September 2017

Situation analysis and baseline study on early childhood education in Tanzania mainland

Final report

Education International (EI) and Tanzania Teachers' Union (TTU)

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Abbreviations

BEST	Basic Education Statistics in Tanzania
BRAC	Building Resources Across Communities
CBOs	Community Based Organizations
CCBRT	Comprehensive Community Based Rehabilitation in Tanzania
CDE	California Department of Education
CiC	Children in Crossfire
CIDA	Canada International Development Agency
CP	Competence Profile
CPD	Continuous Professional Development
COBET	Complementary Basic Education Program
CSOs	Civil Society Organizations
DEOs	District Education Officers
DFID	Department for International Development
ECD	Early Childhood Development
ECE	Early Childhood Education
EEC	Early Education and Care
EI/TTU	Education International/Tanzania Teachers Union
EFA	Education For All
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
EQUIP -T	Education Quality Improvement Programme for Tanzania
FGDs	Focus Group Discussions
FkW	Fursa Kwa Wote
GER	Gross Enrollment Ratio
GPE	Global Partners for Education
HHH	Head, Heart and Hands
IDELA	International Development Early Learning Assessment
INSERT	In-service Teacher Development
KKK	Kusoma, Kuandika na Kuhesabu
LANES	Literacy and Numeracy Education Support Programme
MAMACHOLASU	Materials, Manipulation, Choice, Language and Support of the Curriculum
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MELQO	Measuring Early Learning Quality Outcome
MoEST	Ministry of Education, Science and Technology
MoHCDGEC	Ministry of Health, Community Development, Gender, Elderly and Children
MoES	Ministry of Education and Sports
NACTE	National Accreditation Council for Technical Education
NER	Net Enrollment Ratio
NECTA	National Examination Council of Tanzania
NEGRA	National Early Grade Reading Assessment

NFCPD	National Framework for Continous Professional Development
NGOs	Non Governmental Organizations
PhD	Doctor of Philosophy
PGDE	Postgraduate Diploma in Education
PPE	Pre-Primary Education
PO-RALG	Presidents Office – Regional and Local Government
PQTR	Pupil Qualified Teacher Ratio
PSLE	Primary School Leaving Examination
3Rs	Reading, wRiting and aRithmetic
RTI	Research Triangle Institute
SRP	School Readness Programme
UNCRC	United Nations Convention on the rights of the Child
URT	United Republic of Tanzania
SAWA	Safina Women Group Association
SDGs	Sustainable Development Goals
SESEA	Strengthening Education Systems in East Africa
SIDA	Sweden International Development Agency
TAHEA	Tanzania Home Economics Association
TCU	Tanzania Commision for Universities
TECDEN	Tanzania Early Childhood Development Network
TIE	Tanzania Institutite of Education
TSB	Tanzania Society for the Blind
TORs	Terms of Reference
TTC	Teacher Training College
TTU	Tanzania Teachers Union
UK	United Kingdom
UNESCO	United Nation Education, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Aid
WFP	World Food Programme

Chapter 1: Introduction

1.1 Background

The early childhood period plays a critical role in a child's life, since any developmental and growth domain gaps at this time can have a lifelong impact, restricting children's ability to realise their full potential later on in their lives. Countries around the world have embedded at least one to three years of compulsory Early Childhood Education (ECE) into their basic education systems. In 2015, 160 governments around the world adopted a specific target on ECE included in the Post-2015 Sustainable Development Goals (SDG), specifically Goal 4's target 4.2 which ensures that, by 2030, "all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education"[1]. Other international agreements and conventions developed to protect and promote the rights of young children are the UN Convention on the Rights of the Child (UNCRC), the African Charter on the Rights and Welfare of the Child, the World Declaration on Education for All (EFA), the Millennium Development Goals (MDGs) 1, 2, and 4, and the SDGs, particularly Goal 4 on quality education.

Teachers with ECE qualifications who have followed and received comprehensive early childhood development (ECD) training such as stimulation, early learning and pre-primary education (PPE) are the key to improving children's outcomes and supporting the development of the ECE sector in Tanzania and thus attaining the SDG target 4.2.

It is in line with this that Education International and Tanzania Teachers' Union (EI/TTU) are implementing a four-year project called "Developing Educators, Improving Early Learning in Rural Tanzania" to address the lack of quality and competencies among ECE teachers. The project will be implemented in the Dodoma region (Chemba and Mpwapwa Districts). It aims to improve the teaching and learning process in ECE in rural Tanzania through:

- Adopting and using a consensus-based competence profile (CP) for ECE teachers
- Providing continuous professional development (CPD) and training on the CP of teachers
- Engaging in national and local advocacy with the Government of Tanzania in order to ensure implementation of the country's ECE policy and adoption and use of the CP by the Government and its institutions

[1] Global Monitoring Report, UNESCO, SDG Goal 4. Available: http://en.unesco.org/gem-report/sdg-goal-4.

To facilitate the planning and monitoring of the project outcomes, there was a need to conduct a situational analysis and baseline study of ECE in Tanzania's mainland. This was designed to provide a basis for monitoring the progress, refining the project objectives, and measuring the impact of the project outcomes. This document presents the findings of the situational analysis and baseline study.

1.2 Objectives of the Situation Analysis and the Baseline Study

The purpose of the study was to establish the state of art regarding the implementation of ECE in Tanzania.

Specifically, the study aimed to:

1. Establish the status of ECE in Tanzania and related bottlenecks and devise a more concrete way of addressing the underlying challenges in the future.
2. Devise baseline data that will form the basis for monitoring progress towards the achievement of the project's outcomes.
3. Assess the professional qualification of ECE teachers in the two districts.
4. Establish the needs of ECE teachers in terms of their professional status and provisions, working conditions and professional development opportunities.
5. Assess the access to learning for the pre-primary school-aged children (three-five years old) as well as parents' and community awareness regarding the importance of ECE.
6. Provide data to form the basis for evidence-based advocacy among education stakeholders on the need to achieve quality ECE in Tanzania.

Study findings will enable the project implementers to identify the challenges and gaps in the ECE teacher competencies, to design an advocacy and the Monitoring, Evaluation and Learning (MEL) strategies, and to develop training modules for ECE teachers based on the competence profile skills gap identified.

1.3 Methodology

1.3.1 Study Approach

The study adopted an integrative and holistic approach, including the review of government documents (policies, circulars and reports) to enable a mapping of ECE in Tanzania. Open-ended interviews were also conducted with Ministry of Education, Science and Technology (MoEST) officials, directorates and agencies handling teacher education and curriculum development agency, Tanzania Institute of Education (TIE). TTU officials as project

implementers also participated in the interviews. Focus group discussions (FGDs) were conducted with key education stakeholders (parents, ECE teachers, and community leaders including Ward Education Officers [WEOs]). To obtain the baseline data, a survey was circulated to school heads, District Education Officers (DEOs) and ECE teachers. Their involvement facilitated the identification of ECE bottlenecks and offered relevant recommendations. The challenges and related bottlenecks formed the basis for identifying CP gaps among ECE teachers in rural Tanzania, specifically in the study districts.

1.3.2 Documents Reviewed

As part of the literature review, below is a list of selected reviewed documents, to mention a few. Full details of all documents are found in the References.

1. Basic Education Statistics in Tanzania (URT) 2012-2016, National Data
2. Education and Training Policy of 2014
3. Tanzania Vision, 2020-2025
4. Draft Education Sector Development Plan 2016/17 - 2020/21
5. Pre-Primary Education Curriculum and Syllabus, Tanzania Institute of Education (TIE), 2016
6. Prime Minister's Office 2015 Regional Education Report
7. Circular No. 5 – Guidelines for the implementation of teacher training programmes
8. Circular No. 3 – Implementation of the Fee Free Basic Education (FFBE)
9. Are our children learning? The State of Education in Tanzania in 2015 and Beyond, Uwezo, 2016
10. Preschool National Data, Uwezo, 2016
11. Population and Housing Census of 2012
12. Children in Crossfire (CiC): Fursa kwa Watoto Narrative Report, 2015
13. Monitoring and Evaluation (M&E) of the Fee Free Basic Education (FFBE) report, 2017

1.3.3 Study Population and Sample

The study was conducted in Chemba and Mpwapwa districts in the Dodoma region with the data collected both at the national and district levels. The selection of the districts emanated from, among other reasons, the poor performance of the two districts in the Standard VII national examinations (Uwezo, 2015)[2]. In addition, a study by Uwezo ibid. assessed learning

[2] These poor performances were noted by the district management and based on results in the National Standard Seven Examinations in 2012, 2013 and 2014. This was partly attributed to the lack of strong foundation during the early years of education. Uwezo Tanzania Annual Learning Assessment Report 2017 "Are our children learning? page 33, figure 19, available at http://www.twaweza.org/uploads/files/Tanzania%20Report%202017%20Web%20Version.pdf. Accessed 19th July, 2017.

outcomes focusing on the test performances of children in 2011 and 2015. The study found that the average pass rate in all three tests (Kiswahili, English and Numeracy) among children aged nine-13 years in Dodoma was 33 per cent below the national average of 40 per cent. These results left the region amongst the 10 lowest-performing regions with Chemba and Mpwapwa districts the lowest. As well as these indicators, there is a lack of actual information about the situation of ECE in both districts.

1.3.4 Study Participants and Respondents

At the district level, a total of 162 (41 per cent) female ECE stakeholders participated in the study from the respective districts as summarised in Table 1.1. The list of the study respondents is attached as Annex 1 (p.92).

Table 1.1: Study Respondents in the Respective Districts

Category of the Respondent	Chemba	Mpwapwa	Total	# and % of female
District Commissioner	1		1	0 (0%)
Education Officers (DEOs)	1	1	2	2 (100%)
District Academic/Statistician	1	1	2	0 (0%)
District Quality Assurance Officers	1	1	2	0 (0%)
District Special Education Unit Officers	1	1	2	1 (50%)
TTU Leadership Officials	1	1	2	0 (0%)
School Heads	34	15	49	15 (31%)
ECE Teachers (Surveyed and FGD)	33	16	49	29 (59%)
WEOs and Councillors	9	5	14	4 (29%)
Parents and Teacher-Parent Association	15	14	29	9 (31%)
Chairs of School Committees	2	5	7	4 (57%)
Other stakeholders (Government organisations, non-government organisations (NGOs), community based organisations [CBOs], civil society organisations [CSOs]) in Dodoma	1	1	2	2 (100%)
Principal Bustani Teacher Training College	0	1	1	0 (0%)
Total	**100**	**62**	**162**	**66 (41%)**

Source: Study data

At the national level, open-ended interviews with Ministries and Development Agencies (MDAs) and non-state actors were conducted to capture their views and experiences about ECE. Table 1.2 summarises the representation of the study participants at the national level.

In terms of categorisation, the participants reflected government entities as represented by the Ministry of Education, Science and Technology (MoEST), PORALG, TIE, the National Accreditation Council for Technical Education (NACTE) and DEOs; direct ECE stakeholders comprising of Teacher Training Colleges (TTCs), TTU, ECE teachers, parents and school heads, and other actors and/or implementers of ECD initiatives, such as Building Resources Across Communities (BRAC), CiC, EQUIP-T, TECDEN, and SAWA.

Table 1.2: Study Participants

Category	Specific organisations/departments/areas	Total participants	# of Female %
MDAs	Department of Primary Education ECE desk (1), Directorate of Quality Assurance Primary (1), Directorates of Teacher Education (1) and Monitoring and Evaluation (1)	4	1 (25%)
President's Office, Regional and Local Government (PO-RALG)	Directorate of Primary Education	1	0 (0%)
TTU	Headquarters	1	0 (0%)
TIE	Curriculum Development Unit	2	1 (50%)
Other ECE stakeholders	Education Quality Improvement (EQUIP – T) (1), Safina Women's Association (SAWA), Tanzania Early Childhood Development Network (TECDEN) (1) and CiC (1)	4	1 (25%)
Total		**12**	**3 (25%)**

Source: Study data

1.3.5 Survey of Primary Schools

A semi-structured questionnaire was administered to DEOs, school heads and ECE teachers. While all the DEOs in the study districts were female, 68 per cent of the school heads were male and 75 per cent of the ECE teachers were female.

1.3.6 Focus Group Discussions

The FGDs aimed at capturing experience and views regarding ECE and its implementation at the community level from stakeholders (parents, ECE teachers, parents, parent-teacher associations (PTAs), school committees and WEOs. Seven FGDs - three from Chemba and four from Mpwapwa - for both teachers and community leaders were conducted. On average, each FGD comprised between four and 10 respondents representing different selected schools.

1.4 Data Analysis and Report Writing

The quantitative data were coded in SPSS and the qualitative data in MAXQDA (software for analysing qualitative data). The data was analysed through simple descriptive analysis tools and qualitatively as the basis for this study. The ECE challenges identified at the district level and the ones for teachers formed the basis of determining CP gaps among ECE teachers.

1.5 Research Limitation

Following the changes in the admission to teacher education institutions, previously done centrally by NACTE for Certificate and Diploma levels and by the Tanzania Commission for Universities (TCU) for the tertiary level, it was not possible to gather the statistics of enrolled ECE teachers in the respective education institutions at the given time.

1.6 Structure of the Report

After the introduction chapter, the meaning of competence and a brief overview of ECE teacher competencies at an international, regional and national perspectives will be highlighted (Chapter 2).

This will be followed by the status update on ECE in Tanzania based on the reviewed government documents (Chapter 3). The chapter will also highlight the implementation of the existing ECE policies, and the related challenges and opportunities at the national level.

Chapter 4 presents the implementation of ECE in Chemba and Mpwapwa districts and will consider the quality of teachers, status of the infrastructure, the teaching and learning environments, as well as the challenges and recommendations for improving the provision of ECE in the respective regions. The chapter also establishes the available CPD for ECE teachers and CP gaps.

Chapter 5 presents the overall study recommendations, conclusions and outlines areas demanding further research.

Chapter 2: ECE Structure and Key Competencies

2.1 Global Perspective

Internationally, ECE has been gained in importance and recognition by the state. In the UK for example, ECE is available for children aged from two to five years. All two- to four-year-old children are entitled to 15 hours a week of state-funded early education (UK Curriculum, 2017)[3]. The same scenario applies in Norway where children from two to five years of age are enrolled in kindergarten where their exposure to education is expected to commence (Taguma et al., 2013).

In countries such as the United Kingdom (UK), Norway, Sweden and the United States of America (USA), ECE is child-centred, in contrast to the traditional subject-centred and teacher-directed approaches of other countries. The key underlying principles of ECE in these countries are individualism, free play, developmentalism, and the child-centred perspective of the adult educator (UNESCO, 2011). For example, in Norway, the key areas of learning for children in early education consist of communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; expressive arts and design (Taguma, et. at, 2013).

Assessment in child-centred settings is conducted based primarily on the practitioner's knowledge of the child. This knowledge is gained predominantly from observation and interaction in a range of daily activities and events. Teachers and educators use responsible pedagogy which enables each child to demonstrate their learning and development fully (CDE, 2011). Children, parents, and other adults are also key contributors in providing accurate assessments.

2.1.1 Global ECE Qualifications and Competencies

In much of the developed world, the minimum qualification for ECE teachers is a Bachelor's degree. In the UK, for example, an ECE teacher need GCSE at grades 9 to 4 (A to C) in

[3] Government of UK, "Help paying for children", available at: https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds. Accessed on May, 15th 2017.

English, mathematics, and science. In addition, a teacher must be have some experience of working with young children through paid work (UK Curriculum, 2017) [4]

Table 2.1: Global Examples of ECE Teachers' Competencies

California Department of Education (CDE, 2011)	UK ECE competences (Wall et al., 2015)[5]	Massachusetts institute[6] (Early Education and Care [EEC], 2011)
1. Child development and learning 2. Culture, diversity, and equity 3. Relationships, interactions, and guidance 4. Family and community engagement 5. Dual-language development 6. Observation, screening, assessment, and documentation 7. Special needs and inclusion 8. Learning environments and curriculum 9. Health, safety, and nutrition 10. Leadership in ECE 11. Professionalism 12. Administration and supervision	1. Support and promote children's early education and development 2. Plan and provide effective care, teaching, and learning 3. Make accurate and productive use of assessment 4. Develop effective and informed practice 5. Safeguard and promote the health, safety, and welfare of children 6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals	1. Understanding the growth and development of children and youth 2. Guiding and interacting with children and youth 3. Partnering with families and communities 4. Health, safety, and nutrition 5. Learning environments and implementing curriculum 6. Observation, assessment, and documentation 7. Programme planning and development 8. Professionalism and leadership

Apart from the qualifications, there are key competencies required for ECE teachers. Oxfam (2011)[7] defines competence to involve aspects such as knowledge, attitudes and behaviours, disposition, procedural skills, cognitive skills, and experiential skills. The competences are intended for all levels of education, including ECE, primary, and secondary. With the support

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[4] Government of UK, National Career Service, Early Years teacher, 1, Available at: https://nationalcareersservice.direct.gov.uk/job-profiles/early-years-teacher. Accessed on May, 20th 2017.

[5] Early Childhood Education and Care Pedagogy Review, OECD 2015, available at: https://www.oecd.org/education/early-childhood-education-and-care-pedagogy-review-england.pdf. Accessed on July, 8th 2017.

[6] http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf. Accessed on August 5th, 2017.

[7] https://download.ei-ie.org/Docs/WebDepot/Quality%20Educators.pdf. Accessed on July, 20th 2017

of governments, UN agencies and other private sector initiatives, various countries have embarked on improving their curriculum, and are currently promoting competence-based approaches to ECE (Oxfam, Ibid.).

At an international level, the European Commission has developed a set of common principles for teacher competences[8]. According to these principles, teachers are required to be competent in: working with information, technology and knowledge; working with fellow human beings – learners, colleagues and other partners in education; and working with and in society – at local, regional, national, European and broader global levels. EI and Oxfam (2011) provide relevant literature on teachers' CPs at an international level. They also provide a range of relevant examples with respect to the development and implementation of CPs for primary teachers. The African regional experience will be reflected in this study. Table 2.1 shows key competencies that are required for ECE teachers as extracted from other sources.

2.2 Regional Perspective

In the African context, early childhood education is currently being given high priority. South Africa, for example, has recognised the importance of ECE and has been investing resources to support and promote optimal child development from conception[9]In this respect, the country has had an inclusive concept for the education of children from birth to nine years of age which includes learners who are in pre-Grade R programmes (age range zero to four years), Grade R programmes (age range five to six years), and Foundation Phase (Grades 1–3) age range – (seven to nine years old) - R stands for reception year (UNESCO, 2006a).

Similar to many other African countries, ECE programmes in Ghana comprise day care programmes based at centres or schools, in-home programmes (where caregivers go to the homes of children), nanny homes (where parents take children to the homes of nannies), and after school homecare (where children whose centres close earlier are sent until their parents pick them up after work). There are nurseries for children aged three to four, day care centres for the two to three years old age group, and centres that cater for children under two years of age. Most of these programmes are run by the Department of Social Welfare, the Ghana Education Service, and private proprietors and NGOs (UNESCO 2006b).

In most African countries, the enrolment of children in ECE classes is low (UNESCO, 2006a, 2006b). In Egypt, for example, the enrolment age for PPE is between four and five years of age and the rate is only 28 per cent, far lower than the country's goal of 80 per cent

[8] http://www.pef.uni-lj.si/bologna/dokumenti/eu-common-principles.pdf.
[9] National Development Agency, Early Childhood Development, available at: http://www.nda.org.za/home/Early_Childhood_Development-23.html.

enrolment by 2030[10]. A similar trend is observed in Ghana where the rate is 27 per cent (UNESCO, 2006b). Among the reasons for low enrolment rates are low awareness of ECE among the community, distance from a school or education centre, and the value the community attaches to ECE.

2.2.1 Regional ECE Qualifications and Competencies

The qualifications for ECE teachers in the region varies from country to country. Table 2.2 as adopted from Oxfam (2011) summarises the competencies of South Africa, Mali, and Uganda and each is further discussed.

South Africa has a Norms and Standards for Educators (NSE) policy for all educators. Its standards (qualifications) and norms (competencies) do not explicitly require teacher training to be competence-based. It favours an outcomes-based approach instead. The policy stipulates that an educator should have a Bachelor's degree.

The policy further defines seven roles that an educator must be able to perform and describes in detail the knowledge, skills, and values that are necessary to perform the roles successfully. The roles are:

- Learning mediator
- Interpreter and designer of learning programmes
- Leader, administrator and manager
- Scholar, researcher and lifelong learner
- Assessor
- A community, citizenship, and pastoral role
- A learning area/subject/discipline/phase specialist role

The seven roles are broken down into three competences that are aimed at removing the dichotomy between theory and practice.

Mali is one of the African countries where the quality of education is very low (Oxfam, 2011). In addition, UNESCO estimates a current workforce gap in Mali of at least 27,000 teachers. Furthermore, the teachers who are in position have generally received improper training and less than half of all pre- and primary teachers have had any teacher training at all (Oxfam, 2011). In order to increase the quality of education, Oxfam (2011) identified four key competencies that Malian educators should possess, and these are detailed in Table 2.2.

Uganda is among the East African countries that have attempted to improve the quality of ECE. The country had previously developed CPs for primary teachers, with the aim of integrating life skills in teacher training curriculum (Oxfam, 2011). The minimum qualification for educators to teach at pre- and primary schools a Grade 3 certificate. In

[10] https://www.unicef.org/egypt/education_11471.html.

terms of competencies, Uganda has observed that teachers lack the basic knowledge, professional skills and competences to effectively execute their responsibilities in the classroom and beyond. The CP profile is the bedrock for addressing this situation and constructing a quality education system. The main competencies that have been identified for Uganda are detailed in Table 2.2.

