Situational Analysis of Early Childhood Development within Fishing Communities in Sengerema District
A Baseline Survey Report

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<thead>
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<th>ACRONYM</th>
<th>Description</th>
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<tr>
<td>ACRWC</td>
<td>African Charter on the Rights and Welfare of the Child</td>
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<td>AGH</td>
<td>Amani Girls Home</td>
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<td>BWF</td>
<td>Better Way Foundation</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>IECD</td>
<td>Integrated Early Child Development</td>
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<td>MKUKUTA/NSGRP</td>
<td>Mkakati wa Kukuza Uchumi na Kupunguza Umaskini/ National Strategy for Growth and Reduction of Poverty</td>
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<td>MoCDGC</td>
<td>Ministry of Community Development, Gender and Children</td>
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<td>MOEVT</td>
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<td>National Institute of Medical Research</td>
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<td>PEDP</td>
<td>Primary Educational Development Programme</td>
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<td>PMO-RALG</td>
<td>Prime Minister’s Office, Local Government Authority</td>
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<td>TECDEN</td>
<td>Tanzania Early Childhood Development Network</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>United Convention on the Rights of the Child</td>
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<td>USA</td>
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<td>WTI</td>
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AGH would like to warmly extend its gratitude to The Sengerema District Council, particularly the Sengerema District Education Officer, Ward Executive Officers from Nyamatongo and Katunguru wards for their supportive hands in facilitating the conduct of a baseline survey in two wards of Nyamatongo and Katunguru whose findings are document in this report. Special thanks are also forwarded to the respective head teachers and the pre-primary schools teachers who availed their time to provide important responses which significantly led to the production of this report.

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For sure their extended and continual support for ECD is real reaching and changing the lives of the last mile children’s. Many thanks to the Better Way Foundation - USA, WTI Tanzania and the AGH board of directors who provided funds and technical support for this baseline survey.
EXECUTIVE SUMMARY

BACKGROUND OF AGH
AGH is a not for profit organization which works to better the lot of vulnerable children (particularly girls) from socio-economic disadvantaged families in North-Western Tanzania. AGH was founded in 2004, registered in 2008 with ordinance number 00NGO/00002112, works towards realizing the national’s strategies for the reduction of child poverty through programming and intervening on early childhood development particularly on issues of early education, health interventions, care and social protection, nutrition support and early stimulation young children.

Strategic Programs, Projects, and Structure
AGH is currently conducting five strategic programs generally focusing on the national target of improved social wellbeing of its population, particularly, on improved early childhood development education. The five thematic programs are:-

i. Integrated Early Childhood Development (IECD):-This program intends to strengthen the capacities of families and local community structures to support vulnerable children (particularly girls) access preschools, pre-primary education and feeding program within targeted communities.

ii. Street Girls Reintegration (SGR):-This program focuses on street girls by ensuring that they grow and reach their full potential in a safe and supportive community. AGH works with families and their children providing counseling, strengthening family bonds, care-guidance, psychosocial and socio-economic support aiming at reintegrating girls within their families.

iii. Adolescent Girls Empowerment (AGE):-The program aims to eradicate factors that contribute to making young girls run into streets or finds themselves in harmful environments. Adolescent girls are empowered through girls' clubs guided by mentors and local artisans. They are provided with training on issues such as HIV/AIDS, Sexual and Reproductive Health Rights, Health and Sanitation, Human Rights, Self-esteem especially handicrafts training and financial literacy so that these girls, through a micro-credit scheme, can start their own small business and become responsible, self-reliant young adults.

iv. Women Economic Empowerment (WEE):-This program aims to economically empower women from HIV/AIDS affected and or impoverished households. Through this program, women and their families are empowered to the extent that they are able to earn sustainable income to support their families particularly for meeting
children’s school expenses and home lives. This program is also centered as a prevention strategy to child-vulnerability and or migrating into streets.

v. **Child Rights Advocacy (CRA):** In our child rights advocacy work, the focus is on education, health, protection, participation and the rights to self-expression. Child domestic workers and child sex workers are some of the issues addressed in the AGH advocacy activities.

**Background of the Survey Area**
This survey on the Situation Analysis of ECD in Sengerema District was purposefully conducted in 2 out of 34 wards, characterized by fishing as the main economic activity, covering a total fourteen pre-primary schools. Sengerema District is one of seven districts in the Mwanza Region of Tanzania.

