL strategy was presented to the partners. Over the past few months, the project group has worked on a lograme based on the SUF and the feedback by the MEL expert. The participants which included teacher training colleges representatives of Mpwapwa, district education officers from Mpwapwa and Chemba, quality assurance inspectors, a representative from MoE and Tanzania Institute of Education, the researcher, civil society organisations representatives, the TTU district secretaries and ECE lecturers from Open University of Tanzania (OUT) were consulted on the draft lograme. The feedback received and collected from the session is currently in the works to be included in the MEL logframe.

Session V: Development of Risk Strategy

Following the MEL session, a risk strategy and sustainability session took place where the participants were tasked to identify possible and plausible risks that could occur and influence the project implementation

process. As the project is implemented in a very decentralised country, the identification of potential risks and mitigation mechanisms at all levels were of importance.

	Risks	Mitigation
Political/Structural	1. Bureaucracy	Have a focal point in government institution(s)
	2. Unhealthy political competition under multiparty system	Sensitization through training of councillors (other stakeholders)
	3. Restructuring of the government institution(s) on regular basis	Frequent follow up
	4. Change in government regime through general elections	Deploying various advocacy strategies
	5. Political willingness	Involve politicians in the project from start to end
Economical	1. Limited funding for project activities	Government at Central, Local, Community, Other Stakeholders to make provisions
	2. Sustainability of manpower	Government to provide CPD Integrate CP in teacher pedagogy
	3. Training materials (books)	Government through TIE to provide
Social	1. Attitude and mindset of people	Sensitization events
	2. Way of living (i.e. pastoral)	Sensitization events
	3. Use of different language/tones in the regions	Make Kiswahili as the formal language
	4. Religion	
Environmental	1. Wide catchment area resulting in long distance mobility among children	Establish a satellite schools
	2. Unpredictable weather	Assistance by adults to/from schools
	3. Nomadic and pastoralists lifestyle of parents	Establish a satellite or boarding schools
	4. Confrontation with wild animals	Adult care
	5. Hard to reach areas for MEL	Provide liable transportation

Session VI: Ways forward/next steps

The validation workshop concluded with remarks from Dennis Sinyolo who summarised the next steps for the project implementation process including setting up a working group to develop CP with a support of an expert and lead consultation process with direct involvement of classroom practitioners, validate the draft competence profile by end of November, report back to their own institutions and colleagues about the project and its update and engage in the advocacy strategy implementation.

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

The representative from Tanzania Institute of Education, committed to engage in the development of CP and training modules and facilitate the endorsement of competence profile by the government by providing technical and expert guidance.

The participants voiced their commitment and engagement in the project implementation process and ensured that they will provide feedback to their institutions to further and facilitate the implementation process.

There were also some concerns raised about the project in terms of the competence profile endorsement timeline, the bureaucracy of government process, 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 including PMO-RALG, TTU district officials, set up the working group on development of CP lead by an expert, continue the consultation with the identified teacher training institution and start implementing the advocacy strategy.

ANNEX 1: LIST OF PARTICIPANTS

NO	Name	Organisation	Position
1	Yahya B.K Msulwa	TTU	General Secretary
2	Prosper Lubuva	TTU	Head of Department of Education and Training
3	Peter Mlimahadala	TTU	Head of department of teachers with disabilities
4	Mwandile Kiguhe	TTU	Head of department of gender and women teachers
5	Dennis Sinyolo	EI	Senior coordinator Education and Employment
6	Undarmaa Batsukh	EI	Coordinator Education and Employment
7	Katherine Fulgence (Phd)	DUCE	Lecturer
8	Cosmas Mnyanyi (Phd)	OUT	Head of Department Education Physiology
9	Michael Ng'umbi (Phd)	OUT	Dean, faculty of Education
10	Moses Mnyazi	TTU	Project accountant
11	Chiku Lweno	Children crossfire	Advocacy manager
12	Jovine Nawenzake	Action Aid	Head of programme policy
13	Nicolas Moshi	Ministry of Education Science and Technology	Teacher education training officer
14	Asha Rajabu Nchira	TTU	Chairperson Chemba district
15	Mweshimiwa Rajabu	Chemba District Council	Chairperson of Chemba district council
16	John Nyangusi	Chemba District Council	Chemba district Chairperson of education services
17	Amon Lembao	Chemba District Council	Education quality assurance
18	Pasian Siay	TTU	Acting regional secretary
19	Augustine Nyamasi	TTU	Regional chairperson
20	Davis Gisuka	Children crossfire	Technical officer
21	Zacharia Barajid	TTU	District secretary Chemba
22	Moshi Abdallah	Chemba District Council	Ag. District Education officer
23	Dionista Thomas	Bustani Teachers College	Tutor
24	Mahija Waziri	NACTE	Curriculum Development coordinator
25	Faraja Makafu	NACTE	Curriculum Developer
26	Greyson Mgoi	TWAWEZA	Communication officer
27	Pancras Ngamesha	TTU	Mpwapwa district secretary

28	Jocktan Chelligah	Mpwapwa district council	Chairperson of the council
29	Lorisa Naumanga	Mpwapwa district council	Ag District Education Officer
30	Chrispine Kihombo	Mpwapwa district council	Chairperson of the district council
31	Festo Myugule	Mpwapwa district council	Chairperson social services (Education and Healthy)
32	Grace Kamonga	School quality assurance	District chief school quality assurer
33	Michael Nyerere	Mpwapwa Teachers' College	Ag. Principal
34	Cathleen Sekwao	Tanzania Education Network	Coordinator
35	Martin Chavula	TERDO	Director of finance
36	Ibrahim Mngodo	TTU	Supporting staff
37	Ramadan Ngozi	TTU	Supporting staff
38	Salumu Saidi	Chemba district Council	Driver
39	Kastro Mmary	Chemba district council	Driver
40	Mzamimu Mohamed	Mpwapwa district council	Driver
41	Kajoka Rajab	TTU head office	Driver
42	Shabaan Ramadhan	TTU head office	Driver
43	Abedi Simba	TTU head office	Pool driver