Table 2.2: Some Examples of Regional ECE Teachers' Competencies

Norms and Standards for Educators in South Africa (Oxfam, 2011, p.37-38)	Competence for Educators in Mali (Oxfam, 2011, p.124)	Competence for Educators in Uganda (Ministry of Education and Sport [MoES], 2011, p. 8-12; Oxfam, 2011 p. 135)
1. ***Practical competence*** – the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action. 2. ***Foundational competence*** – where the learner demonstrates an understanding of the knowledge and thinking which underpins the action taken 3. ***Reflexive competence*** – the ability to integrate or connect performance and decision-making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.	1. ***Disciplinary or interdisciplinary competencies*** – teacher to master the academic contents, the methods related to each discipline, and the links that may exist between disciplines 2. ***Pedagogical competencies*** – Allow the teacher to intervene efficiently and to favour students' learning. These competencies are in psychology of learning, didactics and education technologies, communication, evaluation and classroom management 3. ***Professional competencies*** – Allow the teacher to integrate well in the teaching profession and act in conformity with the ethics of the profession 4. ***Socio-cultural competences*** – Allow the teacher to promote the social values of respect and dignity of the individual and to play the role expected of teachers in the broader environment	1. ***Knowledge*** - Content knowledge, professional knowledge, emerging and contemporary knowledge, to help pupils acquire the subject content and to use this knowledge in everyday life and working situations 2. ***Skills and values*** - Pedagogical and interpersonal skills and values to carry out professional responsibilities 3. ***Collaboration and Teamwork*** - Relationships with e.g. parents and colleagues that will assist in doing work better 4. ***Community relations*** - Teachers need to collaborate and network with the members of the community to enhance community relations 5. ***Reflection and development*** - It is the responsibility of the teacher to work constantly on personal and professional development 6. ***Research*** - Doing research for more knowledge for self-improvement or institutional improvement 7. ***Professional ethics*** - The standards of behaviour expected from a particular profession. Teachers are expected to conform to the expected professional code of conduct 8. ***Leadership*** - A competent teacher should exhibit leadership skills, such as presenting ideas, leading discussions and making decisions.

2.3 Tanzanian Perspective

2.3.1 The Education Structure

Tanzania's education system is broadly organised into three parts:

- Formal education that comprises pre-primary through university/higher education
- Professional Training comprising teacher education, that primarily provides pre-service and in-service training for pre-primary, primary and secondary teachers and Technical and Vocational Education and Training (TVET)
- Adult and non-formal education which, in addition to short vocational courses, provides youth and adults with alternative learning options and to mainstream back into formal education or simply acquire basic and functional literacy and continuing education

In addition, the system is regarded in two ways: one is a teacher-centred perspective where the teacher is the middle consumer expected to deliver knowledge to children/pupils/students (the focus of this study); the other is a child/pupil/student-centred perspective where the pupil is the final consumer.

2.3.2 Teacher Training in Tanzania: Qualifications and Programmes

2.3.2.1 Pre-primary and Primary Teacher Qualifications

The landscape of the primary teaching workforce comprises of five categories: Certificates of Grade IIIC, IIIB, IIIA, Diploma and Degree holders (URT, 2016; Komba and Nkumbi, 2008; Mosha, 1995 and Omari, 1995). Most ECE and primary school teachers were and are still trained on a one- or two-year certificate course after graduating from Form IV as per the 2009 TIE curriculum. The curriculum embeds ECE as a professional course in the programme. The entry qualifications at the certificate level are stipulated by the MoEST with the entry qualifications being Division I – III as per the National Examination Council of Tanzania (NECTA).

Given the current teacher qualifications, Tanzania has failed to achieve quality education, with a lack of qualified teachers identified as one of the contributing factors (Mosha, 1995; Omari, 1995). To address this shortage, the ministry responsible for education revised the two-year Grade IIIA teacher education programme into a one-year programme followed by one-year school-based training. A similar crash programme was designed to train paraprofessional teachers for the Complementary Basic Education programme (COBET) to cater for the primary education needs of out-of-school children. Also, under the umbrella of professional development for teachers, the ministry encouraged and supported a significant upgrading of Grade IIIC/B teachers. According to Oxfam (2011), such crash programmes have affected the CP of teachers, leading to underperformance.

In addition, no Tanzanian-accredited institution offers teacher training under other arrangements such as the Montessori approach to learning. Graduates from these institutions, however, do not have the relevant qualifications demanded by the education ministry and, therefore, most of them fall under the category of others including the paraprofessionals.

2.3.2.2 ECE Teacher Training Programmes

Besides the certificate course, in 2014, the MoEST introduced a special three–year pre-primary ECE diploma programme targeting Form IV graduates interested in a teaching career. The programme was introduced to facilitate flexible learning while, at the same time, building the foundation of education during children's early years. The diploma programme was offered in 19 out of 35 TTCs with 9,000 PPE diploma graduates expected to join the jobs market in August 2017 (URT, 2016). In this study's research, during an interview, the curriculum development official stated that the programme is under review and, thus, no more students have been recruited into it. However, a ministry official stated in this study's research interview that there are plans to introduce sector-specific professional courses at different levels for ECE, primary, and secondary education. Table 2.3 lists some of the universities, TTCs, and other interventions that offer ECE programmes at the certificate, diploma and degree levels in Tanzania. The ECE programme interventions will further be discussed.

2.3.2.3 Teachers' Curriculum and Competencies

In line with the URT (2009) curriculum on teacher education certification, the main components of the Pre-Primary Certificate in Teacher Education course (p. 11) include: professional studies, academic subjects, methodologies for teaching pre-primary subject activities, and general courses (information and communication technologies [ICT], and Religion) the curriculum outlines the main components of the learning areas and the distribution of hours per subject per week.

The curriculum has been reviewed to embrace ECE competencies in line with the implementation of the Education and Training Policy (ETP, 2014) (United Republic of Tanzania (URT, 2014). ECE teachers are thus required to develop the following abilities to:

- Manage and administer a class and children
- Prepare teaching and learning materials
- Utilise different teaching and learning methods
- Assess and evaluate child development
- Use publications and books
- Recognise sounds/phonemics

Table 2.3: Institutions offering ECE Programmes in Tanzania

S/No	Name	Programme name	Programme description
Higher Learning Institutions (HLIs) – Coordinated by Tanzania Commission for Universities (TCU)			
1	Open University of Tanzania (Government HLI)	Ordinary Diploma in Early Childhood Care and Education Basic Technician Certificate in Early Childhood Care and Education	www.out.ac.tz
2	University of Dodoma (Government HLI)	Bachelor of Education in Early Childhood Education	www.udom.ac.tz
3	Makumira (Private HLI)	Bachelor of Education in Early Childhood Education Care and Development Ordinary Diploma in Early Childhood Care and Education Basic Technician Certificate in Early Childhood Care and Education	http://saris.makumira.ac.tz/
Teacher Training Colleges – Coordinated by NACTE			
4	Mpwapwa Teachers' College (Government TTC)	Ordinary Diploma in Early Childhood Care and Education (NTA4- 6) Ordinary Diploma in Primary Education (NTA 4- 6)	http://www.mpwapwatc.ac.tz/program-offered/
5	Bustani Teachers' College (Government TTC)	Certificates and Diploma in Primary Education	http://www.nacte.go.tz
6	Ebonite Teacher' College (Private TTC)	Certificate and Diploma in Primary Education	http://www.nacte.go.tz
ECE programme interventions			
7	EQUIP-T	School Readiness Programme (SRP) – Targets SRP Volunteers	http://www.equip-t.org/learning-innovations/school-readiness-programme/
8	BRAC	Targets care-givers	http://tanzania.brac.net/
9	Aga Khan Foundation	Madrasa Programme	http://www.akdn.org/publication/madrasa-early-childhood-development-programme
10	Aga Khan Foundation	Strengthening Education Systems in East Africa (SESEA) programme – Targets Paraprofessionals	https://www.aku.edu/iedea/dev-projects/Pages/sesea.aspx

In addition, and according to the Curriculum for Basic Education Standard I and II (p. 6), a Standard I and II teacher has to be specially trained to teach at the early primary level. The salient qualifications of the 3Rs (Reading, wRiting and aRithmetic) teacher are stipulated in the MoEVT guide on the implementation of the teaching and learning of the 3Rs. Together with those qualifications, any 3Rs teacher is supposed to build and maintain the following competences:

a) Teaching -A Standard I and II teacher is supposed to have knowledge and skills in:

1. Preparing lessons that aim at developing the pupil's competences
2. Preparing learners to learn the 3Rs
3. Developing and improvising teaching and learning aids for 3Rs
4. Teaching by integrating the 3Rs skills
5. Teaching the 3Rs to learners with diverse language backgrounds and other learning difficulties
6. Using ICT in the teaching of the 3Rs
7. Effective communication in the teaching of the 3Rs

b) Assessment and Evaluation - Standard I and II teachers should have knowledge and skills in:

1. Preparing assessment tools for the 3Rs
2. Using appropriate strategies and tools in assessing pupils' learning of the 3Rs
3. Keeping records of pupils' progress in the learning of the 3Rs
4. Giving feedback to learners and parents in order to improve learning

The same curriculum also commented about the Standard I and II quality of the teaching environment, teaching and learning materials, teaching and learning process, and the students' assessment of the learning outcomes, most of which are applicable to ECE teachers.

2.3.3 Number of Qualified ECE Teachers and the Teacher Ratio

According to URT (2016), 8,398 (82.6 per cent) of all teachers in Government streams (total 10,994) are qualified for PPE, giving a Pupil Qualified Teacher Ratio (PQTR) of 1:177 compared to the standard norm of 1:25. The remaining teachers include Form Four and Six leavers who have not attended any teacher-training course and paraprofessionals. In 2016[11], 11,920 (79.7 per cent) out of the total of 14,958 teachers in government and non-government schools/streams are qualified to teach PPE – this is a PQTR of 1:131 against the

[11] http://www.tamisemi.go.tz/noticeboard/tangazo-1062-20170113-BEST-Regional-and-Pocket-Data-2016/BEST-2016-Pocket-Size-Final.pdf

standard norm. The remaining teachers also include Form Four and Six leavers who have not attended any teacher-training course. Table 2.4 summarises the qualifications of ECE teachers for government schools as well as the combination of non-government schools. The majority of qualifications are Grade A (9,835, 65.8 per cent) and 8,067 (73.4 per cent) in each category. In addition, female representation is 44.2 per cent and 46.7 per centre respectively.

Table 2.4: Number of Qualified Pre-Primary/ECE Teachers

Qualification	Qualified PPE Teachers in government and non-government schools / stream		Qualified PPE Teachers in government streams	
	# of Teachers and % of total	Number of Females and % of total	# of Teachers and % of total	Number of Females and % of total
PhD*	28 (0.19%)	22 (0.15%)	14 (0.1%)	11 (0.1%)
Masters	4 (0.02%)	2 (0.01%)	1 (0.0%)	1 (0.0%)
PGDE**	10 (0.06%)	5 (0.03%)	4 (0.0%)	1 (0.0%)
Bachelor	101 (0.7%)	73 (0.5%)	57 (0.5%)	35 (0.3%)
Diploma	852 (5.7%)	678 (4.5%)	255 (2.3%)	176 (1.6%)
Grade A	9,835 (65.8%)	6,605 (44.2%)	8,067 (73.4%)	5,137 (46.7%)
Grade B/C	1,010 (7.3%)	882 (5.9%)	392 (3.6%)	261 (2.4%)
Others	3,038 (20.3%)	2051 (13.7%)	2,205 (20.1%)	1,339 (12.2%)
Total	14,958	100%	10,994	100%

* Doctor of Philosophy **Postgraduate Diploma in Education

Source: URT, 2016, p. 33 and 34

2.3.4 Formal Education for ECE Children

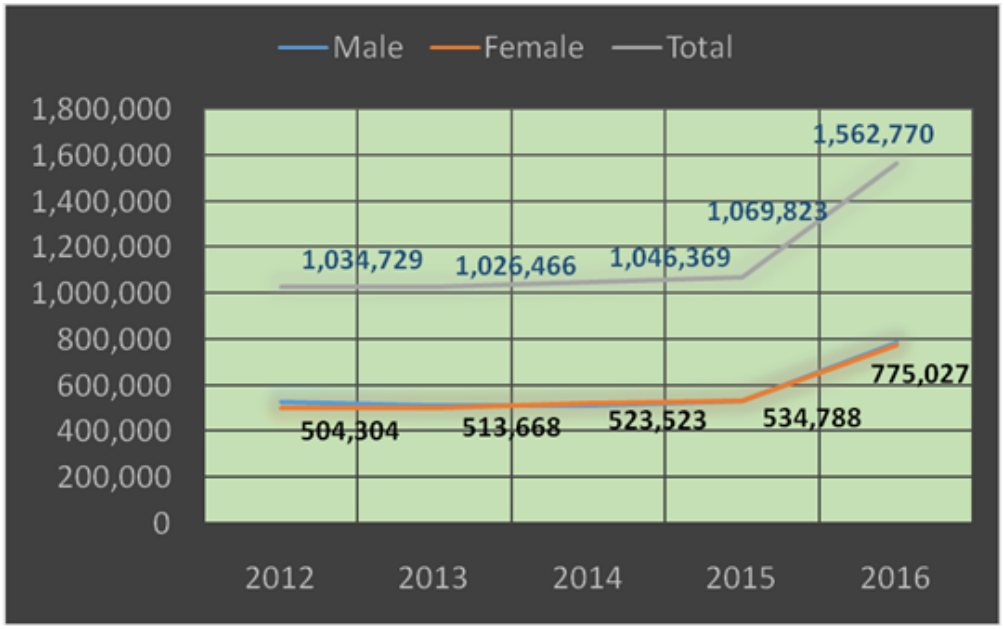
As of 2017, the formal education system in Tanzania is being restructured to offer 11 years of compulsory basic education, as set out in the ETP (2014). This moves Tanzania to a 1-6-4-2-3+ structure, meaning one year of pre-primary education, six years of primary education, four years of secondary education, two years of high-level education, and three years of university. However, this is yet to be accommodated in the new Education Act which will enshrine it into Tanzanian law. In the meantime, the current structure remains 2-7-4-2-3+[12].The modified structure will start to be implemented following approval of the new Education Act (ESDP, 2017).

[12] 2-7-4-2-3+meaning two years of pre-primary, seven years of primary, four years of secondary, two years of high-level secondary and three-plus years of university education

2.3.5 Access and Enrolment to PPE/ECE

According to the global children's charity, Theirworld (2016)[13], global enrolment in PPE reached 44 per cent in 2014, indicating that more than half of the world's children are being excluded from PPE. In 2014, the net enrolment ratio (NER) in Sub-Saharan Africa was 21.6 per cent, 27 per cent in the Arab states, and 18.5 percent in South and West Asia[14].

Figure 2.1: Pre-Primary Enrolment in Tanzania



Source: ESDP, 2017

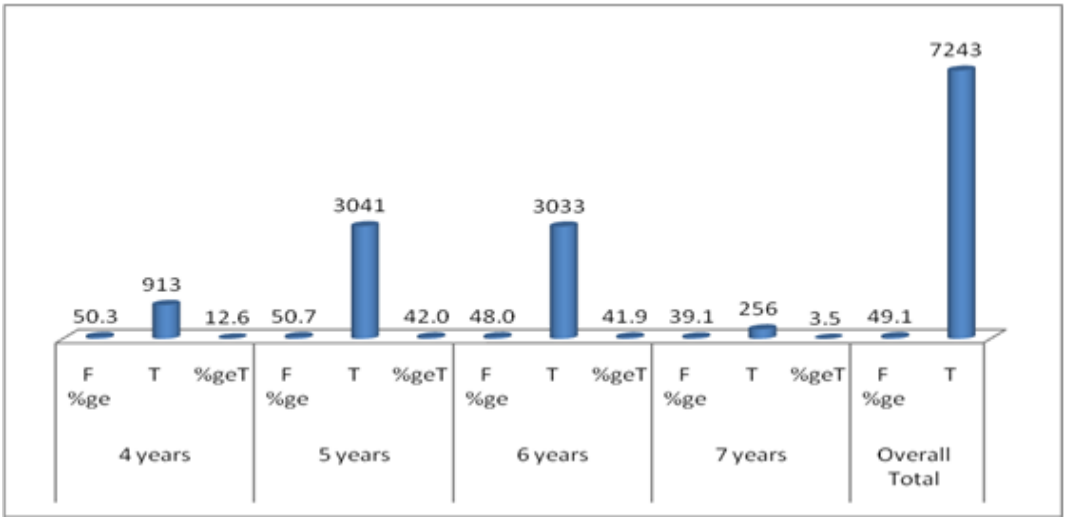
In Tanzania, the Education Sector Development Plan (ESDP, 2017) reports that the pre-primary gross enrolment ratio (GER) grew from 39.5 per cent in 2010 to 102.6 per cent in 2016, while the NER grew from 37.5 per cent in 2010 to 46.7 percent in 2016, indicating a significant increase in access to PPE. Figure 2.1 shows the increment of early childhood/ pre-primary enrolment in Tanzania in absolute terms, from 1,034,729 pupils in 2012 to 1,562,770 in 2016 and projected to grow to 1,738,843 pupils by 2021, which is a growth rate of two per cent annually (ESDP, 2017). A steady increase in the 2016 school year was largely attributed to the government's directive of FFBE, with the majority of students at PPE level enrolled in public primary schools (95 per cent) (URT, 2017a).

Enrolment age for PPE is highest at age five (42 per cent) and six (41.9 per cent), as reflected in Figure 2.2, with age four coming in as the lowest rate (12.6 per cent) (URT, 2017a). Although the official school-attending age for PPE is five years (URT, 2016, p. xvi; ETP, 2014),

[13] www.theirworld.org
[14] Ibid 13

other reasons behind the underrepresentation of children aged three and four in PPE is that they are perceived[15] as too young to manage the walking distance to school (Interview findings, further reflected in Figure 4.17). In addition, food is not provided in schools. In private schools, however, it is common to find children aged three and four years of age now that food and transport mechanisms are in place. However, this type of private school only comprises five per cent of the school-aged population in Tanzania (URT, 2016).

Figure 2.2: Enrolment Age at Pre-Primary Education in Tanzania from the 11 Regions[16]



Source: MoEST, 2017

2.4 Summary of Chapter 2

Chapter 2 highlighted ECE programmes, teacher competencies, and qualifications at the global, regional and Tanzanian levels.

Globally, the analysis shows that there are more advancements in the developed world with regards to early childhood development and education. Regionally, some countries have advanced in increasing the quality of ECE but more effort is still needed, especially in Eastern and Western African countries. In Tanzania, the analysis shows that there is an increase in enrolment of children at the pre-primary schools which was attributed to the

[15] Stakeholders interviews

[16] Dar es Salaam, Morogoro, Lindi, Iringa, Mbeya, Singida, Arusha, Tanga, Mara, Simiyu and Kagera. Each region represents one education zone in Tanzania. Dodoma is found in the central zone with Singida region representing the central zone.

FFBE policy introduced in 2016. However, educators require additional competencies in order to provide high quality education.

Chapter 3: ECE Policies and Implementation

3.1 Policy and Strategies Supporting ECE

As reflected earlier, SDG 4 outlines the need to ensure inclusive and quality education for all and the promotion of lifelong learning. In relation to ECE, SDG 4.2 Indicator 4.2.1 advocates for the proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex[17]. In recognition of the SDGs and the importance of ECE, the Tanzanian government has continued to design and implement a number of supportive policies, strategies, and programmes around ECE. In addition, there have been multi-sectoral approaches to ECE, with the MoEST responsible for ECE and the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) responsible for children's health and nutrition. Given the central role of children's rights, nutrition, and health in ECE, the policies described below have increasingly emphasised ECE-related elements.

Tanzania Development Vision 2025[18] seeks to transform the education system so that it can develop the country's human capital in tandem with socio-economic changes. One element of the development is vision is a well-educated and learning society. It is also envisioned that Tanzania's people should be ingrained with a developmental mindset and competitive spirit. This should start at a very early age where children's mindsets will be inclined towards hard work and self-discipline.

Education and Training Policy 2014

The ETP is the result of the harmonisation and subsequent repeal of the Education and Training Policy (1995), the Technical Education and Training Policy (1996), the National Higher Education Policy (1999), and the Information Technology and Communication for Basic Education Policy (2007). The policy stresses the importance of pre-primary and primary school education. It emphasises that PPE is compulsory for a period not less than one year in order to meet children's needs. Section 3.1 of the policy states that "each child aged between 3 and 5 years should be enrolled in a compulsory one year of pre-primary

[17] SDG indicator, available at: https://unstats.un.org/sdgs/metadata/
[18] Tanzania Development Vision 2025, available at: http://www.mof.go.tz/mofdocs/overarch/vision2025.htm

education. Furthermore, a child between 4 and 6 years and who has completed pre-primary education, in accordance with the law, must receive basic education for a period of 10 years to acquire reading, writing and arithmetic skills, general knowledge and in technical education and vocational training". The policy further postulates that the Government will provide a FFBE in public schools. With regards to access to education, the policy states that the government shall increase diversified and equal education and training opportunities to all groups at all levels.

Child Development Policy 2008

The policy emphasises the upbringing and basic rights of children with guidelines on how to care, protect, and develop children. Section 68 of the policy stipulates the measures for child development, including advocacy for the establishment of pre-schools and education of parents on the importance of enrolling children in these classes. The policy further shows the importance of providing essential school materials and improving the academic quality of ECE teachers, having good TTC, and updating the curricula.

National Policy on Disability 2004

According to the policy, every citizen, including people with disabilities, has an equal right to receive basic needs from society, including education. The policy gives special emphasis to women, children and older people with disabilities and the need to develop them by identifying their capabilities and talents and devising strategies to assist them. With regards to children, the policy advocates for early intervention given its potential role of reducing the impact of disability in adult life. A weakness to this approach is that only a negligible percentage of disabled children are reached, requiring increased public awareness about their needs and rights and the role of government and other actors to provide additional support. The policy further advocates for children with disabilities to be prioritised in education. This may not be practical given the inaccessibility of education systems to children with disabilities.

The policy further highlighted that, based on the National Census (2012) of 45 million people in Tanzania, there are more than 4.5 million people with disabilities in the country[19]. Physical impairment is present in 25 percent of disabled people (the highest manifestation of disability), with multiple impairment at 4 percent.

National Strategy for Gender Development

The strategy urges that equal access to education to be enhanced and ensured for boys and girls at all education levels from early childhood. The strategy stipulates, among other

[19] These statistics were compiled using the World Health Organization's formula of one in 10 persons presenting with a disability.

things, that there should be an expansion of education infrastructure and facilities in primary schools to include classes for early childhood; there should be sensitisation and motivation for community members to participate in constructing and renovating schools to promote enrolment of more girls, as well as the introduction of a basic gender course for teachers and provision of adequate gender-sensitive teaching and learning materials.