Sengerema district is implementing Primary Educational Development Programme (PEDP) in the country. With a total of 183 elementary schools, the district is faced with a number of challenges which include shortage of classrooms and desks; teachers' houses; pit latrines, and learning and teaching materials. The learning environments are also not child-friendly-hence hampering the rapid expansion of the education sector in most pre-primary schools in the district.

**Objectives of the Baseline Survey**
The specific objectives of this survey were:-

i. To explore the real situation of ECD service provision within fishing communities in Sengerema district;

ii. To find how ECD programs in the context of children’ related policies and laws are implemented within the fishing communities in Sengerema district;

iii. To explore the socio-economic situation of the local fishing communities on ECD and child related programs;

iv. To recommend for strategic scale-up of AGH’s ECD programming in the district of Sengerema.

**Methods, Data Sources and Scope of Analysis**
A descriptive survey design was used in this study to elicit information on ECD programs in Sengerema district. A sample of 43 respondents was drawn from pre-primary schools (which included the pre-primary school teachers and the head teachers), and two Ward Education Coordinators and two Clinical Officers. A total of 14 out of 183 pre-primary schools were selected for the interview. Both quantitative and qualitative data were collected through structured questionnaires.
Selection of the Sample

Sample of Wards
i. Two wards of Nyamatongo and Katunguru out of 34 wards were selected for the baseline survey;
ii. The basic criteria for the selection was a representation of wards comprising fishing communities, which are majority, in the district;

Data Collection
i. Structured questionnaires were administered by a group of researchers from AGH;
ii. Respondents were mainly the head teachers and local ECD teachers from the selected pre-primary schools in each sampled ward

CONTEXT ANALYSIS OF ECD

Provision of early childhood development programs for children aged zero to eight years has placed increased demands not only for pre-primary schools but also for the pre-primary teachers in the country. This survey sought to establish the current (as compared to the previous) status quo of enrollment, retention, truancy and drop-out amongst pre-primary schools children in Sengerema district. The findings of the survey are provided here-below:-

i. *Enrollment Status in Pre-schools*: Respondents were asked to state the current and last year’s status of children’ enrollments, retention, truancy, and drop outs. Data analysis shows that on average, there were 8% boys and 5% and girls, as an increase, in enrollment into the ECD program between 2012 and 2013.

ii. *Retention Status*: Retention in pre-primary schools refers to the phenomenon that young children who entered pre-primary schools at a certain period of time continue to enroll in that school in the subsequent period(s) of time. When asked to state the number of children who were still enrolled between 2012 and 2013, findings shows more girls on average (i.e.13%) continued to enroll than boys (i.e.11%) did.

iii. *Truancy*: Truancy is defined as an unexcused absence from school. Truancy is a significant problem in many countries and it has been linked to immediate and far-reaching consequences. Responses on truancy reveal an improvement in school attendances, since the findings show a significant decrease of truancy by 82% particularly amongst girls.

iv. *Pre-primary school drop-outs*: Trends in pre-primary school drop-out has emerged as a major threat to achieving EFA goals. Results of the survey demonstrate an average decrease by 1% for both boys and girls between 2012 and 2013.
Provision of Early Childhood Development Programs
Child development at the early stages is a critical foundation for community economic development. The following are the results of the current status of ECD programs in the surveyed pre-primary schools:-

*Pre-primary education*
74% of responding persons revealed to have pre-primary education program to enrolled young children and they provide learning skills - particularly reading, writing and arithmetic (commonly known as Three Rs).

*Early Child Stimulation*
55% the interviewees mentioned early child stimulation being offered to enrolled young children in pre-primary schools.

*Healthcare Services*
46% of the respondents said that they do make available some healthcare services to enrolled children at pre-primary schools, with most services being de-worming and immunization.

*Feeding Program*
Despite the importance of feeding program for young children, very few pre-primary schools (37%) have unreliable feeding program, which is mostly being provided during harvest periods.