National Nutrition Strategy 2011

The strategy prioritises interventions targeting children under five years of age (ECE age), and women of reproductive age due to their high vulnerability to malnutrition. It recognises the importance of promoting good nutrition to these groups since nutrition is among the drivers of good performance of children enrolled in ECE classes. The strategy suggests that nutrition interventions must be delivered at scale and with high coverage if they are to impact on the prevalence of malnutrition. District nutrition services, including those provided in primary schools, should be well managed, be of high quality, and accessible to all.

Integration of Early Childhood Development (IECD) Policy

Initial plans to develop an IECD policy have been in place since 2006 and were updated in 2010. At national level, the initiative was coordinated by the Ministry of Community Development, Gender, and Children, which is now within the Ministry of Health. In line with ECE, the IECD policy aimed to prepare operational guidelines and minimum standards for ECD curricula and to develop integrated community models for implementation.[20] However, the policy was not approved and the study could not manage to formally establish future plans in this direction.

Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) Child Protection Policy

TEN/MET[21] recognises the need to protect children and the need to have a safe and friendly environment to enable children to grow and develop their learning capabilities. Under this policy, TEN/MET, in collaboration with member organisations, other stakeholders, and the government is committed to promote and protect children's rights against all forms of child abuse (emotional, physical, sexual, neglect, and bullying). The policy is guided by the core values of the organisation which abides by the UN Convention on the Rights of the Child[22].

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[20] For further details about the IECD policy objectives and output(s), see https://www.unicef.org/evaldatabase/index_60114.html

[21] www.tenmet.org

[22] UN Convention on the Rights of the Child, available at: http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx

The policy advocates for a safe space that enables children to speak willingly about child abuse.

Other policies and strategies with a bearing on ECE matters include: National employment policy, health policy, community development policy, and Gender and Women Development Policy.

3.2 Policy Implementation

Several achievements have been realised in the implementation of the ETP 2014 with implementation focus routed through the 2017 ESDP (URT, 2017b). Other institutions/agencies, both public and private, have also implemented and coordinated various programmes arising from these policies and strategies.

3.2.1 Review of the ESDP (2016/17 - 2020/21)

It was important to review the former ESDP (2009/10-2015/16) to strategically position the education sector to address contemporary and future needs and to implement the ETP (2014). The ESDP (2016/17-2020/21) stipulates four components to achieve these:

1. Improvement in infrastructure/distance to school
2. Increase in numbers of qualified teachers
3. Improvement in the school environment such as classrooms/areas, equipment, facilities and safety measures
4. Increase community participation through developing and implementing a parenting communication and education campaign on support and engagement

The plan also outlines key partners and stakeholders (see Section 3.2.2) that will be responsible in implementing the four components.

3.2.2 Ministry, Department and Agencies (MDAs) for ECE

3.2.2.1 Ministry of Education, Science and Technology (MoEST)

The ministry is responsible for policy guidance, and developing and overseeing its implementation including monitoring and evaluation. MoEST also coordinates different actors in implementing policies, including the ETP (2014), and supporting the ESDP (2017) and other instruments with respect to pre-primary and primary education teachers. The Ministry's primary education unit coordinates both the primary and PPE sectors.

3.2.2.2 President's Office-Regional Administration and Local Government (PO-RALG)
PO-RALG is wholly accountable for the implementation of basic education including ECE. The Department for Education Administration at PO-RALG has a role in administering the delivery of pre-primary, primary, adult and non-formal, and secondary education (URT, 2011). In addition, the ministry is responsible for soliciting funding for the implementation of PPE, collaborating with regional and district education officers, and ensuring compliance with the effective delivery of PPE. Other key stakeholders working with PO-RALG are school management committees, school management teams, and WEOs.

3.2.2.3 Tanzania Commission for Universities (TCU)
TCU is a government agency whose mandate is to recognise, approve, register, and accredit universities operating in Tanzania, as well as local or foreign university level programmes being offered by registered higher education institutions. TCU also coordinates the proper functioning of all university institutions in Tanzania so as to foster a harmonised higher education system in the country. Three institutions have been registered by TCU to offer ECE-related programmes (see Table 2.3), with the curriculum of each of added value in developing teacher CPs.

3.2.2.4 National Accreditation Council for Technical Education (NACTE)
NACTE is responsible for overseeing and coordinating the provision of technical education and training in Tanzania. It covers all tertiary education and training institutions other than universities and their affiliated colleges, delivering courses at technician, semi-professional, and professional levels leading to awards of certificates, diplomas, degrees and other related awards.

With regards to ECE, NACTE is responsible for registering and accrediting teacher colleges offering ECE. NACTE is also responsible for developing ECE qualification standards, guiding TTCs on curriculum development, and monitoring ECE delivery and assessment. Twenty colleges – eight public and 12 private - have been registered under NACTE to offer the Ordinary Diploma in ECE (NTA Level 6).

During research interviews for this study, NACTE officials noted that the registered TTCs offering ECE programmes had qualified and sufficient numbers of teachers as well as adequate teaching and learning materials at the time of registration. However, they insisted that, since this information is gathered during verification for registration/accreditation, there is no guarantee about the retention of qualified teachers, not about the continued availability of teaching and learning materials or commitment of teachers during implementation of the approved curriculum.

3.2.2.5 Tanzania Institute of Education (TIE)

TIE is an agency charged with ensuring the quality of education in Tanzania at the pre-school, primary, secondary and teacher-training levels. With regards to ECE, TIE is responsible for:

- Designing and developing the curricula for pre-primary level
- Developing learning materials, including books
- Conducting long and short courses on pre-school curriculum-related subjects
- Overseeing education quality assurance with regard to teaching methods, subject objectives and standards of teaching-learning materials
- Providing technical advice to the Government through the Ministry responsible for education and to other stakeholders with the ultimate objective of providing quality education at pre-school level

In line with the implementation of the ETP (2014), TIE (2016) reviewed its curriculum to enable a compulsory one year of ECE. The curriculum also has its own syllabus, teachers' guide, and textbooks. The curriculum is in Swahili and has started being used in public schools. English-language versions of these curricular materials are underway and will soon be distributed for use in English medium schools. The revised curriculum reflects six competences/areas of learning: socialisation, communication, environment, healthcare, art, and numeracy/Maths.

TIE is also responsible for approving, endorsing and accrediting particular CPD programmes[23] put forth by educational providers such as institutes of higher education, international and national NGOs, and faith and community based organisations. Programmes to be offered at the district and/or ward level for any length of time must also be approved, endorsed and accredited by TIE (National Framework for CPD - NFCPD, 2017 – *attached as a separate annex*).

In research interviews, TIE officials noted challenges in relation to pre-service training for ECE teachers. They indicated that few student-teachers opt to take ECE courses and programmes in those colleges that offer ECE. They felt that ECE was not a serious career. This is mainly due to the sector's low salaries and high workload, the perception that most teachers in this field are elderly, and the fact that ECE is not considered as a "must do" for parents and the community in general. The officials also noted that there is no separate ministerial-level unit dealing with ECE, something which makes ECE a low priority.

[23] CPD programmes that will last longer than two weeks at the school level.

3.2.2.6 Tanzania Teachers' Union (TTU)

TTU advocates for the professionalism and welfare (rights and interest) of teachers in implementing the 2014 ETP. EI/TTU, funded by the Comic Relief charity in the United Kingdom (UK), have launched a four–year project to improve the professional skills and competences of ECE teachers (the project objectives were outlined in Chapter 1). TTU plans to team up with the Open University of Tanzania to design a special CPD programme for ECE teachers. It is envisaged that the programme will be accredited by NACTE, and TIE will form part of the steering committee. The project will be implemented in Mpwapwa and Chemba districts in the Dodoma region with the ECE teachers being trained in Bustani and Mpwapwa Teacher Training Colleges.

> *"We are planning to train about 500 ECE teachers in Chemba and Mpwapwa, beginning with the government teachers … The criteria is to have equal numbers of male and female teachers … The districts have not been performing so well in the PSLE (Primary School Leaving Examination for the past three years - 2013, 2014, 2015 - with this being attributed to the lack of ECE and thus demanding ECE teachers' training intervention* (Actor_34).

3.3 Key ECE Stakeholders

Various stakeholders work with MDAs in promoting ECE, with some of these outlined below.

3.3.1 Stakeholders Targeting Policy Advocacy and Teacher Professional Development

3.3.1.1 UNICEF - Early Childhood Development (ECD) Programme

UNICEF support to education in Tanzania focuses on:

- Development of quality PPE to help give children the best start in life
- Improving the quality of education through support for in-service and pre service teacher-training programmes at pre-primary and primary levels
- Promotion of whole school development planning at the district, ward and school levels, which incorporates concepts of child-friendly education and strengthening the inspectorate system
- Support for inclusive, child-centred and gender responsive education policy and strategy development nationally

One of the output was the development of the ECD curriculum. This was achieved in collaboration with TIE with a special section for ECE introduced into the primary school curriculum in 2015 (URT, 2016).

3.3.1.2 Tanzania Early Childhood Development Network (TECDEN)

TECDEN[24] is a national umbrella of ECD organisations comprising over 200 members operating in 18 administrative regions of Tanzania. TECDEN influences policies, programmes and practice related to ECD. It also advocates for the rights of young children and aspects affecting young children, including community mobilisation regarding active participation in promoting ECD in Tanzania. One key intervention was the development of a draft ECD policy in collaboration with other stakeholders, including UNICEF.[25]According to a member of TECDEN management:

> *…The multi-sectoral ECD policy environment, besides reaching the Inter-Ministerial committee, it was not accepted…thus the Child Development Policy (2008) remains. The ECD aspects are thus handled under two ministries - Education (from three years onward) and the Ministry of Health from birth to five years. Within the Ministry of Health, the Ministry of Community Development … handles a child from birth to 18 years. (Management_5)*

In addition, with support from CiC (Northern Ireland) and Better Way Foundation (USA), TECDEN has managed to implement activities related to child stimulation and parenting, health, nutrition, education, and child protection. Such services are done collaboratively at the family level, and via health facilities, children's day care centres, nursery schools, primary schools (especially Standard I and II), and the community at large. It also collaborates with BRAC on aspects of ECE, particularly ECD centres.

3.3.1.3 Global Partners for Education (GPE)

Global Partners for Education (GPE) are collaborating with the MoEST and TIE in implementing the Literacy and Numeracy Education Support programme (LANES). This is a three-year programme and ran from 2014/15 to 2016/17. It focused on improved literacy and numeracy skills for children aged between five and 13 years in formal and non-formal settings. Its goals were:

1. Improved skills in learning and teaching Reading
2. Writing and arithmetic (3Rs) skills
3. Improved education sector planning and management
4. Improved community engagement

The programme has achieved various outputs, particularly the development of:

- A new Standard I and II curriculum which included competency frameworks for pupils, teachers, and assessment of learning

[24] www.tecden.org

[25] This policy has not been approved by the stakeholders.

- 3Rs syllabuses for Standard I and II and the Teacher's Guide for Reading and Writing
- 3Rs Standard I and II Teacher's Guide for Mathematics
- A 3Rs Standard I and II Facilitator's Guide

New books were also developed to support the new curriculum. Based on the revised curriculum, TIE trained 480 tutors from 34 TTCs in preparation for training the Standard I and II teachers on the 3Rs curriculum.

3.3.1.4 SAWA

SAWA is an NGO operating in pastoralist communities in Morogoro (Mvomero and town Municipal) and promotes inclusive education. It provides a strong collaboration between the government and the community in the provision of education, including ECE. It influences policies, guidelines, and legislation concerning the welfare of women and children. SAWA currently operates three centres, two in Mvomero and one in the town Municipal council, with 199 children from ECE to Standard II and eight teachers. 200/= (US$0.10). Language is also a challenge for the community as most of them speak Maasai. SAWA also operates upper primary classes and has 305 students up to Standard VII.

3.3.1.5 Development of the National Framework for Continued Professional Development (CPD) for In-Service Teachers

In 2017, MoEST developed a National Framework for Continuous Professional Development for in-service teachers (NFCPD).[26] It aims to provide a harmonised strategy for the provision of CPD for practicing teachers, thus improving the quality of education in Tanzania. The framework is aligned to the broad national and sectoral policies on education: the Teacher Development Management Strategy (TDMS) and the four-year In-service Teacher Training Development (INSERT) strategy for primary school teachers (INSET-PST) of 2009. CPD for professional growth of teachers at all levels forms the priority objective of the TDMS.

3.3.2 Stakeholders Targeting ECE and Educators' Programmes

Some stakeholders provide school readiness and child stimulation programmes, with others providing Educator programmes. The Educators' programmes can be used to enrich the development of ECE teachers' modules aimed to address the CP gaps.

[26] At the time of writing, the Framework was not available online but has been attached as a separate attachment.

3.3.2.1 Education Quality Improvement Programme - Tanzania (EQUIP - T) and the School Readiness (SRP) Programme

EQUIP is a UK grant programme aimed at supporting better learning outcomes at basic education level, especially for girls. In Tanzania, it operates in seven regions: Dodoma, Kigoma, Simiyu, Shinyanga, Tabora, Mara, and Lindi. The programme has also supported the government in delivering on its priority area of early primary literacy and numeracy, the 3Rs translated as KKK in Swahili.

EQUIP-Tanzania (EQUIP-T) is implementing a low-cost and replicable model for in-service (INSET) teacher development on literacy and numeracy. Volunteers are trained for five days, then spend four weeks practising in a real school environment, before receiving an additional five days of training. The training content covers the curriculum (story books), child development, children expectation during the learning process, and the assessment of children's learning outcomes in all child development domains. With a quote from the EQUIP-T representative:

> *The original plan of EQUIP-T was on KKK for Standards I and II. The Baseline Study (2014) revealed that 77 per cent of Standard I students could not speak Swahili as a main language of instruction, so they could not follow instructions, nor could they respond to questions. Students missed the relevant ECE competencies and, without addressing them, the KKK programme's intended objectives would not have been well realised... This led to the introduction of the SRP in 2015. Country wise, there are about 3,000 SRP centres with Dodoma having 478. Chemba and Mpwapwa have 70 and 74 SRP centres respectively with each having one volunteer. The volunteers are Form IV leavers willing to volunteer, they have to speak Swahili and at least one native language. (EQUIP-T representative, ECE Stakeholder_28)*

The SRP is a government programme between Tanzania and the UK's Department for International Development (DFID) aimed at improving the quality of education for nearly classes, Standard I and II. Students attend SRP centres for three hours from 8am-110am.

> *During the mid-term review, there were slight improvements where 30 per cent of the ECE students could speak Swahili... The plan is to have at least two SRP programme per ward. (ECE Stakeholder_04)*

With regard to SRP teaching and learning materials, EQUIP–T, in collaboration with TIE and the Aga Khan Foundation, wrote books covering five core competences: communication using Kiswahili as a language of instruction, self-awareness, socialisation, body building, and environment. EQUIP-T also developed and supplied SRP Volunteers' and Trainers' Guides. Initially the SRP programme was covered in 12 weeks where SRP volunteers read one story (book) to the children within four days of the week, the modality that changed with the remaining four weeks allowing the volunteers to develop their own stories and /or

contextualize the existing ones. The 5th day is meant to report progress by the volunteer to the primary school hosting the SRP centre.

Furthermore, in both Chemba and Mpwapwa, EQUIP-T has managed to train teachers to master the KKK, it has also purchased learning facilities, offered training to non-ECE teachers, and has mobilised the community to pay allowances to the SRP volunteers. EQUIP-T has also been working with the PTAs. Almost all standard I to Standard VII schools have PTAs, but none exist at pre-primary level.
During the 2016 mid-term programme review, EQUIP-T used an International Development Early Learning Assessment (IDELA) tool to assess the learning outcomes of the SRP students.

> *It was established sequentially that the 12-week [programme] children (2015/16) and the 16 week [programme children] (2016/17) achieve higher in all five domains (cognitive, early Maths, early literacy, psychomotor [learning] and social/emotional [development) than the government pre-primary school children (one-year programme) and the children with no PPE. This indicates that the SRP significantly influences the development of the ECE domains and the related competences. (ECE Stakeholders_58)*

3.3.2.2 Children in Crossfire (CiC)
CiC[27] envisions the creation of a compassionate world where every child can reach his or her potential. To realize its vision, CiC has run a four–year programme (2014–2017), Fursa kwa Watoto (FkW) "Opportunities for Children", in collaboration with Tanzania Home Economics Association (TAHEA), an NGO based in the Mwanza region focusing on agriculture, education, and health.

FkW is designed to improve school readiness and learning outcomes for children through the existing pre-primary, primary and satellite schools' education structures by rehabilitating the ECE classrooms as per the national policies, strategies, and the national curriculum and classroom standards. FkW also train teachers through support of TTCs with each model benefiting on teacher training, mentoring and school leadership, stimulating learning environments and parent partnership. The content for the teacher-training programme can add value in the development of the ECE teachers' training modules.

CiC also creates awareness about the importance and management of ECE through workshops with education leaders at the district level, school committees, and school heads.

3.3.2.3 Building Resources across Communities (BRAC)
BRAC[28] is a Bangladesh-based NGO that operates across 11 countries, including Tanzania. The NGO provides PPE for children aged three to five by enabling them to attend learning

[27] https://www.childrenincrossfire.org/
[28] http://www.brac.net/tanzania

centres for three hours every day. Children learn about health, mathematics, arts and science. To enable for wider participation of children from low-income families, BRAC has opened 50 community based pre-primary schools in 18 branches, reaching 1,500 students under the age of four in Iringa, Mbeya, Dar es Salaam, and Dodoma.

> *During our classes, we have 'corners'. We have one corner for imagination, for innovation and creativity, where we use materials locally made from the surrounding community as this is cost-effective. We have music corners where the children can play with drums and guitars and can discover their talent.*[29]

Since 2016, BRAC opened Play Labs, also referred to as ECD centres, covering the two regions of Mbeya and Dar es Salaam. These enable children to acquire skills by participating in early learning activities in a ten-month programme that follows a specific curriculum. Children develop cognitive, emotional, linguistic, and numerical capabilities. They also learn to communicate, socialise and become better prepared for school. More than 2,400 children aged three to five years are enrolled in 80 Play Labs across Tanzania, with more than 2,000 parents and caregivers. Play Lab leaders tend to be volunteers and are given a 10–day short training course about what is expected at the labs in terms of the curriculum, guidelines, and learning material. The curriculum was developed in collaboration with TIE and some aspects can be learned in line with the development of modules for addressing the teacher competence gaps.

3.3.2.4 Tusome Pamoja Project

United States Aid's (USAID) Tanzanian education programme (USAID, 2017) funds the Tusome Pamoja (Let's Read) project (2016-2021). The project provides support in improving student outcomes in reading Kiswahili for Grades 1-4. The partners are MoEST, PO-RALG, and Research Triangle Institute (RTI) International and the project targets both Tanzania's mainland (Morogoro, Iringa, Ruvuma and Mtwara and Zanzibar: Unguja and Pemba) regions.

In line with ECE, the project works with key stakeholders to develop teacher guides and student materials and offers training on how to use them including coaching and mentoring support for teachers.

> *"Tusome Pamoja is a results-oriented, professional development early grade reading programme …based on the five core strands of a reading curriculum: phonological and phonemic awareness, phonics, fluency, comprehension, and vocabulary. Materials will be developed to support early grade reading instruction, including teacher manuals, levelled*

[29] http://www.brac.net/tanzania

and decodable supplementary readers in Kiswahili for use with students" (Education Fact sheet, 2016 p. 2).

High parent-teacher ratio (PTR) and retention of teachers, especially in rural areas, are among the major challenges of the project. Other challenges include the retention of girls due to early pregnancies and the low quality of basic education. For example, using the RTI's National Early Grade Reading Assessment (NEGRA) (RTI, 2013), it was established that only eight percent of Standard II pupils were able to read with grade-level comprehension.

3.3.2.5 The Aga Khan Foundation and the Madrasa Early Childhood programme

The Aga Khan Foundation and the Department of Foreign Affairs, Trade and Development (DFATD), through the SESEA offer Madrasa as a school-readiness programme in Zanzibar. Madrasa Early Childhood Programme also offers teacher-training classes for certificate, diploma and specialised courses with the objective of enhancing the human resource base for ECD and providing platforms for new teachers to learn from their experienced peers. In terms of achievement since 1990, it has established 84 pre-schools benefiting 24,123 students and 1,880 trained teachers (AKDN, 2008).

The "Madrasa Pre-school Programme Impact Study" of 1999-2005 (AKDN, 2008) measured the cognitive development of children related to language, early numerical and non-verbal reasoning skills, all of which contribute to school readiness. The study observed that the school experience for both the Madrasa and two comparison groups had a significant influence on the children's cognitive development and their readiness for primary school, compared to those who did not attend any PPE. Stronger cognitive development was observed in children under the Madrasa programme with this attributed to the quality of the teaching and learning environment.

3.3.2.6 Strengthening Education Systems in East Africa (SESEA) Programme

The SESEA programme is run by paraprofessionals in Lindi and is a joint initiative between Global Affairs Canada and Aga Khan Foundation Canada (AKFC) that ran from April 2012-December 2017. The project aimed to enhance and sustain the learning outcomes of pre-primary and primary girls and boys in marginalised communities within Tanzania (Southern Tanzania), Uganda (Western Nile), and Kenya (Coastal Kenya). This was to be achieved through the professional development of pre-primary and primary educators by introducing new accredited programmes, creating opportunities for uncertified teachers to obtain government recognition, facilitating practicum placements, and providing graduate degree and certificate programmes[30].

[30] https://www.aku.edu/iedea/dev-projects/Pages/sesea.aspx

Overall, the project aimed to reach 9,180 pre-primary and primary educators and 3,150 other key members of the education support system.

3.3.2.7 Haki Elimu

Haki Elimu[31] promotes ECE across programme in schools. Its annual report (see Haki Elimu (2015) shows that, besides creating awareness among parents about the importance of ECE, Haki Elimu renovated 13 pre-school classrooms and trained 21 pre-class teachers in classroom management and teaching skills. It also provided basic teaching and learning materials such as books, sports gear, and other instructional materials. The initiative resulted in an improved enrolment and attendance in ECE in Tanzania.

3.3.3 Other Existing ECE Interventions

3.3.3.1 Measuring Early Learning and Quality Outcomes (MELQO) in Tanzania

UNESCO, the World Bank, UNICEF, and Brookings Institution launched a joint project of Measuring Early Learning and Quality Outcomes (MELQO)[32] measuring two aspects: 1) early child development and learning, and 2) the quality of pre-primary learning environments. MELQO is designed for children between the ages of three and seven years. The tool also guides national policy and practice as it outlines a process for context-specific adaptation and an institutional assessment designed to judge the readiness of countries to adopt a national monitoring programme. The project is piloted in Tanzania (still ongoing) and the initiative began in 2014 in anticipation of the global emphasis on ECD that was eventually included in the SDG education goal.

Students' learning outcomes in early grades have also been assessed by NEGRA in the Tusome Pamoja project and by the Save the Children-developed IDELA in the EQUIP-T SRP.

3.3.4 Summary of Stakeholders, Programmes and Initiatives Targeting ECE in Tanzania

Table 3.1 provides a summary of key stakeholders, programmes, initiatives and donor agencies supporting/targeting ECE in Tanzania.

[31] hakielimu.org

[32] https://www.brookings.edu/research/measuring-early-learning-quality-and-outcomes-in-tanzania/

Table 3.1 ECE Initiatives and the Related Stakeholders, Agencies, and Development Partners

	Implementer	Initiative	Roles	Funders
1	UNICEF in collaboration with MDAs	Early Childhood Programme	Advocacy and CPD for teachers	UNICEF
2	EQUIP -T	SRP - Assessed SRP children domains using IDELA tool	Access to PPE Train volunteers	DFID (UK)
3	MoEST and TIE	Literacy and Numeracy Education Support programme (LANES)	Curriculum review Train ECE teachers	Global Education Partners
4	Children in Crossfire	FkW	Train PPE teachers, Conduct workshops to WEOs, QAs and DEOs	CiC, Northern Ireland
5	BRAC	Play Labs	Train parents and caregivers	LEGO Foundation BRAC Foundation
6	Joint project between MoEST, UNESCO and World Bank	Measuring Early Learning and Quality Outcomes (MELQO)	ECD and learning environment	UNESCO, World Bank
7	Tanzania Early Childhood Development Network	Rights of Young Children Collaborates with BRAC on ECD aspects	ECD networking and advocacy	CiC Better Way Foundation
8	Tusome Pamoja	Assessed National Early Grade Reading using NEGRA in collaboration with RTI	Development of resources	USAID
9	Haki Elimu	Train PPE Teachers	Access to resources	Sweden International Development Agency (SIDA), Canada International Development Agency (CIDA), DFID (UK)
10	Aga Khan Foundation	Madrasa Programme - Strengthening Education Systems in East Africa (SESEA) Programme	PPE teacher training	Aga Khan Foundation of Canada
11	Others: TEN/MET, Twaweza, TTU, TTCs and government agencies (TIE, NECTA, NACTE, TCU)	Advocacy, Policy Analysis, Research, Assessment, Teacher Training, Teacher Professionalism, Accreditation, Curriculum Development and Review etc.		

Source: Reviewed Literature

3.4 Challenges of ECE in Tanzania and Related Recommendations

Challenges in ECE cut across most ECE interventions and are grouped in categories outlined below. Each of these categories will be discussed and related recommendations provided.

3.4.1 Challenges Related to ECD Policy and Coordination of ECE

In line with the 2014 ETP policy, the age aspect of PPE demands further clarification. While primary school entry officially starts at age six (having moved from age seven), PPE begins from age 3, with compulsory enrolment of one year prior to joining Standard I. However, it is not explicitly outlined where children aged four and five fit in. URT (2017a) showed that similar percentages of students aged five and six were enrolled in PPE, which is above 40 per cent for all age categories. The existing curriculum targets competencies and activities suitable to five-year-old children. At the moment, it is the role of the teacher to categorise children and engage them, taking into consideration their age and mental ability. Research findings from Children in Cross Fire (CiC, 2017)[33] recommends that there should be a mechanism to keep children aged 5 years and younger in place.

In line with other policies, ECD cuts across different sectors, demanding an integrated effort in policy development and advocacy. With the rejection of the IECD, as organised by UNICEF in collaboration with other stakeholders (discussed earlier), addressing aspects that had been organised under the IECD might now be cumbersome, given the current policy framework.

In terms of policy, weak laws should be strengthened and policies affecting young children and their related rights developed and resourced to ensure improved provision of quality ECE.

In terms of coordination, ECE is embraced within the primary unit/department at the ministry level. However, there is a need for a separate department to handle ECE matters, similar to the distinct primary and secondary education departments.

In a broader perspective, and as per the Primary Education Development Programme (PEDP I and II 2002), the plan was to have ECE schools with school heads, new buildings… versus the current modality of having ECE classes within the existing primary schools. ECE is thus coordinated by the primary school head… (Ministry Official_5)

[33] The report has yet to be released for public use.

3.4.2 Challenges Related To ECE Teacher Numbers and Specialisation

URT (2016) recommends a PPE PTR of 1:25; with the reality reflecting 1:177[34], URT ibid. This results in large class sizes and, with increased enrolment, reduced development of the child and lower achievement of ECE learning outcomes.

In addition, specialised ECE teacher numbers are low and even those who are specialised are not knowledgeable on the ECE competencies and relevant pedagogies. MoEST needs to train specialised ECE teachers and/or introduce ECE programmes at the certificate, diploma and university levels to cater for the shortage. This is important given the policy support on ECE. A study establishing the status of ECE and related programmes in Tanzania will also offer more insights on this topic.

Teaching of ECE is also perceived to have a low status among teachers themselves, necessitating a mechanism to improve its status. ECE teachers' working environment also needs to be improved to attract more teachers to join the field at this level.

3.4.3 Challenges Related to Infrastructure and Basic Facilities

Basic infrastructure for the ECE and even other primary schools has been reported as being among those challenges that have increased following the introduction of FFBE (MoEST, 2017), with almost all primary schools lacking ECE toilets and 84 per cent lacking ECE classes. This is partly attributed to the lower budget allocation at the pre-primary level as explained below.

Other challenges that have increased following the introduction of FFBE include the lack of facilities (desks and chairs). Generally, at primary level, the deficit was 71 per cent chairs and 38 per cent tables. However, the government has increased the supply of desks to primary schools, with the deficit now at 17 per cent (MoEST, 2017). These desks are used by ECE students, given the lack of the ECE-dedicated/specific desks/classrooms.

3.4.4 Challenges Related to the New Syllabus

Although all ECE teachers have received eight–day training, this is not sufficient to master all the approaches needed to develop ECE competencies. Thus, there is a need to train ECE teachers about the new competence-based curriculum instead of the former content-based curriculum.

[34] URT (2016) report

During interviews with TIE and the ECE ministry's expert, it was revealed that shortcomings in the 2009 TIE curriculum were addressed in the revised ECE curriculum. Some of the shortcomings which have been addressed are:

1. Children had a lot to cover under the content-based leading with limited mastery and practice of the competencies leading to poor learning outcomes
2. The curriculum was not age-appropriate given the divergent age groups among ECE children. There was also a need for a curriculum that engages children as active learners with inclusion of play and open-ended questions
3. The curriculum used letter names and not phonics, given their role in children's language development. The current curriculum reflects the phonemic awareness
4. The previous curriculum focused on what teachers could prepare while the current curriculum emphasises what students can prepare to facilitate individual learning
5. The previous curriculum did not include the preparation of learning corners while the current curriculum provides for same. In addition, the current curriculum enables ECE teachers to create conducive learning environments.
6. Finally, the current curriculum uses many story books (12 currently) that enable children to learn through pictures

Most of the competencies reflected in the new curriculum align to the internationally recommended competencies (see Oxfam, 2011) to be demonstrated by ECE children. These competencies also need to be included in ECE teacher-training programmes in the Tanzanian context since the gaps were established during training, according to the Ministry official interviewed for this research.

An improvement to the revised ECE curriculum would include the following aspects:

- Resolve challenges related to sounds. With an illustrative quote from Ministry ECE national facilitator:

  …sound k is mixed with sound g… katoto (correctly pronounced) versus gatoto (Kigoma)… z is mixed with sound s…. zawadi (correctly pronounced) versus sawadi (Arusha). The Iringa t is mixed with d, Mbeya f is mixed with v… Early childhood educators need to know the source of the problem… whether the sound is pronounced from the nose, mouth… and insist that the children look at the educator as he/she pronounces the sound… Practicing and closer monitoring is also the key, as well as the use of pictures… (Ministry official, ECE national facilitator_56)

- Resolve challenges related to the appropriate techniques to be employed by the ECE teachers to enable for learner involvement in the learning process. Teachers need to be trained on how to be creative and come up with approaches that will

encourage learners to prepare learning materials, such as the scaffolding approach, zigzag, to enable children to move from the zonal of proximal development.

- Resolve challenges related to assessment techniques. The use of portfolios, rubrics, checklists needs to be included to enable ECE teachers assess children's mental, social, physical development and other developmental aspects. Finally, there is a need to include awareness of first aid kits given the nature of the activities children engage in.
- The existence of a new syllabus goes hand-in-hand with the provision of adequate teaching and learning materials. At the moment, materials are not sufficient as reflected in the M&E of the FFBE (URT, 2017a).

> *Plans are there to adopt the TIE SRP teaching and learning materials developed and add another 12 books, thus having a 24-book package to be covered during the one year of PPE. The initiative is funded by USAID and forms part of the Tusome Pamoja (Let's Read) project programme … (ECE Stakeholder_54)*

- Finally, there is a need for a vibrant and active teaching and learning environment to attain the intended learning outcomes at the ECE level, views also supported by the Madrasa Early Childhood Programme and the MoEST official.

> *Accordingly, the ingredients of active teaching and learning include five dimensions: materials, manipulation, choice, language, and support of the curriculum, abbreviated as MAMACHOLASU. They need to form part of any CPD and pre-service training for ECE teachers. (Ministry QA Official _18)*

3.4.5 Challenges Related to Budget Allocation

Budgeting of the PPE is a global concern and, in particular, the allocated budget for its operational costs, infrastructure, CPD, and teaching and learning materials to mention a few. According to the Theirworld scorecard (2016)[35], PPE is given less priority by education aid strategies. For example, in 2014, PPE received just 1.15 per cent of total aid[36] to education, while more than 40 per cent was allocated to higher education. This has led to insufficient and unpredictable funding of ECE, which creates a significant barrier to universal access to pre-primary programmes and investment in primary education.

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[35] http://s3.amazonaws.com/theirworld-siteresources/Reports/Theirworld%20Scorecard%20-%20Stop%20neglecting%20pre-primary%20education%20investments%20-%20June%202016.pdf

[36] According to Theirworld (2016) www.theirworld.org, the total Official Development Assistance to pre-primary was US$106 million (p. 3), equivalent to 1.15 per cent of the total aid to education. This means the overall total aid to education was approximately US$9.217 billion.

In Tanzania, following the introduction of the FFBE in 2016, PPE budgeting has been included under the Capitation Grant but the budget is not sufficient, as reflected by the implementation and M&E of the FFBE (Haki Elimu, 2017; URT, 2017a). In addition, school heads do not properly account for the number of ECE students in their schools, resulting in many schools not receiving an ECE budget and providing mixed results on the allocation (URT, ibid). Thus, there is a need to train school heads on the need to accurately record the number of ECE students, enabling schools to receive the appropriate budget allocation. The district management also needs to ensure that the accurate number of ECE students are reflected for budgeting purposes.

3.4.6 Challenges Related to Lack of Food

Provision of food is essential for ECE children. The FFBE Circular 3 (MoEST, 2017) outlined the role of parents regarding the contribution of food, uniforms, transport and other basic needs for their children, making them accountable for the overall education process. However, this does not happen in practice. According to the CiC (2017) report, variations exist in the provision of food among regions, with Kilimanjaro having the highest percentage (79 per cent) of school feeding programmes for ECE; Dodoma has 14 percent, below the national average of 23 per cent. Food has also been mentioned as a major challenge that demands attention by MoEST (2017). This is because food, as a basic necessity, is also essential for concentration and helps with student retention. Thus, deliberate measures that involve community members are needed to ensure that ECE children receive food of some nature.

3.4.7 Challenges Related to the Value Attached to Education

Besides the deliberate measures advocating for access to FFBE at the national level, some parents still mentioned cost implications- uniforms and other related education expenses - as a reason for not registering their children. According to the URT (2017), 33 per cent of parents attach less value to education, and this hinders their children's access to education, including ECE. There is a need to create more awareness among communities to enable them to see education, including ECE, as favourable and important for the wellbeing of their children.

Other challenges to ECE, according to CiC (2017) include:

- The low quality of the pre-school programmes;
- Less and/or under-support given to teachers and schools in the process of developing young people as global citizens;
- Poor health and nutrition factors that compromise children's physical and cognitive development;
- Vulnerable families not receiving the same opportunities for their children to develop fully;

- Low awareness among parents and communities about children's early development needs.

3.5 Stakeholders' Initiative in Response to ECE Challenges

URT (2016) defined PPE "as a formal school system for children aged 5 years. Pre-Primary Education cycle lasts for 1 year with no National Examinations for promotion purposes" (p.21).

CiC research on the status of PPE in Tanzania[37]addressed, among other things, the quality and capacity of PPE in Tanzania, the budget available for the PPE sub-sector, planned government reforms and their related implications. At a stakeholder validation workshop in May 2017, stakeholders devised a matrix of PPE and programme priorities for the short-term (2017/18) and medium term (2017-2020) on the following key areas. These key areas reflect the major ECE challenges in Tanzania following the implementation of the one-year compulsory for ECE as advocated by the 2014 ETP.

Infrastructure – Construction, rehabilitation and finalising policy guidelines on satellite schools including standardised construction design for 1,000 planned satellite schools.

Community Participation/Parenting – Emphasising the role of community engagement, for example, in the construction of classrooms and feeding programmes in line with FFBE, parenting education, and the role of school management committees.

Data /Assessment/Evidence Generation – comprising the monitoring of learning achievement i.e. TIE and NECTA to agree on a national follow-up of pre-primary pupil learning assessment (MELQO) and quality study and inclusion of PPE and satellite data in the Education Management Information System (EMIS) and School Information System by PORALG and MoEST.

Teachers – The priority is to recruit PPE diploma teachers graduating in 2017, training of teachers, and provision of professional development, motivation and support.

School and Classroom Environment – This focuses on the need for a minimum standard regarding the age for enrolling at PPE level and the development of a national guidance on a pre-primary learning kit, including core materials and training on local production of materials. Regarding the age, the matrix proposes the need to limit the PPE enrolment in

[37] The report has yet to be released for public use, page 27.

2018 to five years only (and enforce until an adequate improvement in quality). For the children missing out on the PPE, the matrix recommended a three–month SRP or straight enrolment to Standard I and with a need to prepare Standard I and II teachers to bring children who missed out the PPE up to standard.

Finances – This matrix placed an emphasis on financing mechanisms, cost efficiencies, waste reduction and, in particular, on the disbursement of the PPE capitation grant as planned throughout the 2017/18 financial year (and beyond). Villages should also be encouraged to include recurrent/indirect costs that are unaffordable for parents to support early learning (e.g. paraprofessionals, schools feeding) by including the training of school committees and in parent/community sensitisation campaigns.

Chapter 4: ECE in Chemba and Mpwapwa districts

Chapter 4 outlines the context of Chemba and Mpwapwa districts and education statistics with regards to enrolment and PTR. The chapter also discusses education as a system in implementing the 2014 ETP policy at district level, with a focus on community perception of students, teaching and learning processes, and learning outcomes. The challenges in implementing ECE in the respective districts and the mechanisms for addressing them will also be outlined, along with CP gaps and recommendations for improving the provision of ECE in the respective districts.

4.1 The Context

4.1.1 Dodoma Region

Dodoma has recorded one of Tanzania's lowest pass rates in the PSLE (URT, 2005, UNESCO, 2011; Uwezo, 2017), with Chemba and Mpwapwa registering the lowest pass rates in the region. According to UNESCO (2011), Dodoma faces access disparities and retention challenges both at primary and secondary school levels, with these being largely attributed to school supply constraints and environmental issues particularly agro-pastoral activities, a low cultural value given to education, and climatic conditions. In addition, less than 80 per cent of Dodoma's primary school teachers are qualified (URT, 2005). And Dodoma ranks among the bottom five regions in terms of having primary government schools with the lowest qualified teachers (URT, 2005; UNESCO, 2011).

> *"Teachers' qualifications would benefit from the teacher-upgrading programme first targeting regions with the lowest levels of qualified teachers (such as Tabora, Dodoma, Lindi, Iringa, and so on) to help narrow the qualifications gap and ensure greater equity between regions" (UNESCO, 2011, p. 281).*

4.1.2 Education Statistics in Chemba and Mpwapwa Districts

According to this study statistics, the two districts comprise 230 government co-education primary schools, 117 in Mpwapwa and 103 in Chemba. Figure 4.1 presents the number of school aged children (aged three to five-years-old) versus enrolment in PPE in Chemba and Mpwapwa districts. Chemba was formed as a new district *(departed from Kondoa)* in 2013 and has a higher percentage PPE enrolment, 44 per cent on average from 2014–2017,

compared to Mpwapwa where the average percentage enrolment in PPE from 2013–2017 was 32 per cent.

This low enrolment rate has been partly attributed to the low regard for ECE among the community, especially in Mpwapwa. On average, the percentage of enrolled girls is 51 per cent for Chemba (from 2014) and 55 per cent for Mpwapwa (from 2013-2017). The age of PPE student enrolment in Mpwapwa district from 2013-2017 was five years old (46 per cent), six years old (40 per cent), four years old (13 per cent), and three years old (one per cent). Statistics for Chemba district regarding the enrolment age of children were reflected for years 4 and 5 only, thus they cannot provide conclusive details.

Each district has a school with a classroom earmarked for children with special needs. In Chemba, for example, there are seven ECE children receiving special needs education (mostly due to intellectual, hearing, and vision impairments, with one pupil presenting with mixed impairments). In Mpwapwa, no child received special needs education in 2017, down from two children in 2016(due to intellectual and hearing impairments).

4.1.3 ECE Pupil-Teacher (PTR) Ratio at District Level

In Chemba and Mpwapwa, total enrolment in ECE in 2017 was 17,964 students in the existing 230 primary schools, with each school having one ECE teacher. The PTR in the two districts is 1:78[38], lower than that quoted in URT (2016) which is 1:177 and 1:133 for specialised and non-specialised ECE teachers respectively. Given the recommended PTR of 1:25, this number of students would require almost 720 ECE teachers.

In addition, each district has two special education teachers attending children with special needs at the primary level, including ECE. Each district also has a unit for special education managed by a Special Education Officer. Their role is to raise awareness in the community about the need for parents to send children with special needs to school. They also visit parents to offer special guidance and advice depending on the children's needs. The unit also offers training to teachers and parents on how to handle the needs of special children in inclusive education.

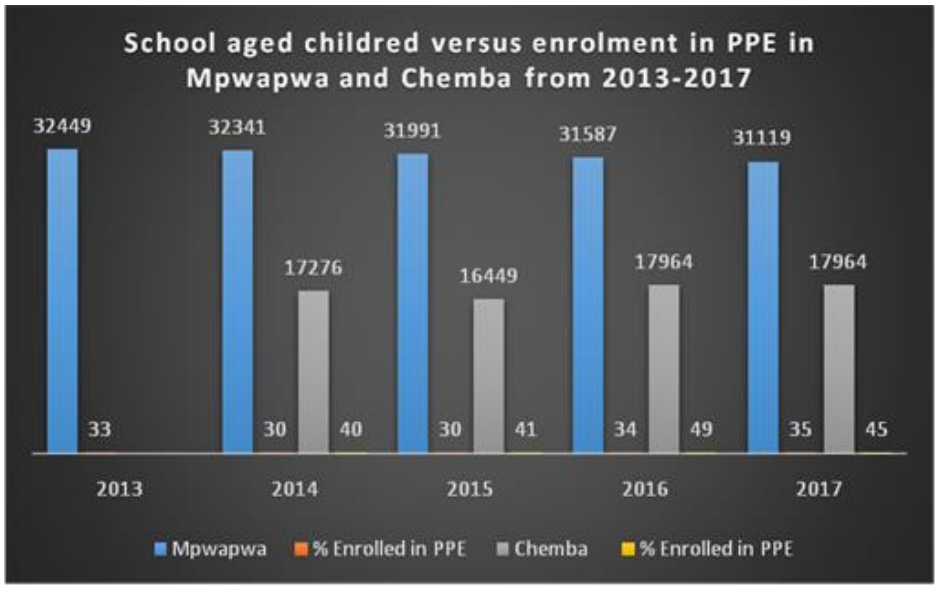
4.1.4 Enrolment of School-Aged Children in the Surveyed Schools in 2017

Tables 4.1 and 4.2 present the statistics of the surveyed schools in terms of the number of students and teachers and the PTR for both PPE and primary education in the respective districts. From the tables, the number of ECE students in the surveyed schools is 1,918 in Chemba and 1,441 in Mpwapwa. The ECE PTR is 83:1and 90:1 and the normal PTR 54 versus 41 in Chemba and Mpwapwa respectively. The average ECE PTR for the two districts is 1:86

[38] Data gathered from study questionnaires/survey instruments

versus 1:47 for other teachers above the overall district average 1:78. The ECE PTR ratio is slightly higher in Mpwapwa compared to that of Chemba district.

Figure 4.1: Number of School-Aged children in Chemba and Mpwapwa Districts



In 2017, most enrolments were at age six (43 per cent) and age five (42 per cent) (Figure 4.2), more or less reflecting the findings of URT (2016) and URT (2017a). A higher number of girls than boys enrol at age four (53 per cent), falling to 47 per cent at both ages six and three. Overall, however, boys on average outnumber girls with girls having an overall average of 48 per cent in 2017 PPE enrolment.