*Enrollment in ECD program by Category*
The national education and training policy (1995), among others, encourages and promotes an overall personality development of a child. Different national guidelines on ECD programs also focus on the provision of early interventions to different categories of young children. Respondents were asked to indicate the different categories of young children being enrolled in pre-primary schools as well as the specific programs being provided for each group. The findings are as follows:-

i. On average, each pre-primary school has 1 young child with disability for each sex.

ii. An average of 12 and 14 most vulnerable young boys and girls respectively; and

iii. 51 and 55 other vulnerable young boys and girls respectively who have no disability.

The findings further reveal a general lack of special program being provided to the specific categories of the enrolled young children, apart from early childhood education.
CURRENT SITUATION OF IECD PROGRAM

Challenges Facing Effective IECD in Sengerema
Notwithstanding the growing importance of IECD, there are number of challenges that have continued pulling down the implementation of IECD in most parts of Tanzania. The survey results indicate the following critical challenges:-

*Low level of awareness amongst parents on ECD*
In spite of the importance of early learning being a crucial factor for effective community implementation of ECD, 91% of respondents indicated that majority of the parents have poor knowledge on ECD program.

*Poor economic status of the families*
This was mentioned by 84% of the respondents as the second challenging issue, particularly on the living circumstances that affect children learning abilities. This is due to most families having no electricity at home, lack books and other reading material as well as parents lacking literacy and numeracy skills.

*Inadequate provision of healthcare services, sport gears; learning and teaching aids*
77% of the interviewed persons said that inadequate provision of child friendly sport gears, health service care, teaching and learning aids which include mobility appliance for children with disability and those with special needs significantly affect the early learning of young children.

*Poor Inclusive infrastructures for ECD*
70% of the responses reveal lack of special classrooms and facilities like toilets for young children with special needs, including those with disabilities.

*Shortage of qualified teachers for ECD*
63% of persons who were interviewed said that shortage of qualified ECD teachers, combined with absenteeism, is a major barrier to early learning of children in preprimary schools within fishing community.

*Irregular feeding program*
49% of the responses show that feeding program is not regularly being provided at pre-primary schools, in rare cases, this happens during harvest periods. This is due to inadequate budgetary resources at school levels, and lack of strategies at community levels for establishing sustainable feeding programs.

*Long distance from home to school*
28% said that distance from home to pre-primary schools is not considered as a critical challenge on early childhood education.
IMPLEMENTATION OF ECD POLICY AND CHILD-RELATED LAWS

In this survey, respondents were asked if they knew any policy or law that relates to early childhood development which is adequately being implemented in the surveyed pre-primary schools. This question aimed at establishing parameters for strategic advocacy for the implementation of child-related policies and laws.

Despite of a few respondents who talked of inadequate provision of feeding program (88%), inadequate establishment of inclusive ECD infrastructure(68%), and inadequate provision of qualified ECD teachers, analysis of the data revealed that 71% i.e. representing the majority respondents were not aware of either the policies or laws governing the implementation of pre-primary education.

ACHIEVEMENTS AND CHALLENGES ON ECD PROGRAMS

Achievements of ECD programs
Despite of increased number of young children being enrolled in pre-primary schools, when they asked of achievement in ECD programs, most respondents (65%) said there are no significant achievements in the overall provision of early childhood development education, due to the following facts:

i. Inadequate number of skilled pre-primary school teachers;

ii. Poor early learning environments to most pre-primary schools;

Challenges in ECD programs
The survey asked of challenges in the provision of ECD programs. The responses from 25 out of 43 respondents did affirm for the existence of a number of challenges: These are:-

i. Inadequate number of qualified teachers (93%)

ii. Low level of awareness of ECD related policies and laws amongst community members (79%)

iii. Poor economic status of the parents (64%); and

iv. Inadequate financial resources for ECD development at the district council (21%).

THEMATIC DISCUSSIONS AND CONCLUSION

Investment in childhood development remains a noble cause not only for parents but also governments and development partners. This is mainly based on its very short and long term benefits in terms of improving school performance, child health conditions; promoting a long-term reduction of marginalization and social equality, ensuring that
children born in relative poverty have the opportunity to reach their maximum physical, economic and social development potential.

Early childhood development programs have the potential to benefit both the individual young children as well as the society at large. Making greater investments in young children will enable families, the community and the nation at large to see greater returns in education, health and productivity.