Figure 4.2 ECE Enrolment in 2017 in the Surveyed Schools

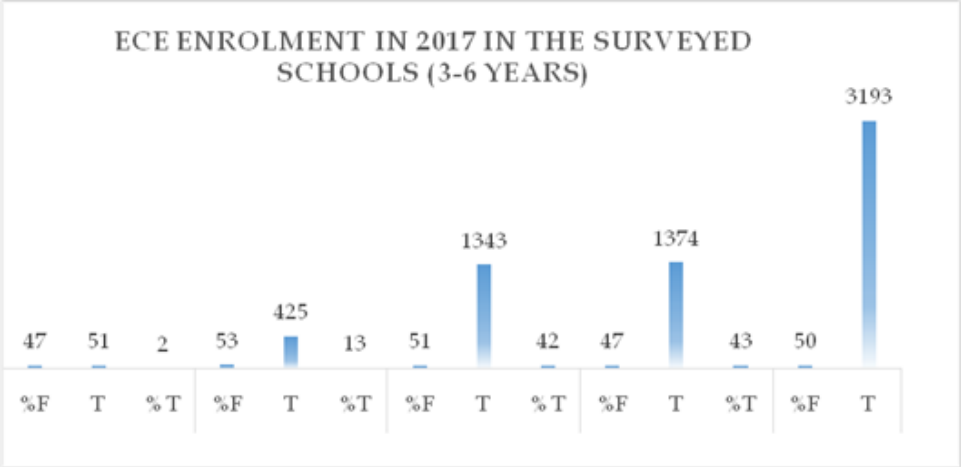


Table 4.1: Number of Students, Teachers and ECE Classrooms in the Surveyed Primary Schools – 2017 - Chemba

S/No.	School Name	Ward	Total # of ECE Students in 2017			Number of ECE Teachers			Primary Teachers			Total # of Students PPE - Standard VII		
			Boys	Girls	Total	M	F	Total	M	F	Total	Boys	Girls	Total
1	Chemba	Chemba	17	22	39	1		1	3	9	12	230	242	472
2	Paranga	Paranga	47	33	80	1		1	4	4	8	287	255	542
3	Kambi ya Nyasa	Chemba	24	28	52		1	1	5	5	10	146	132	278
4	Gwandi	Gwandi	33	29	62		1	1	4	4	8	176	184	360
5	Kidoka	Kidoka	64	38	102	1		1	5	8	13	397	343	740
6	Ombiri	Kidoka	47	38	85	1		1	6	1	7	331	229	560
7	Pangalua	Kidoka	38	23	61		1	1	6	2	8	271	228	499
8	Chambalo	Kidoka	61	51	112		1	1	5	3	8	196	195	391
9	Rofati	Gwandi	36	29	65	1		1	5	1	6	190	132	322
10	Tumbakose	Farkwa	16	22	38	1		1	5	2	7	151	137	288
11	Hawelo	Farkwa	9	13	22		1	1	5	2	7	111	140	251
12	Humekwa	Farkwa	27	22	49	1		1	5	1	6	135	153	288
13	Donsee	Farkwa	16	19	35		1	1	4	1	5	74	95	169
14	Farkwa	Farkwa	32	18	50			1	4	8	12	224	207	431
15	Mombose	Farkwa	4	5	9		1	1	3	3	6	177	145	322
16	Gonga	Kwa Mtoro	33	50	83	1		1	4	2	6	166	241	407
17	Tandala B	Dalai	50	40	90	1		1	2	2	4	50	40	90
18	Kelema Maziwani	Mondo	73	76	149		1	1	4	15	19	386	431	819
19	Waida	Mondo	26	26	52		1	1	5	3	8	272	295	567
20	Mondo	Mondo	54	54	108		1	1	3	5	8	254	257	511
21	Mtakuja	Dalai	40	45	85		1	1	3	4	7	377	424	801
22	Dalai	Dalai	90	83	173		1	1	6	3	9	302	371	673
23	Araa	Mondo	150	167	317			1	2	17	19	539	581	1120
	Total in Chemba		**987**	**931**	**1918**	**9**	**12**	**23**	**98**	**105**	**203**	**5442**	**5457**	**10901**
ECE Teacher-Student ratio (Chemba)					83									
Teacher-Student ratio (Chemba)					54									

Table 4.2: Number of Students and Teachers in the Surveyed Primary Schools – 2017 - Mpwapwa

S/No.	School Name	Ward	Total # of ECE Students in 2017			Number of ECE Teachers			Primary Teachers			Total # of Students PPE - Standard VII		
			Boys	Girls	Total	M	F	Total	M	F	Total	Boys	Girls	Total
1	Kikombo	Mpwapwa	20	18	38			1	5	15	20	146	156	302
2	Chazungwa	Mpwapwa	40	35	75			1	7	10	17	386	420	806
3	Ilolo	Mpwapwa	63	61	124			1	5	19	24	425	468	893
4	Mtejeta	Mpwapwa	38	42	80		1	1	10	17	27	439	456	895
5	Isinghu	Vinghawe	53	45	98	1		1	10	2	12	262	314	576
6	Lupeta	Lupeta	54	76	130			1	6	8	14	474	502	976
7	Kisokwe	Mazae	74	41	115			1	6	7	13	366	405	771
8	Manghangu	Vinghawe	35	34	69		1	1	5	5	10	280	272	552
9	Kimagai	Kimagai	28	49	77		1	1	4	7	11	427	506	933
10	Iyoma	Gulwe	65	82	147	1		1	5	3	8	277	322	599
11	Idilo	Mazae	32	19	51		1	1	5	10	15	155	164	319
12	Mazae	Mazae	68	66	134		1	1	4	20	24	395	422	817
13	Mpwapwa	Mpwapwa	63	57	120			1	6	15	21	495	448	933
14	Igovu	Mpwapwa	28	35	63		2	2	3	21	24	226	213	439
15	Vinghawe	Vinghawe	64	56	120		1	1	6	18	24	548	557	1105
	Total in Mpwapwa		**725**	**716**	**1441**	**2**	**8**	**16**	**87**	**177**	**264**	**5301**	**5625**	**10916**
ECE Teacher-Student ratio (Mpwapwa)					90									
Teacher-Student ratio (Mpwapwa)					41									
Overall summary for the two districts														
Total for Chemba and Mpwapwa for each category			**1712**	**1647**	**3359**	**11**	**20**	**39**	**185**	**282**	**467**	**10743**	**11082**	**21817**
Overall ECE Teacher-Student ratio					**86**									
Overall Teacher-Student ratio					**47**									

4.2 Implementation of the 2014 ETP at District and School Levels

4.2.1 Community awareness and mobilisation about ECE

ECE has now started to be perceived positively by the wider community (leaders such as WEO, parents, students and teachers) realising its value of improving the quality of education at the individual, community and national levels. This has been evidenced by the increased enrolment of ECE children in the two districts, especially in Chemba (Table 4.1 and 4.2).

The increased enrolment also arose from the introduction of the 2014 ETP that demanded compulsory ECE and the need for each primary school to have an ECE class. As a result, ECE enrolment in some schools doubled.

> *In my school, the enrolment in 2016 was 94, now there are 174... In my school as well, we had 163 students enrolled in ECE classes last year, this year 317 were enrolled. This is largely attributed to the introduction of the FFBE, some parents are also attaching value to education.* (FGD Heads_4)

Mobilisation has also been vital to this increase. School heads, in collaboration with community and village leaders, conduct a census to increase the number of students joining ECE and Standard I levels. The census is done in September and October every year. The WEO also conducts meetings with parents regarding the importance of ECE. During such meetings, parents are encouraged to send children living with a 0.5km radius to school.

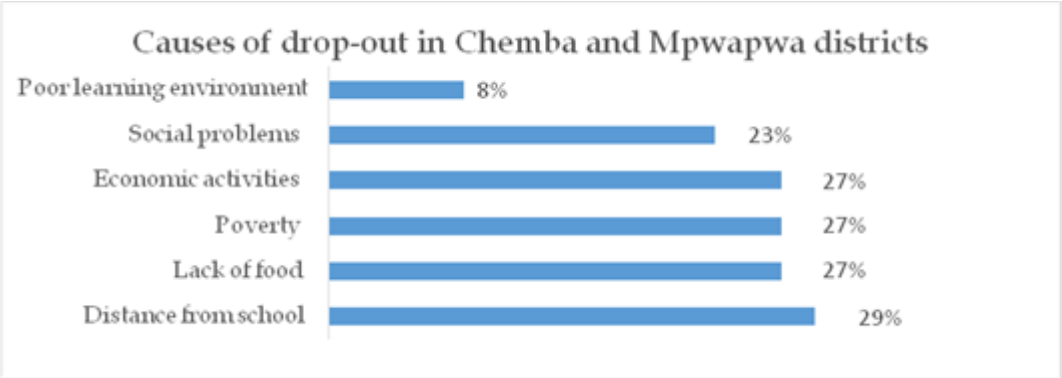
Study data indicates that the school committees meet on average four to eight times a year to discuss aspects of school development, including the allocation of the government capitation grant. This is in line with implementation of the FFBE (URT, 2017a), where all schools were directed to form a committee to oversee the utilisation of the capitation grant as per the intended objectives.

Each school has a PTA made up of two parents (one male and one female) for each class, but this does not apply to the ECE classes. The role of the PTA is to ensure that children attend school and it applies disciplinary measures to parents whose children are at risk of dropping out and/or have dropped out.

However, every child is not enrolled in pre- and primary level education (URT, 2016; URT, 2017a), with PPE enrolment levels at 44 per cent in Chemba and 32 per cent in Mpwapwa. Figure 4.3 summarises the reasons behind drop-outs in the surveyed schools, with reasons

including distance from school, lack of food, and poverty. Similar reasons have also been outlined by the URT (2017a)[39].

Figure 4.3: Causes of Drop-Out in Chemba and Mpwapwa Districts



According to the URT (2017a), in order of preference, the reasons behind parents not registering students include the value they attach to education (33 per cent), poverty and the high cost of education (21 per cent), failure rate (more applicable to the secondary level, 12 per cent), nomadic lifestyle (nine per cent), and distance to and from school (nine per cent). Almost all of these reasons are also applicable in Chemba and Mpwapwa.

Regarding the distance to and from school, *"the practice is that if one school already has 950 students, a new school need to be established"*(School Heads_7).Only two (five per cent) of the surveyed schools exceeded this threshold.

Children's ages also play a factor when combined with lengthy commuting distance to schools, in that younger children find the distance a challenge. Besides social problems such as family conflict, single parenting, and HIV/AIDS, parents still find it expensive to afford for the basic education needs such as school uniforms and exercise books.

4.2.2 Perception of ECE Children

In this study, it was important to establish the status of ECE children in terms of their physical wellbeing, functional ability, cognitive level, physical ability, needs, preferences, and the social and emotional dimensions. This is because students do differ from one another (see Kovas et al., 2015; and Church, Elliot, & Gable, 2001), partly due to environment, and their own innate abilities. For instance, children from families where their parents and relatives attained secondary education and/or above have good cognitive and social skills, compared to those coming from families where parents never attained that level of education. The socio-economic status of families also contributes to the difference.

[39] *Monitoring the Implementation of Fee Free Basic Education (FFBE) in Tanzania* (URT, 2017a) is not available online at the time of writing

In relation to children's interest in study, ECE children in Chemba and Mpwapwa are perceived positively by their teachers and parents. In terms of their interest in school activities, students like school and, in some instances, register themselves, particularly since the introduction of FFBE.

> *We received a seven-year-old boy in our school… I had to come on my own now that my fellows are at school… This has resulted in schools having no proper records of their [children's] profile data as the kids cannot introduce themselves well… Such errors are addressed subsequent to further consultation….* (ECE Teacher_17)

Parents felt that children thought their parents did not send them to school due to its cost implications. With the introduction of FFBE, students now leave their families and go to school.

> *I had to attend my cattle now, something that I didn't do before, my kids used to do this. But now, I am the one handling this. If you tell them to do so, they say education is free … leaving me and my cattle …* (Parent_19)

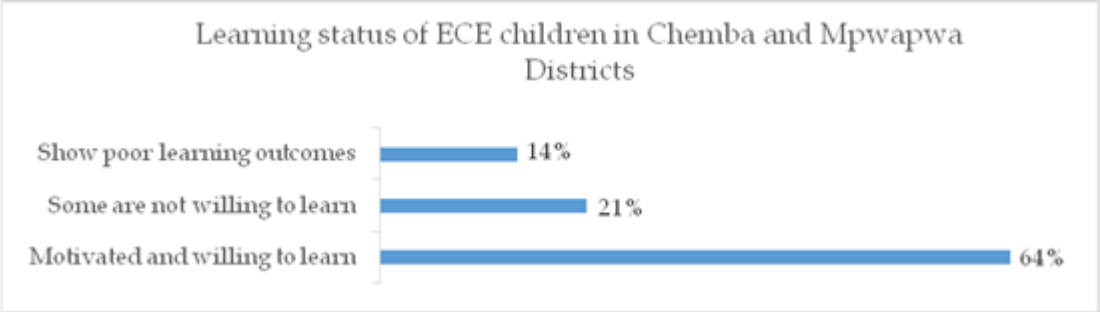
After enrolment, students are assessed and most of them manage to learn and adjust to the school environment, usually within three to six months. With a few exceptions, almost all the enrolled students finish ECE and there is a significant difference between them and children lacking such an early foundation. According to one ECE teacher who also handles Standard I and II students:

> *In Standard I, we enrol three types of types of students, those who attended PPE, the ones without PPE, and the ones who have gone through the SRP. By and large, students lacking PPE take much longer to develop social skills and adjust to the learning environment. (ECE Teachers_7)*

The data did not provide evidence of noticeable physical disabilities nor dysfunctional abilities of the ECE students. However, teachers are not adept at identifying special needs in ECE children.

Figure 4.4 summarises the perception of ECE children in the Chemba and Mpwapwa communities. Almost two-thirds of the ECE children are willing and motivated to learn, one in five (21 per cent) are not willing to learn, and the remainder demonstrate poor learning outcomes with this largely attributed to the poor learning environment and teachers' inability to offer individualised attention given the large workload and class size.

Figure 4.4: Status of ECE Children in Chemba and Mpwapwa



4.2.3 ECE Programme Modality and Provision

In line with the ECE curriculum, students are required to develop competencies in six areas. In relation to the daily plan, five lessons need to be covered in a day; making, a total of 25 lessons per week.

In implementing this, 62 per cent of the ECE schools surveyed teach five lessons per day, others offer six lessons per day (17 per cent), with the remaining offering less than five lessons per day. Almost two-thirds (64 per cent) of the schools surveyed offer 25 lessons per week and the remainder offer less than the recommended lessons per week. On average and for the schools visited, children study for at least two hours per day, usually from 8am-110am.

According to the school heads, the morning hours are preferable due to factors including:

- Demands of the school timetable
- Age of the child and distance from school
- ECE students are accompanied by relatives on the way to school
- Children are not tired and their brains are active in the morning
- Lack of food service
- Games played are better suited to morning time
- Morning weather conditions in the district are favourable with regards to learning
- Overall, the morning hours are a good time for students to learn

Once the lessons are ongoing, a smooth transition from one lesson to another is important:

> *I use a song, to shift from one lesson to another… This enables children to orient themselves to the new learning corner and a new competence area…* (ECETeachers_2)

4.3 ECE Teaching and Learning Environment in the Surveyed Schools

4.3.1 ECE Facilities and Infrastructure

It was also important to establish the status of existing ECE facilities in the surveyed schools, and to identify what facilities were required. Respondents indicated deficit in infrastructure and teaching and learning materials, particularly book as reflected in Table 4.3.

Table 4.3: Nature and Type of ECE Facilities in the Surveyed Primary Schools of Mpwapwa and Chemba District

S.N.	Item	Mpwapwa			Chemba		
		Needed	Available	Deficit	Needed	Available	Deficit
1.	Specialised ECE classrooms	50	5 (10%)	45 (90%)	59	2 (3%)	57 (97%)
2.	ECE Toilets	58	2 (3%)	56 (97%)	92	-	92 (100%)
3.	ECE Playgrounds	31	1 (3%)	30 (97%)	52	2 (4%)	50 (96%)
4.	Dispensary	15	1 (7%)	14 (93%)	20	-	20 (100%)
5.	ECE Books	2375	18 (0.7%)	2357 (99.3%)	4354	42 (0.9%)	4312 (99.1%)
6.	Desks	1036	170 (16.4%)	866 (83.6%)	1096	-	1096 (100%)

Source: Study data

Additionally, the facilities available are, on average, in a poor or moderate condition and are not tailored for ECE:

> *In my area, for example, all the seven schools have ECE classrooms but are not specialised for ECE students. (WEC_1)*

In addition, the ECE environment is not ideal, with regards to safety, noise level and conduciveness to ECE. Regarding the infrastructure for students with special needs, the existing classrooms (one in each district) are normal ones and not tailored to pupils with special needs. However, in Chemba for example, plans are afoot to renovate the toilet facility to meet the requirements of children with special needs.

It was also important to visit the schools to establish the real learning environment. Figures 4.5, 4.6 and 4.7 show some of the visited ECE classrooms in Chemba and Mpwapwa districts.

Two of the visited schools had infrastructure and basic facilities suitable for an ECE classroom. However, the number of students enrolled outnumbered the available facilities. But it was a positive sign that some schools have some ECE facilities, that availability of which is largely influenced by the school head and the school committee.

Figure 4.5: Single Seat Chairs for ECE (left), Compared to Existing ECE Desks (right) as pictured in the photos obtained from Mpwapwa and Chemba respectively.

Figure 4.6: ECE Classroom in Chemba

Figure 4.7: ECE Classroom in Mpwapwa

4.3.2 Teaching and Learning Materials

Although the relevant teaching and learning materials are limited, ECE teachers improvise the materials given their own context. In the process, they design and mould animals (cows, goats, snakes, dogs) using clay soil. They also draw and colour different artefacts including pictures of people, animals, and buildings. They make use of plants and flowers as sources of colours typical during the rainy season. Students are also involved in the process. Figure 4.8 reflects some of the moulded artefacts. Children also play in circles 'Mduara' in Swahili, see Figure 4.9, usually in the school playground.

Some of the ECE classes do possess learning corners, one of the recommended facilities for children's education. Other schools also possess a, "Mfuko wa Irabu" in Swahili. Learning corners and the "Mfuko wa Irabu" are shown in Figures 4.10a, 4.10b, 4.11 and 4.12 respectively.

Figure 4.8: The Moulded Artefacts in Mpwapwa Secondary Schools

Figure 4.9: 'Mduara' for ECE children in Mpwapwa District

Figure 4.10a: Learning Corners in an ECE Classroom (from left to right: Maths, Environment, Arts, and Library)

Figure 4.10b: Learning Corners for Socialisation, Health, and Communication (from left to right)

Figure 4.11: Some of the Aspects covered under the Learning Corners

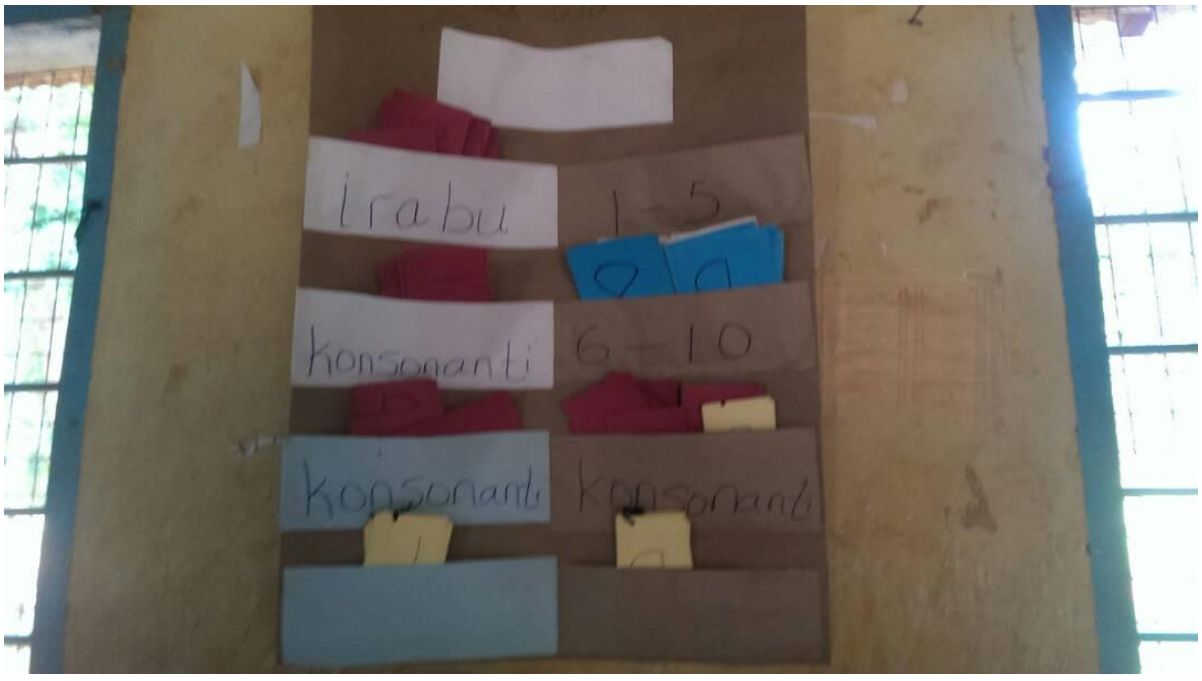


Figure 4.12: "Mfuko wa Irabu" in Mpwapwa ECE classroom

Figure 4.11 shows some of materials found under each learning corner with the first four (from right) belonging to maths skills and the remaining falling under communication.

Regarding the quality of teaching and learning as perceived by the QAs, all of the interviewed QAs were aware of ECE teaching and learning facilities such as books, specific ECE desks/chairs and tables, toilets and latrines especially for ECE classes, recommended exercise books, playing field/grounds and associated facilities such as balls, skipping ropes, etc., and shelves and containers for ECE students.

With regards to specific interventions on ECE during quality audits by the QAs, no specific attention is given to ECE other than being included in the general school inspection.

> *We visit schools frequently as part of our daily routines to monitor and evaluate teaching and learning in general. All classes are involved in the evaluation exercise, including ECE classes. (QA_177)*

4.3.3 Teaching and Learning Processes, Including Pedagogy

This study's research also set out to establish what happens in classrooms in terms of ECE teaching and learning processes (Figure 4.13). The processes comprise the content covered, particularly competence areas (two per cent), the teacher's role (23 per cent), children's role (33 per cent), and pedagogy (42 per cent).

The teaching methods comprise participatory methods, songs, action-oriented methods like demonstrating the understanding of instructions (i.e. 'touch your head, or arm'). Other ECE facilitators apply the Montessori approach to learning where children are taken to the school environment to explore and/or play in the playgrounds. Figure 4.14 reflects the percentages under each method as applied in the surveyed schools.

With respect to the students' and teachers' roles, Figure 4.15 presents their roles during the teaching and learning processes. Most of the students' role play, enabling them to reflect on and develop their knowledge of a topic or a competence. ECE teachers, on the other hand, spend much of their time managing the children. Students also create stories, as do ECE teachers.

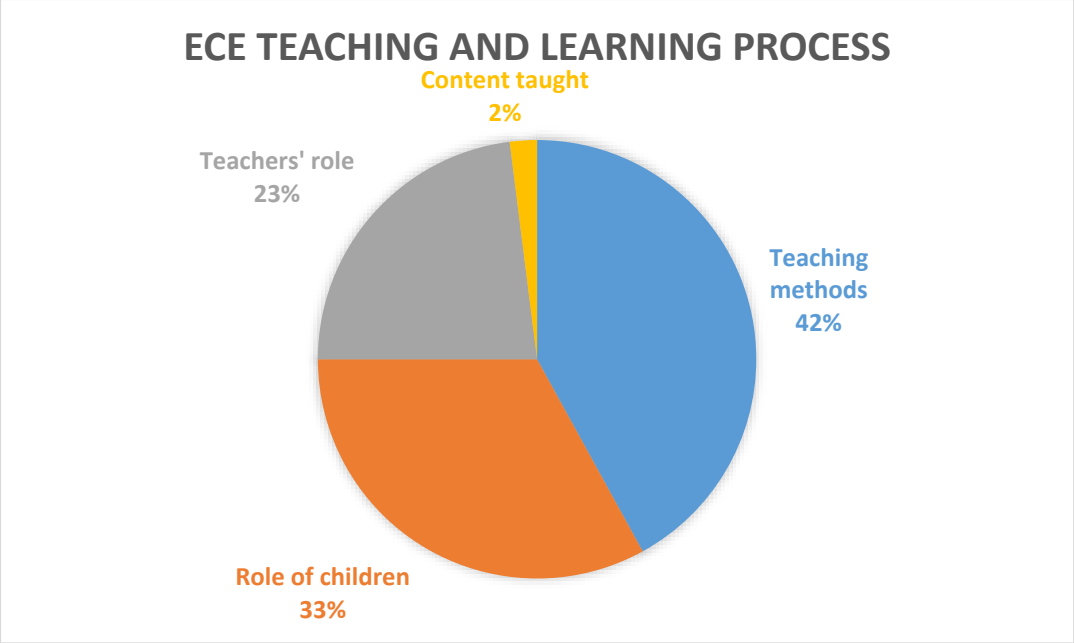


Figure 4.13: ECE Teaching and Learning Processes in Chemba and Mpwapwa

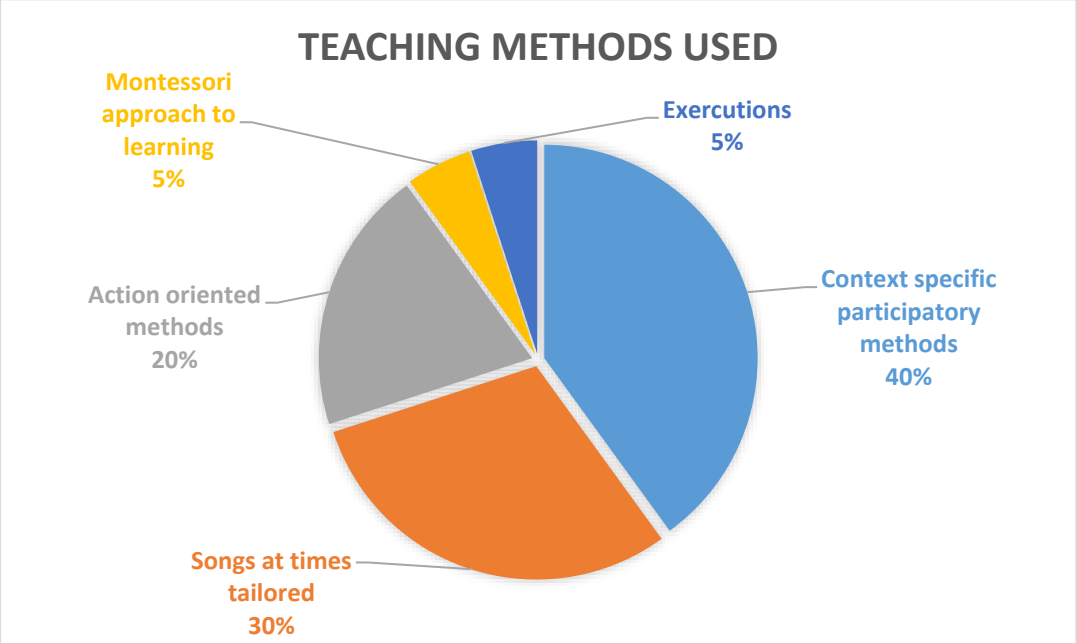


Figure 4.14: ECE Teaching and Learning Methods Used

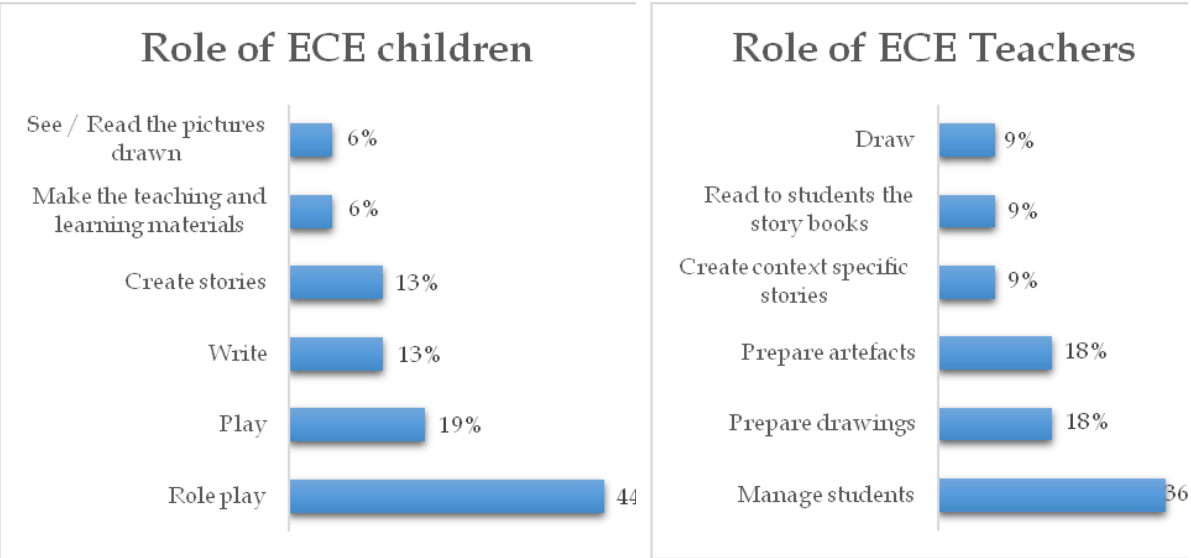


Figure 4.15: Role of an ECE Teacher and a Student

4.3.4 Assessment of the ECE Learning Outcomes

ECE teachers measure students' learning outcomes in terms of their ability to demonstrate the following confidently:

- Developing socialisation skills. Students socialised with others when playing and during the learning process
- Respecting others and the elders
- Manipulating various types of objects given their level of complexity
- Singing songs related to the intended competence area to be developed
- Adapting to the classroom and school environment
- Expressing their feelings of happiness and sadness
- Mastering the Swahili language, especially for students with a multi-lingual background

Figure 4.16 shows that, in this assessment, more weight is given to the development of socialisation skills (40 per cent), improvement in the basic skills, particularly the 3Rs (30 per cent), and awareness of the school environment (15 per cent). Language mastery only accounts for 10 per cent of the assessment, given its role in the acquisition of knowledge. And just five per cent weighting is given to the students' ability to introduce themselves and significant people in their lives. Overall, assessing the learning Outcomes was among the challenges mentioned by the ECE teachers, who require more knowledge and skills in handling this.

4.4 Existing ECE Programmes and Interventions in Chemba and Mpwapwa

4.4.1 SRP

The main programme for ECE is the districts in the SRP as outlined earlier. Parents used to contribute to the transport of volunteers. However, with the introduction of the compulsory year of PPE under the FFBE, some parents relocated their children to the state primary school for PPE. The SRP is still perceived favourably, given that children liked the learning environment and the stories used under the programme. EQUIP-T also collaborates with the PTAs in ensuring that children attend SRP centres as planned.

> *Although SRP falls within the PPE, it is as yet to be recognised in the Tanzania education system/structure. Plans are therefore to make the SRP centres satellite schools, more recognised within the existing education structure. (ECE Stakeholder_33)*

4.4.2 Satellite Schools

Satellite schools are also present in the districts, five in Mpwapwa district and six in Chemba district. There are also religious institutions, private schools, and BRAC offering ECE in Chemba and Mpwapwa.

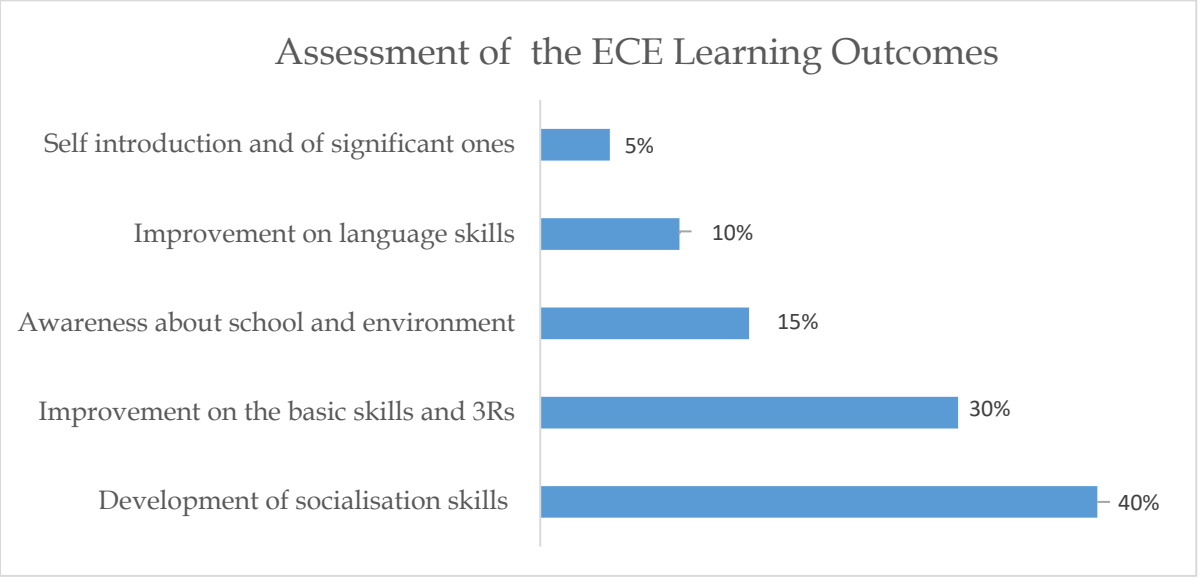


Figure 4.16: Assessment of ECE Students Learning Outcomes

4.4.3 Tanzania Society for the Blind (TSB)

TSB, in partnership with the government and Comprehensive Community Based Rehabilitation in Tanzania (CCBRT)[40] work with the District 'special unit to provide medical devices for students with special needs.

4.5 Challenges of ECE in Chemba and Mpwapwa Districts

Figure 4.17 summarises the challenges in the provision of ECE in Chemba and Mpwapwa as per the study findings.

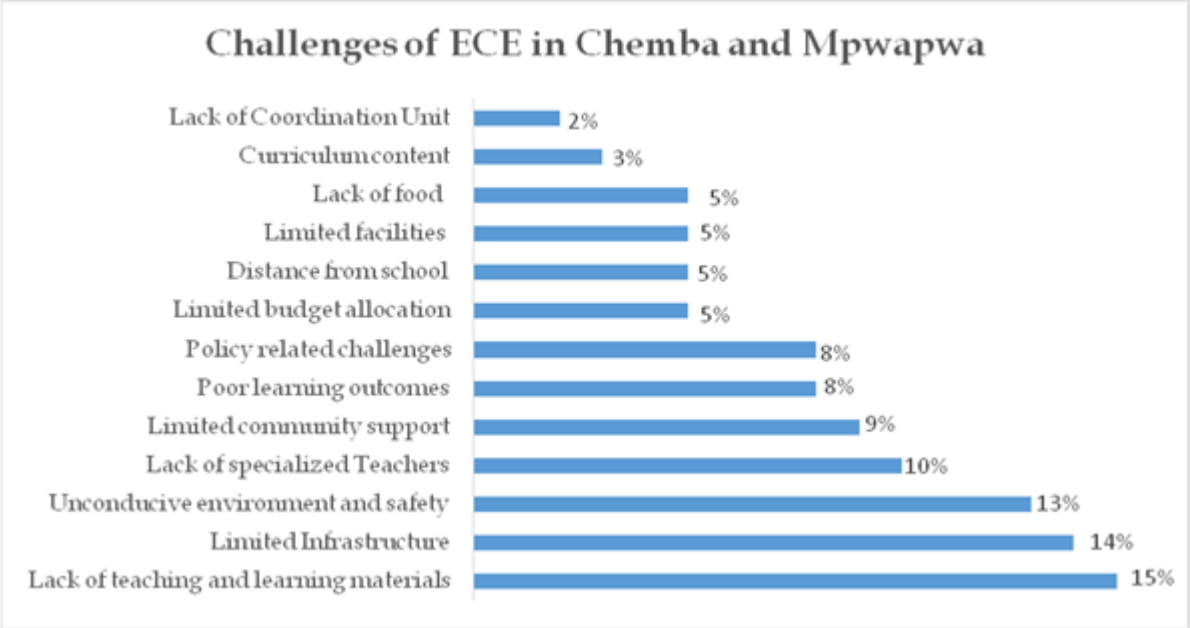


Figure 4.17: Challenges of ECE in Chemba and Mpwapwa Districts

4.5.1 Teaching and learning materials

Teaching and learning materials include books, tools, artefacts, and games that facilitate the teaching and learning processes. In the surveyed schools, teaching and learning materials were limited with, for example, only one book available for each ECE class despite the large number of students. Thus, teachers spend quality time preparing materials in order to facilitate the teaching and learning processes.

[40] CCBRT is a Tanzanian health-care organization which works to prevent disability, provide affordable medical and rehabilitative services, and aid empowerment of people with disabilities and their families. See www.ccbrt.or.tz

4.5.2 Lack of Specialised ECE Infrastructure

The lack of tailored ECE infrastructure is the second-highest challenge mentioned by almost all ECE stakeholders from the Ministry level to the school level. In this study, 75 per cent of schools visited did not have ECE classrooms. Children studied either in reserved rooms, with most of them studying under trees. In other instances, they shared classrooms with Standard I or II counterparts now that the majority of the ECE teachers also handle these lower grades classes. This required teachers to become familiar with basic teaching strategies as applied in multi-grade classrooms, the related pedagogy and the implementation strategies. The use of existing infrastructure (not tailored for ECE children) raises safety concerns, and creates an environment that is not conducive for teaching and learning.

Limited funding to implement policy directives also increase the infrastructure challenge:

> *The realisation of having an ECE unit/department having independent PPE schools (PEDP, 2002) was not possible with this being partly due to the meagre budget allocated in the education sector. (Ministry Official_15)*

4.5.3 Lack of specialised ECE teachers

Existing ECE teachers do not have the qualifications and competencies to teach ECE classes. They are not very familiar with handling the ECE curriculum, multi-grade learning, a high workload, and diverse age groups. Thus, teachers use their individual experience in handling and addressing ECE challenges relevant to their situation. The challenges of ECE teachers will further be discussed in Section 4.6.

4.5.4 Implementation of the ETP Policy

4.5.4.1 Age variation among the students

The 2014 ETP makes ECE is compulsory for one year prior to a child joining Standard I, relating to children aged three to five years old. However, at district and school level, ECE students range in age from three to six, making it cumbersome for teachers to handle such a diverse group of students. To address the age differences, children are grouped into two age groups – three and four-year-olds, and five and six-year-olds - to make the class manageable.

> *In my school, given the large number, 307, I had to divide the kids into two groups so that I attend them well. We study under a tree, the porridge project has helped sustain them and their attendance is good. (ECE Teacher_70)*

4.5.4.2 FFBE and Community Participation

Following the introduction of the FFBE, parents have been reluctant to contribute to items such as food and construction of classrooms. Parents are also not willing to pay the volunteers who could reduce the workload of ECE teachers. There is therefore a need for

sensitisation and mobilisation at community level on the need for parental support in education.

4.5.5 Poor learning outcomes

Students with poor learning outcomes demand more individual attention and time, both of which are limited for ECE teachers. Poor learning outcomes are largely attributed to the language barrier, the lack of teaching and learning materials, and students' absenteeism. Factors such as late registration in school also affects learning outcomes as the 3Rs examinations for Standard I are undertaken in March, too early for children to be in a position to demonstrate the expected learning outcomes.

4.5.5.1 Language Diversity

Given the nomadic lifestyle in Chemba and Mpwapwa, there is significant language diversity in the ECE student population:

> *In my community, for example, there exist eight languages from different ethnicities with students from each in school: Kiburunge, Mbulu/Iraq, Masai, Mang'ati, Rangi, Gogo, Sukuma and Sandawe... As a teacher, I have to handle them all!! At the beginning, it was difficult but, over time, normally six months, students start mastering the Swahili language. (ECE Teachers Chemba_42)*

4.5.5.2 Absenteeism

Absenteeism is common during the harvesting period, less so in other non-harvesting seasons.

4.5.6. ECE Curriculum and Related Content

Regarding the ECE curriculum and its content, two views exist.

Parents believe the curriculum is not adequate since, most of the time, children play in school instead of learning.

> *During the opening day, in January every year, ECE children bring with them a bag full of new exercise books. Now that students do not write...parents complain [that] ... children always play in school and do not learn. Over time, parents reduce the value of ECE, resulting in absenteeism...They bring in their children in July, now that it is compulsory for a child to attend PPE prior to being registered in Standard I. (ECE Teacher_12)*

Teacher believe the curriculum is inadequate because it is not well contextualised and more or less addresses the same content of Standards I and II. Thus, it is important to make parents aware of the role of play as part of learning.

4.6 Challenges of ECE teachers

Figure 4.18 outlines the challenges of ECE teachers in Mpwapwa and Chemba districts with the top four being a higher workload (34 per cent), teachers' limited ability to handle the teaching and learning processes (21 per cent), teachers' limited ability to manage ECE needs (14 per cent), and skills in managing ECE children (10 per cent). Although other challenges ranked lower, they also need to be addressed, especially when providing CPD programmes for ECE teachers.

4.6.1 Teachers 'workloads

Regarding the high workload among ECE teachers, it has been established that, 78 per cent of ECE teachers also handle other primary classes. In some instances and, given the limited number of teachers, clashes between class times/attention do occur. On such occasions, ECE children may remain idle while their teacher deals with the other primary classes or, in other instances, they may follow their teachers into their respective classes.

> *I handle five classes, teaching more than 500 students: Standards I, II, IV VII... I teach Standard IV ICT and Science (67 students), Standard VII Mathematics (38 students)... I also attend 147 ECE children, Standard I – 122 students, and Standard II – 80 students, making a total of 90 lessons per week. In a case of collision, I have to alternate and/or shift from one class to another, leaving students engaging in some activities. I also had to start my lessons earlier, 12:45am instead of 8am and even extend some classes to enable for the curriculum coverage. (ECE Teacher_79)*

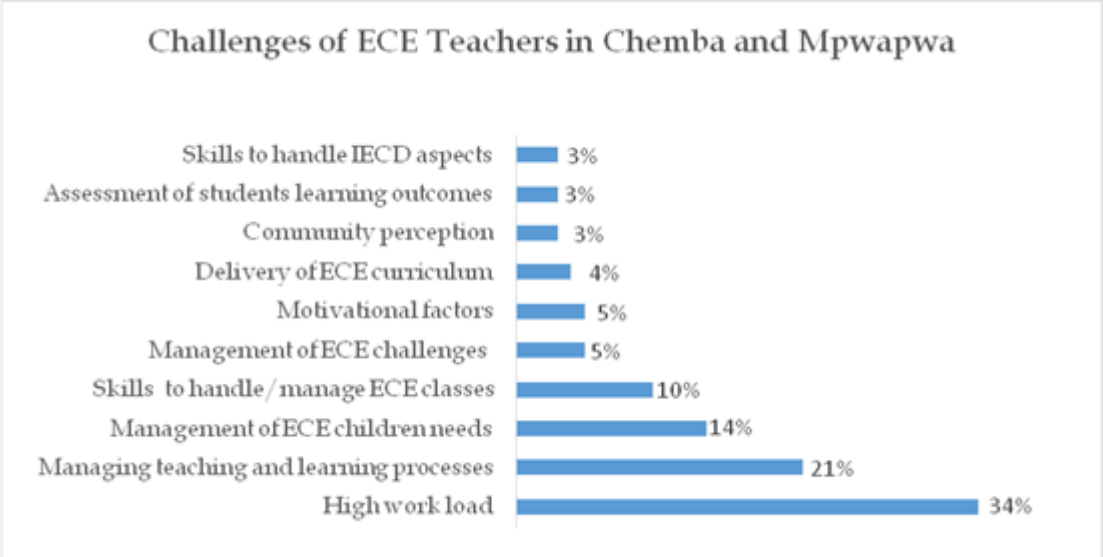


Figure 4.18: Challenges of ECE teachers in Chemba and Mpwapwa

ECE teachers' workload is also associated with the number of students in a classroom where the PTR is 78:1 at the district level and 85:1 in the surveyed schools versus the recommended 25:1.

4.6.2 Teaching and learning processes

Teachers are of the view that they do not possess the relevant knowledge, skills and hands-on experience in teaching ECE children. Specifically, they highlighted deficits in their ability to prepare context-specific and suitable teaching and learning tools, materials and aids, the pedagogy of children, how to use games, and how to play with children given the role of play in ECE.

> *In my school, we study under a tree. Given the limited [number of] writing boards, my students draw and/or write on the floor to demonstrate the topic learned… I do not have the art to guide my students to effectively use the floor… (ECE Teacher_47)*

With respect to the management of ECE, creating a homogenous class is a challenge given children's different physiological needs, emotional needs, behaviour given their diverse backgrounds, cognitive levels, learning pace, age, psychological needs and context-specific factors such as absenteeism.

Teachers also require knowledge about child development and the ability to identify and/or recognise talented children and/or children demanding special attention. This will enable them to make referrals for specialist support/resources well in advance.

ECE teachers also received limited support in handling these challenges from school management and colleagues. They also need moral support to enable them stay motivated and perform their roles given the existing challenges.

Finally, with regard to the curriculum, ECE teachers lack knowledge on how to prepare and deliver a particular competence in a 20-minute lesson and how to use the ECE curriculum, particularly the use of sounds and phonics. This competence gap among ECE teachers was also highlighted in this study.

4.6.3 Other Challenges Facing ECE Teachers

Besides the lack of experience in handling ECE classes, ECE teachers do not receive additional incentives given their workload. Other challenges include the ability to assess children's learning outcomes and handling elements of IECD, particularly health issues, interactions with parents and the wider community given the value the community attaches to ECE.

In addition, other teachers do not favourably perceive teachers who teach ECE classes. They perceive them as always playing with children and have titled them *"Teachers of Mduara".* Raising awareness about the importance of ECE and the role of ECE teachers in the process need to be advocated for.

4.7 Addressing the Challenges of ECE

Figure 4.19 summarises how ECE challenges are dealt with at district level in the study. Challenges such as poor learning outcomes and the conduciveness of the learning environment, including safety concerns, demand attention now that limited effort is spent in addressing same. Teachers' workload is also a challenge, however, there are some community volunteers who teach the ECE children. It is also established that late registration in school is used to address the challenge associated with distance. This enables children to start school a bit older. There also exist school readiness programmes and satellite schools to address for the long distance to and from school. Regarding the challenge of limited resources, some ECE teachers make use of the existing capitation grant. Regarding limited infrastructure, the community is mobilized to participate in improving the learning environment for their children. Overall, mechanisms in place are minimal to address the ECE challenges and a gap exists in addressing them limiting the realization of the ECE learning outcomes in the respective districts.

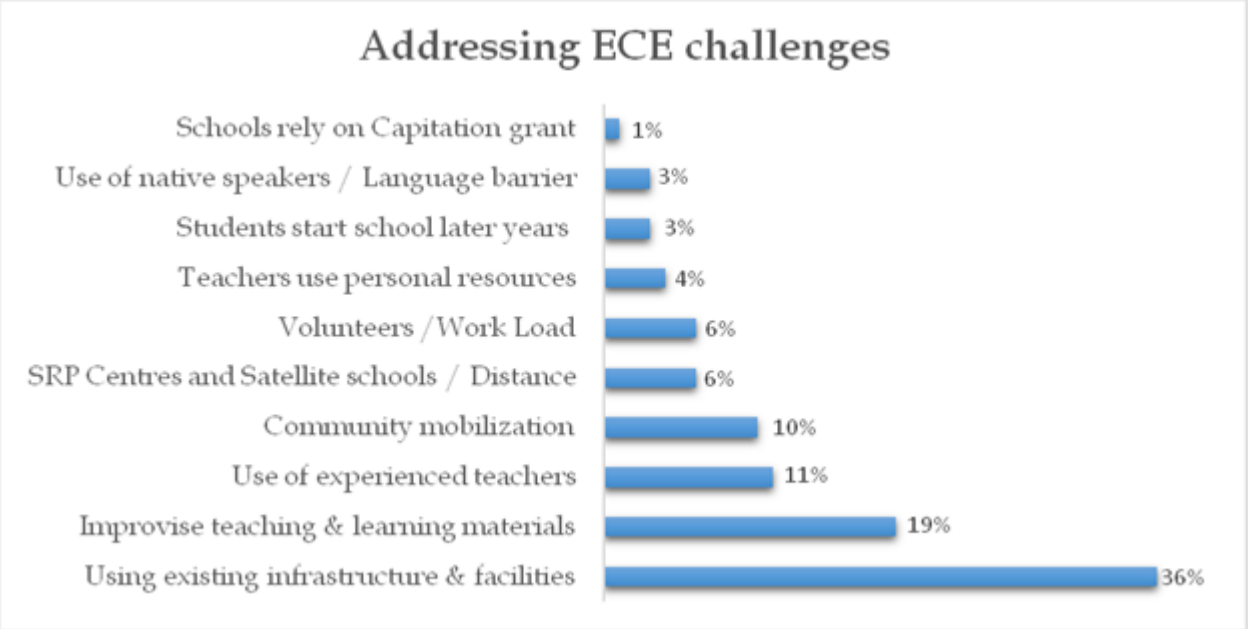


Figure 4:19: Addressing the ECE Challenges at the District Level

4.8 ECE Teachers' Competence Profile Gaps in Chemba and Mpwapwa Districts

Establishing ECE teachers' CP gaps was among the major objectives of this study. In doing so, it is also be important to highlight the recruitment and selection criteria of ECE teachers, training needs - i.e. CPD - and available support to teachers.

4.8.1 Recruitment of ECE Teachers

Most of the ECE teachers in the surveyed schools are government employees who were recruited by PO-RALG. Once a teacher is posted to a particular school, it is the school head's responsibility to allocate a class to him/her. According to the surveyed school heads, teachers are allocated to ECE classes based on their interest and willingness to work with children, their maturity in terms of age, other experience, performance, organisation, and dedication (see Figure 4.20).

4.8.2 Profile of ECE Teachers in terms of Age, Qualifications and Experience

Table 4.4 shows the profile of ECE teachers in terms of age, qualifications, and ECE experience. Over one-third (36.1 per cent) of the ECE teachers were aged 46-55 years, in line with the selection criteria identified in Figure 4.20. It was also established that young people perceive ECE less favourably as a teaching career:

> *Prospective teachers prefer ECE less as an option since it does not offer employment... As well, specialised ECE teachers are employed as normal teachers ... (ECE TTC Management_112)*

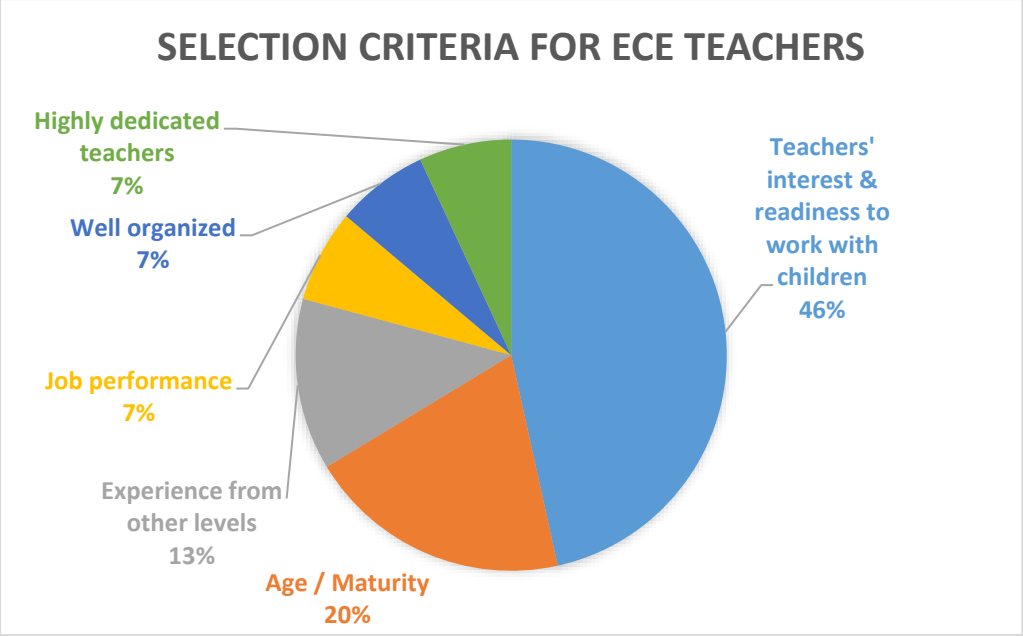


Figure 4.20: Selection Criteria of ECE Teachers

Table 4.4: Profile of ECE Teachers: Age Distribution, Qualifications, Specialisation and Experience

	Age					Level of Education			Specialisation			Experience in Handling ECE classes (years)			
	18-25	26-35	36-45	46-55	Above 55	Certificate	Diploma	Bachelor	Specialised in ECE	No ECE specialisation	Non-Education	0-3	4-6	7 – 10	Above 10
Frequency	1	8	7	13	7	36	-	-	15	21	-	29	3	2	2
%	2.8	22.2	19.4	36.1	19.4	100			41	59		80	8	6	6

In terms of qualifications, 100 per cent of surveyed teachers had a certificate in teacher education, which is in line with the recommended qualification for teacher education at the primary level. Regarding specialisation in ECE, almost 60 per cent had studied the normal teacher education curriculum at the certificate level as per the TIE (2009) curriculum. The curriculum embeds aspects of early childhood education as content rather than a competence-based approach. None of the teachers were unqualified, validating NACTE's role in ensuring that government teachers possess relevant qualifications. Most of the teachers had more than three years' experience in teaching other classes. However, eight out of 10 teachers had less than three years' experience of teaching ECE classes, with most starting teaching ECE in January 2016. This is in line with the implementation of ETP 2014 that started in 2016 demanding a compulsory one year of ECE.

4.8.3 In-Service (INSERT) and CPD for ECE Teachers

This study also set out to establish whether ECE teachers in the two districts had attended any form of CPD or INSET in the past. Just less than two-thirds of respondents (64 per cent) indicated that they had attended an INSET on ECE for eight days in January 2017. The remaining 36 percent said they had not attended any form of CPD on ECE training over the past six years (see Table 4.5).

Table 4.5: ECE Teachers' INSET Training Duration

Time spent in the INSET	Frequency	Percentage
One year	2	6%
Three months	2	6%
Three weeks	1	3%
Eight days	28	77%
Unknown	8	22%

Source: Study data

The CPD on ECE was provided by the government and focused on enabling the ECE teachers to deliver the ECE competencies as per the reviewed ECE curriculum. The training duration varied from eight days (77 per cent), three months (six per cent), and one year (six per cent).

Table 4.6 shows the competencies and skills acquired during the eight-day INSET training, most of which align to the competencies reflected in the reviewed ECE curriculum (TIE, 2016). A quarter of the respondents did not indicate any of the competencies learned. In this regard, it is important to explicitly state the training objectives before training so that ECE teachers understand what is expected of them and the expected learning outcomes.

Table 4.6: Skills Learnt by ECE Teachers in the INSET

Skills Learnt	Frequency
Analysing Early Childhood Curriculum	8 (22%)
Child Psychology, Parenting, ECE Knowledge, Children's Rights and Environment Management	1 (3%)
English, Mathematics, Arts, Swahili, Sports, Science, and Religion	1 (3%)
Environment Management Skills, Arithmetic, Reading, Science, Health and Hygiene, Sports, Relationship and Arts	1 (3%)
Leadership, Care and Parenting of Children	1 (3%)
No Response	9 (25%)
Relationships, Communicating, Health and Hygiene, Environment, Arts, and Arithmetic Skills	15 (41%)

Source: Study data

4.8.4 Organisational Support for ECE Teachers in Relation to Supervision, Training, and Oversight

Although 84 per cent of ECE teachers reported that they received administrative and moral support from school management, they receive limited professional support. School heads, for example, are willing to offer support but they are not competent in relation to the provision of ECE provision and its related administration formalities. As such, school heads offer the same support to ECE teachers as to teachers of other primary classes. One of the notable experience was observed on the limited number of teachers in upper classes. This necessitates ECE teachers to handle both PPE classes and upper primary level classes *(earlier discussed under ECE Teachers' Workload).* ECE teachers also received moral support from their colleagues (three per cent) with the remaining 13 per cent receiving no support, especially in financing some of the teaching and learning materials.

> *At times, I use my own finances to purchase chalks, I also make copies of the ECE scheme of work… This is because of the limited budget of ECE… (ECE Teachers_39)*

The QA office normally provides technical advice to both teachers and parents on how they can improve the quality of ECE provided in the respective schools. In addition, the WEO office normally submits requests to the DEO regarding the training needs of teachers, including ECE teachers - whenever the opportunity arises, the teachers then receive training. One recent example was the coordination of the ECE training offered at Mpwapwa Teacher Training College in early January 2017 to implement the 2014 ETP of having mandatory ECE classes in school.

4.9 Competence Gaps of ECE Teachers in Chemba and Mpwapwa Districts

It is evident that several measures at the country level regarding the compulsory one-year of ECE in line with the ETP policy have been done. The measures include among others reviewing the curriculum both for children and ECE teachers, orienting ECE teachers to the revised curriculum through training and introduction of FFBE from the pre-primary level to enable more access to PPE. Besides these initiatives, it was important establish how ECE teachers are handling the ECE classes in terms of competencies given the context.

In this regard, study findings highlight several aspects indicating competence profile gaps among ECE teacher in terms of professional and specialized knowledge and relevant experience in handling ECE classes taking into consideration the physical environment, safety aspects and limited facilities. The number of students per classroom and the heavy work load among ECE teachers as well demands a new orientation to enable them manage the existing work conditions. Figure 4.21 outlines the CP gaps of ECE teachers in Mpwapwa and Chemba districts and each is further discussed.

4.9.1 Practical Competence Gap

Practical competence refers to teachers' ability to work effectively given their environment. It covers teachers' ability to use the environment to deliver lessons, including the contextualisation of the curriculum to their own circumstances. Aspects such as language barrier, sound pronunciation, preparation of learning corners, teaching and learning materials, and the creation of homogenous classrooms also fall within this competence gap.

4.9.2 Discipline Competence

Teachers under this competence need to master academic knowledge and, in particular, the content and professional knowledge of ECE as well as ECE assessment processes, including positive and negative rewards. Teachers also need to demonstrate a mastery in recognising sounds, students' special needs (talented children and disabled), and inclusion. Academic knowledge about teaching children of varying ages is also covered under this competence, along with mastery of the Swahili language as a medium of instruction.

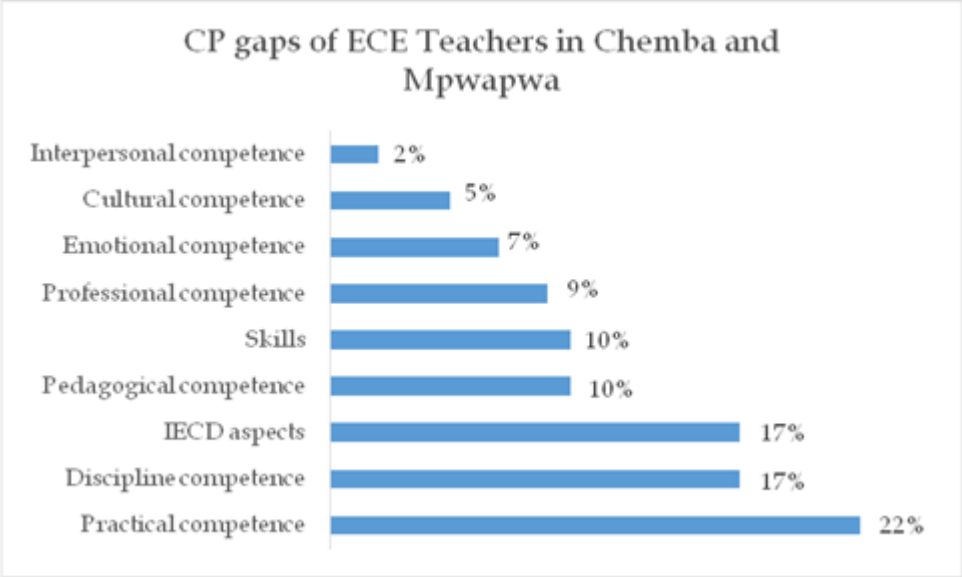


Figure 4.21: CP Gaps of ECE Teachers in Chemba and Mpwapwa

4.9.3 IECD Competence

Given the nature of the learning environment (suitability, safety, diverse physiological needs, nature of children's play), teachers need to demonstrate a mastery of effective caring in all of the IECD aspects, safety, health (first aid), as well as children's emotional and physiological needs, and nutrition.

4.9.4 Pedagogical Competence

Pedagogical competence relates to the art of teaching as demonstrated by teachers' ability to prepare lessons, involve learners in the learning process, manage transitions between lessons, apply multi-grade teaching approaches, play with children, and prepare and use teaching aids.

4.9.5 Skills

ECE teachers need skills of various kinds, ranging from management, organisation, and leadership. Given their high workload, ECE teachers also need to demonstrate time-management skills. They also need to be able to articulate the creative art of drawing and writing, and improvise the teaching and learning materials.

4.9.6 Professional Competence

Professional competence covers the values, ethics, and personality of a teacher, the development of which is aided by doing self-reflection and CPD.

4.9.7 Emotional Competence

Emotional competence refers to management of a teacher's personal emotions and those of his/her students. This is particularly important given their challenging work environment,

diverse behaviour of students, and the large number of students demanding ECE teachers' attention.

4.9.8 Cultural Competence

Teachers need to demonstrate an understanding of community values, perceptions about ECE and its importance in order to respond accordingly to the cultural needs of the area in which the teacher operates.

4.9.9 Interpersonal Competence

This refers to teachers' ability to work collaboratively with colleagues within the school environment and their ability to create good relationships with others in the surrounding community.

4.10 Recommendations for Improving the Provision of ECE in Chemba and Mpwapwa Districts

Based on the study findings, study participants offered general recommendations regarding the improvement in the provision of ECE in Chemba and Mpwapwa. The recommendations can form the basis for improving the current practice, for advocacy and inform various key decisions at the district and the national level are further discussed.

At the district level, the management surveyed proposed the following recommendations in relation to improving the provision of ECE in Chemba and Mpwapwa.

- Frequent and timely training of teachers on the basics of ECE
- Improvements in the teaching and learning environments, and particularly the construction of ECE classrooms
- Employment of graduate teachers specialising in ECE
- Provision of ECE teaching and learning materials as well as facilities
- Confining ECE teachers to teaching ECE classes
- Incentives/motivation measures for ECE teachers

In addition, school heads and teachers offered recommendations as reflected in Figure 7.22, which are further discussed.

4.10.1 Availability of Professional and Experienced ECE teachers

Given the lack of tailored ECE and CPD, existing ECE teachers need to attend competence-based training to enable them to acquire the basic ECE competencies.

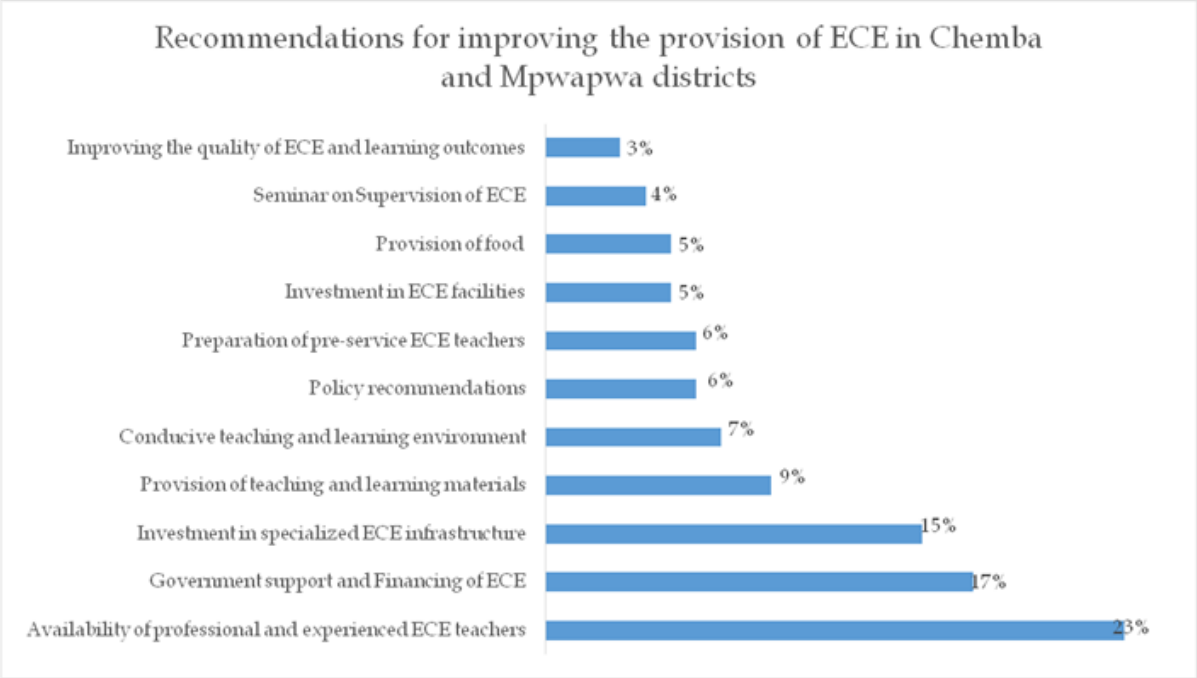


Figure 4.22: Recommendations for Improving the Provision of ECE in Chemba and Mpwapwa Districts

4.10.2 Government support and financing of ECE

Recommendations at this level are geared towards more programmes targeting pre-service ECE teachers at all levels.

The authors recommend further research on the status of existing ECE programmes in Tanzania and the related number of graduates and /or prospective graduates.

In relation to ECE financing, the government needs to increase the ECE allocation as budgets have fallen in terms of infrastructure, teaching and learning materials, and related facilities. With adequate financing of ECE, children's learning outcomes will be improved and the community will attach more value to ECE. This will help to boost the reputation of ECE teaching as a career and ECE itself in the community.

4.10.3 ECE Policies

Figure 4.23 displays policy recommendations in relation to provision of ECE. In this regard, an ECE coordination unit, similar to the structure of the primary and secondary levels units, is needed to advocate for ECE priorities and its development.

In addition, the age of ECE children needs to be categorized to reflect early PPE schooling at age three to four and upper PPE at age five and six. Children aged seven and older should be enrolled in Standard I directly and other measures taken to enable them to cope with primary education.

Additionally, since few time is devoted for PPE versus the recommended time due to challenges such as lack of infrastructure, food and distance to and from school, there is a need to come up with strategies to compensate for the lost time to enable the children benefit from the ECE expected learning outcomes.

Finally, there is a need for the policy makers to develop an integrated early childhood development policy that will include all the sectors handling the welfare of children. Currently, such sectors operate independently (For further details on IECD see sections 3.1 and 3.3.1.2 of this document).

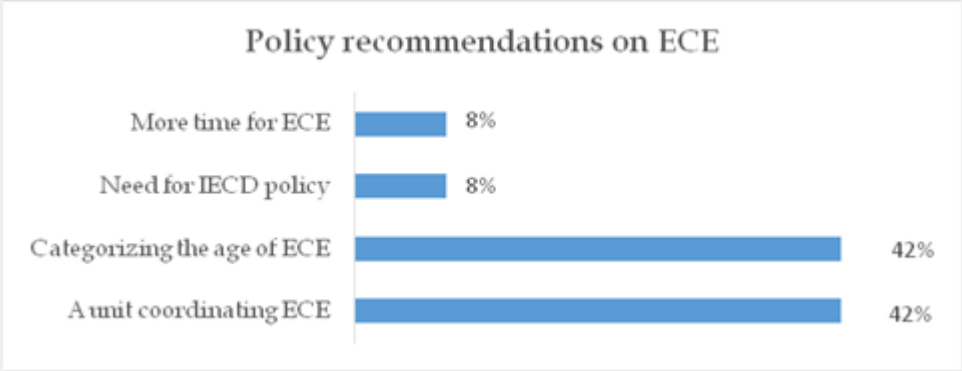


Figure 4.23: Policy Recommendation on ECE

Other recommendations at the policy level include:

- The need to recruit ECE teachers, given their workload
- Reducing the workload of ECE teachers to enable for effective delivery and management of students
- Equipping ECE teachers with IECD (health education, first aid kits)
- Enrolling Standard I (ECE graduates) in September to improve the performance of Standard I in KKK (3Rs) exams which are undertaken annually in March. This will also facilitate accurate recording of ECE students in January
- Moving KKK (3Rs) exams to July instead of March, should the enrolment of students in January continue

Under these modalities, quality time will be devoted to ECE children and expected learning outcomes will be attained.

4.10.4 CPD Programme Design and Delivery

In developing the CPs for ECE teachers, there are resources to draw on, including:

- Input from ECE stakeholders to boost ownership and implementation
- Identified competence gaps for ECE teachers in the respective districts as established in this study

- National recommended competencies as per the TIE curriculum for ECE teachers
- Teacher competencies as outlined in the Standard I and II curriculum for the 3Rs
- International competencies as outlined in this study, including those from non-accredited programmes

In terms of programme design and content, the TIE's Teacher's Guide (available in Swahili) is a useful resource for developing competencies for ECE teacher training at the certificate level. In addition, the revised curriculum for Standard I and II offers suggestions regarding ECE competencies, teacher competencies, and/or qualifications.

Useful insights for diploma content development can also be gained from (a) the government's three-year diploma programme, piloted by MoEST for two cycles (and set to end in May 2018), and (b) Makumira University and Ebonite Private TTC's diploma programmes.

In addition, curricula from ECE degree programmes at universities such as Makumira, Open University, and Dodoma can be used and/or tailored according to the level required, thus facilitating the development of ECE teachers in the respective districts.

Regarding the design of non-accredited programmes, the EQUIP-T's SRP offers valuable curriculum for training ECE teachers. The same curriculum, teachers' guides, manuals, story books, and materials can be modified for accredited programmes at all levels. BRAC also offers curriculum guidelines for caregivers tailored specifically for children aged two and older as does the Tusome Pamoja initiative for ECE.

Regarding the delivery of the pre-service training and other forms of CPD for ECE teachers, the following emerged as the approaches in the process:

First, the training should be practical, using the environment and locally found materials for learning. In this regard, teachers should possess the triple Hs (Head, Heart and Hands) and learn how to integrate them during the teaching and learning process. According to an ECE stakeholder (also outlined in Oxfam. 2011, p. 124-25 in relation to competencies for teachers in Mali):

> *A training should be practical, be taken in the real school environment and should integrate Head, Heart and Hands "HHH". The "Head" masters the disciplinary and interdisciplinary competencies, the "Heart" entails a teacher's permanent change in behaviour in managing different phases of child development and teachers' ownership of the pedagogical competencies, and the "Hands" enable the teacher to exercise the teaching art… the professional competence such as preparation of the learning tools and management of the lessons… and doing it right without supervision. (ECE stakeholder_20-23)*

Oxfam (2011) adds "Feet" to the "HHH", reflecting the social-cultural or social-relational competencies that enable the teacher to relate with the external school environment, including community engagements with parents and other stakeholders. Other aspects to be reflected in the CPD for ECE teachers include the MAMACHOLASO and teachers' ability to handle IECD aspects.

Second, ECE teachers need to demonstrate a mastery of ECE competencies, understand the importance of the competencies and the reasons as to why the child needs to acquire them. Additional skills are also important for ECE children:

> *IDELA skills need to be developed by students given their importance in early grade learning. Teachers thus need to be oriented on how the IDELA skills can be developed for children regardless of the environment. (ECE stakeholder_19)*

Third, teachers should understand how children learn and, in the process, students can be taught how to think, reflect, and behave.

Finally, there is a need to share experiences garnered from existing ECE programmes and even to adopt some of the guide books that have been developed. Hard copies of the EQUIP-T tutors' guide and teaching guide and a soft copy of the TIE ECE teacher training guide are available in Swahili. Table 4.7 provides recommendations on CPD training modalities for ECE teachers. These can be of added value in designing the modules to address the reflected competence gaps in terms of duration and content.

Table 4.7: Existing Training Modalities for ECE Teachers/Educators

Modality	Provider	Coverage	Duration	Output
Formal CPD	MoEST through TIE in collaboration with other stakeholders	National	8 days	ECE - Teachers
Non-Formal training on ECE	EQUIP-T, SESEA, Tusome Pamoja, BRAC, Madrasa in collaboration with TIE on curriculum development and/or approval	Selected regions	Ranging from 5-10 days blended with field work	Para-professionals (Volunteers, Caregivers)

Source: Study data

With respect to the duration of training, it was found that the eight-day training programme was not sufficient to enable ECE teachers to acquire and/or master the ECE competence gaps. The study findings recommended a duration of three months to one year. Other observations on the provision of CPD and the training duration included:

- Providing CPD to teachers at least two or three times a year (70 per cent)
- Use of Cluster Teacher Resource Centres (20 per cent)
- Two-year INSET programme at home (10 per cent).

Teachers used to attend INSET for one year… done by MoEST. This was changed to three months at the Teacher Resource Centres (TRC) in clusters. For example, Mpwapwa district has five clusters with each cluster having approximately 24 schools. This building is one of the TRCs but, over time, such trainings have not been offered. (QA_124)

4.10.5 Government and donors

With ECE and development being stated explicitly in SDG4, there is a need for government and donors to prioritise it in strategic planning and thus provide more financial support to PPE programmes. According to Theirworld (2016), besides recognising the contribution of early learning and PPE to the overall education goals, more emphasis should be given to countries experiencing low enrolment in PPE, particularly in the Middle East, South Africa, West Asia, and Sub-Saharan Africa. In the process, a coordination mechanism between donors needs to be put in place to ensure a comprehensive ECD financing that includes all of its components: PPE, health, nutrition, and social protection. The quantity and quality of pre-primary funding data need also to be improved.

4.10.6 Community Participation

There is a need to create/raise awareness among different stakeholders (parents, WEOs, teachers, school heads and school committees) about their roles in supporting the provision of ECE. Parents need to be mobilised to perform their roles as advocated for by the FFBE (See Circular No 3, URT 2016), particularly in relation to providing food and creating conducive learning environments for their children such as organising the construction of infrastructure (classrooms, toilets) and the renovation of existing facilities.

ECE provision also needs to have the support of PTAs, as applies in other upper classes. School heads and other community leaders also need become aware about the supervision required in ECE. This will facilitate the proper management of PPE by school heads and more sensitisation and mobilisation by community leaders.

4.10.7 Successful Implementation of ECE in Respective Districts

Figure 4.24 summarises the factors that are important for the successful implementation of ECE in Chemba and Mpwapwa. More weight has been given to the availability of experienced and professional teachers having some specialisation in ECE (20 per cent), suitable infrastructure (18 per cent), availability of teaching and learning materials (16per cent), and a conducive teaching and learning environment including safety measures (14 per cent). Other factors include community ownership (10 per cent), policy and government support (10 per cent), recommended teachers' workload of 1:25 students (seven per cent), and involvement of different ECE stakeholders in the provision and delivery of ECE (five per cent).

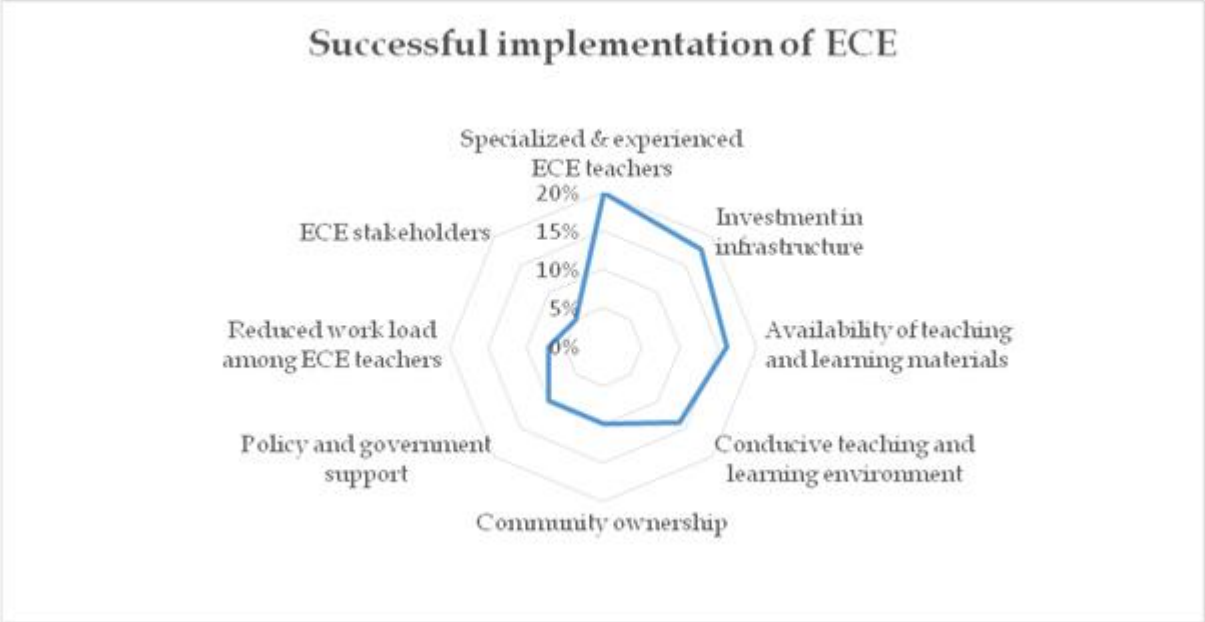


Figure 4.24: Successful Implementation of ECE in Chemba and Mpwapwa

Chapter 5: Conclusion

EI/TTU intends to collaborate with the MoEST to develop a CP of ECE teachers in Tanzania as one of the objectives of the project, "Developing Educators, Improving Early Learning in Rural Tanzania". The project will develop training modules for ECE teachers based on the identified competence gaps and offer training to ECE teachers to fill these gaps. In order to do this, it was important to conduct a situational analysis on ECE in mainland Tanzania and source baseline data in Chemba and Mpwapwa districts where the project will be implemented.

The study reviewed existing ECE development policies and conducted field work to attain the study objectives. Based on the international, national and local recommendations, this chapter summarises the study findings, offer recommendations and areas for further research.

5.1 Status of ECE in Tanzania

There is an existing policy framework support for ECE initiatives and different programmes advocating for ECE at national level, and less so at district level. Community awareness is increasing, as reflected by increasing enrolment figures. There are also interventions during the curriculum review at the national level, both for ECE teachers and students in line with the policy directives.

Among the challenges in the provision of ECE are the limited infrastructure, as no plans were in place prior to the implementation of the 2014 ETP policy that made PPE compulsory. All of the surveyed schools have ECE students but do not have specialised ECE classes. The introduction of FFBE also reduced community participation in relation to the provision of food and construction of classrooms, as the concept was not fully understood by parents. This is an area that demands awareness creation.

5.2 Provision of ECE in Chemba and Mpwapwa

In the respective districts, ECE students are motivated to learn. Despite challenges such as high workloads and limited understanding of the ECE pedagogy, ECE teachers use personal experience and maturity to teach ECE classes as best they can. Most of the ECE teachers are the elderly demonstrating the relevant experience in handling the students.

In relation to registering students in ECE, the parental reaction is mixed: some encourage their children's participation in ECE, others offer no cooperation at all. Other reasons behind

non-registration of children include poor learning environment due to a lack of classrooms, playgrounds and the related equipment and educational games; few teaching and learning materials including books; few ECE-specific teachers; and children not demonstrating positive learning outcomes as a result of participating in ECE.

The study established how the challenges are being addressed at the district level and offered recommendations at the policy, government, the district and school managements, community and to parents on how ECE can be successfully implemented.

To address the challenges both at the national and the district levels therefore, there is a need to link policy priorities and programmes with ECD and community participation. This integration of policy, practice and community participation will enable parents and the community at large to construct ECE classes and address some of the existing ECE challenges. To facilitate the wellbeing of their children, food should also be provided by parents to children in ECE and upper primary classes.

Other recommendations were made in relation to ECE teachers' CPs and the existing ECE training modules were outlined. The study established nine CP gaps among the ECE teachers in Chemba and Mpwapwa: practical competence, disciplinary competence, IECD competence, pedagogical competence, skills of various kinds, professional competence, emotional competence, cultural competence, and interpersonal competence. Based on the available information, the study's findings offer some useful insights towards the implementation of the project goals in Chemba and Mpwapwa districts.

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Appendix 1: Study Participants

Study Participants in Chemba and Mpwapwa District				
#/Category	**S/No.**	**School / Ward Name and Designation**	**District**	
District Management				
1	1	District Commissioner	Chemba	
2	2	DEO - Chemba	Chemba	
3	3	DEO - Mpwapwa	Mpwapwa	
Other participants at the District Level				
1	4	Statistician - Mpwapwa	Mpwapwa	
2	5	Academic Officer	Chemba	
Special Education Officers				
1	6	Special Needs Officer	Chemba	
2	7	Special Needs Officer	Mpwapwa	
Education Stakeholders				
1	8	World Food Programme (WFP) Representative	Mpwapwa	
2	9	EQUIP-T Facilitator	Mpwapwa	
Quality Assurance Officers				
1	10	Mpwapwa	Mpwapwa	
2	11	Chemba	Chemba	
TTC				
1	12	Principal Bustani TTC	Mpwapwa	
TTU Secretaries				
1	13	TTU Secretary	Chemba	
2	14	TTU Secretary	Mpwapwa	
School Heads - School Names				
1	15	Farkwa	Chemba	
2	16	Mombose	Chemba	
3	17	Humekwa	Chemba	
4	18	Hawelo	Chemba	
5	19	Bugenika	Chemba	
6	20	Gonga	Chemba	
7	21	Bubutole	Chemba	
8	22	Tumbakose	Chemba	
9	23	Donsee	Chemba	
10	24	Pongai	Chemba	
11	25	Mtakuja	Chemba	
12	26	Tandala B	Chemba	

13	27	Piho	Chemba	
14	28	Waida	Chemba	
15	29	Araa	Chemba	
16	30	Dalai	Chemba	
17	31	Kelema Maziwani	Chemba	
18	32	Tandala A	Chemba	
19	33	Kwa Mtoro	Chemba	
20	34	Ndoroboni	Chemba	
21	35	Tamka	Chemba	
22	36	Doyo	Chemba	
23	37	Kurio	Chemba	
24	38	Msera	Chemba	
25	39	Kambi ya Nyasa	Chemba	
26	40	Chemba	Chemba	
27	41	Paranga	Chemba	
28	42	Muungano	Chemba	
30	43	Rofati	Chemba	
31	44	Chambalo	Chemba	
32	45	Kidoka	Chemba	
33	46	Pangalua	Chemba	
34	47	Ombiri	Chemba	
29	48	Gwandi	Mpwapwa	
35	49	Iyoma	Mpwapwa	
36	50	Kimagai	Mpwapwa	
37	51	Idilo	Mpwapwa	
38	52	Mangangu	Mpwapwa	
39	53	Isinghu	Mpwapwa	
40	54	Kisokwe	Mpwapwa	
41	55	Lupeta	Mpwapwa	
42	56	Ilolo	Mpwapwa	
43	57	Vinghawe	Mpwapwa	
44	58	Chazungwa	Mpwapwa	
45	59	Igovu	Mpwapwa	
46	60	Kikombo	Mpwapwa	
47	61	Mazae	Mpwapwa	
48	62	Mtejeta	Mpwapwa	
49	63	Mpwapwa	Mpwapwa	
Ward Education Officers - Ward Name				
1	64	Tumbakose	Chemba	
2	65	Farkwa	Chemba	
3	66	Dalai	Chemba	

4	67	Lalta	Chemba	
5	68	Kwa Mtoro	Chemba	
6	69	Chemba	Chemba	
7	70	Paranga	Chemba	
8	71	Gwandi	Mpwapwa	
9	72	Kidoka	Mpwapwa	
10	73	Lupeta	Mpwapwa	
11	74	Matomombo	Mpwapwa	
12	75	Mpwapwa	Mpwapwa	
13	76	Mazae	Mpwapwa	
ECE Teachers - School name				
1	77	Tumbakose	Chemba	
2	78	Gonga	Chemba	
3	79	Humekwa	Chemba	
4	80	Hawelo	Chemba	
5	81	Farkwa	Chemba	
6	82	Mombose	Chemba	
7	83	Bugenika	Chemba	
8	84	Kelema Maziwani	Chemba	
9	85	Dalai	Chemba	
10	86	Pongai	Chemba	
11	87	Tandala A	Chemba	
12	88	Mtakuja	Chemba	
13	89	Churuku	Chemba	
14	90	Tandala B	Chemba	
15	91	Waida	Chemba	
16	92	Araa	Chemba	
17	93	Pino	Chemba	
18	94	Mondo	Chemba	
19	95	Tamka	Chemba	
20	96	Kwa Mtoro	Chemba	
21	97	Kurio	Chemba	
22	98	Doyo	Chemba	
23	99	Banguma	Chemba	
24	100	Rofati	Chemba	
25	101	Paranga	Chemba	
26	102	Kidoka	Chemba	
27	103	Ombiri	Chemba	
28	104	Pangalua	Chemba	
29	105	Chambalo	Chemba	
30	106	Doyo	Chemba	

31	107	Kambi ya Nyasa	Chemba	
32	108	Chemba	Chemba	
33	109	Muungano	Chemba	
34	110	Mseka	Mpwapwa	
35	111	Kimagai	Mpwapwa	
36	112	Idilo	Mpwapwa	
37	113	Iyoma	Mpwapwa	
38	114	Mangangu	Mpwapwa	
39	115	Isinghu	Mpwapwa	
40	116	Lupeta	Mpwapwa	
41	117	Kisokwe	Mpwapwa	
42	118	Mpwapwa	Mpwapwa	
43	119	Kikombo	Mpwapwa	
44	120	Mazae	Mpwapwa	
45	121	Ilolo	Mpwapwa	
46	122	Igovu	Mpwapwa	
47	123	Chazungwa	Mpwapwa	
48	124	Vinghawe	Mpwapwa	
49	125	Mtejeta	Mpwapwa	
Parents' School Name				
1	126	Kelema Maziwani	Chemba	
2	127	Kelema Maziwani	Chemba	
3	128	Waida	Chemba	
4	129	Pongai	Chemba	
5	130	Mondo	Chemba	
6	131	Araa	Chemba	
7	132	Araa	Chemba	
8	133	Kwa Mtoro	Chemba	
9	134	Kwa Mtoro	Chemba	
10	135	Kwa Mtoro	Chemba	
11	136	Kwa Mtoro	Chemba	
12	137	Kwa Mtoro	Chemba	
13	138	Kidoka	Chemba	
14	139	Muungano	Chemba	
15	140	Kimagai	Mpwapwa	
16	141	Lupeta	Mpwapwa	
17	142	Mpwapwa	Mpwapwa	
18	143	Mpwapwa	Mpwapwa	
19	144	Mpwapwa	Mpwapwa	
20	145	Mpwapwa	Mpwapwa	
21	146	Mpwapwa	Mpwapwa	

22	147	Mpwapwa	Mpwapwa	
23	148	Vinghawe	Mpwapwa	
24	149	Mazae	Mpwapwa	
25	150	Chazungwa	Mpwapwa	
26	151	Mtejeta	Mpwapwa	
Parent-Teacher Association – School Name				
1	152	Iyoma	Mpwapwa	
2	153	Isinghu	Mpwapwa	
3	154	Chemba		
Councillor				
1	155	Ward Councilor	Chemba	
Chairs of School Committees – School Name				
1	156	Idilo	Mpwapwa	
2	157	Kisokwe	Mpwapwa	
3	158	Mangangu	Mpwapwa	
4	159	Iyoma	Mpwapwa	
5	160	Isinghu	Mpwapwa	
6	161	Araa	Chemba	
7	162	Paranga	Chemba	