The following are conclusions from the results of the baseline survey:-

**Inadequate facilities and teaching and learning resources**
Most pre-primary schools lack adequate supply of teaching and learning resources and facilities suitable for early childhood development, this negatively affects the effective implementation of ECD curriculum in the district.

**Lack of sport gears**
There is an inadequate supply of sport gears in the district, this leads to building up a society which is not active-hence denying them an opportunity for mental health development, confidence building as well as for improved social and personal skills, including cooperation and leadership.

**Absence of Qualified Teachers**
Lack of qualified teachers, if not earlier tackled will systematically affect the professional conduct of early childhood development programs in Sengerema district.

**Low level of awareness of ECD amongst parents**
It is evident that families are critical to the well-being of young children. Despite the importance of parental involvement in ECD, it is concluded that there is a general low level of awareness on program in the district, a factor which contributes to its inadequate scale-up in the district.

**Inadequate provision of feeding programs**
Adequate provision of feeding programs to young children is a basic requirement for their healthy development. Results of the survey conclude an inadequate provision of food to young children who are enrolled in pre-school programs.

**Awareness of TECDEN**
The findings conclude that the Tanzania Early Childhood Development Network (TECDEN) is not known among the pre-primary school teachers in the district of Sengerema.
STRATEGIC POLICY RECOMMENDATIONS

General Recommendation
The survey offers solutions to several social and economic problems which are expected to break the cycle of intergenerational poverty, lead to improved health, education, and wellbeing of children of age 0-8 years, and ultimately yield high rates of return on investment in the formative years of life. In order to address the challenges for improved quality programming, sustainability, and "scaling up", issues of capacity building, governance, and finance are fundamental for future programming. There is also a clear need for further research on ECD programming, ECD policy analysis, and strategic implementation of ECD programmed while taking into consideration of the Public-Private-Partnership.

Specific Recommendation
The following recommendations should be considered specific.

Strengthen the economic statues of parents/guardians
Young children should be supported in order to ensure their future well-being and development. AGH should aim at increasing parents'/guardian's access to training, mentorship, credit and finance, and skills building so as to increase their economic independence, participation in ECD-community-led owned enterprises.

Early child education
In order to promote effective ECD interventions, it is recommended that AGH adopts “The 5x5 Model” which will enable realization of impacts to different beneficiaries. This model will set forth five areas of impact for comprehensive interventions necessary for helping them to survive and thrive, through feeding program, child development, economic strengthening, healthcare and child care. The focus here is primarily the children themselves and their caregivers.

Child Care and Protection
While significant steps have been taken to improve the legal framework for the protection of the rights of children in Tanzania; many children are still vulnerable to violence, exploitation, neglect and abuse. Additional efforts should be deployed towards child policy analysis and advocacy with a particular focus on child care and protection at community levels, particularly targeting key population like fishing communities.

AGH-Family-Local Government Authority Partnerships
In order to foster awareness for creative parental involvement in ECD, AGH should:-
   a) Establish partnerships with individual families and the local government authority
   b) Provide parents with opportunities to enhance their own parenting skills
   c) Enable parents to participate in family literacy services;
   d) AGH should also assist parents become advocates of their own children.
**Feeding Program**
AGH should conduct an identification of each child’s nutritional needs through consultation between ECD staff and parents and then design and implementation of nutritional services programs.

**Establishment of a network of civil society organizations dealing early child development:** In this case, AGH is argued to:-

a) Collaborate with TECDEN to identify the strengths, challenges, gaps in order to foster parental and community engagement in early childhood development.

b) Assist other stakeholders of ECD in policy planning and service delivery processes

c) Participate in national and international avenues in designing cross-sectoral programs with ECD components.

d) Facilitate the establishment of Strategic District ECD Network and link it with TECDEN so as achieve a common understanding of IECD.

**Establishment of ECD Policy Advocacy Strategy**
Policy analysis and advocacy should be mainstreamed in AGH programming pertaining to ECD program.

a) Create, expand, and/or improve essential services and programs (Health, education, water and sanitation (WASH program targeting young children), protection, etc).

b) Link with other national policies through a coordinated policy dialogues.

c) Provide information on ECD outcomes for advocacy (by developing indicators for monitoring development and change, designing database and management information system for strategic reporting).
SECTION ONE: INTRODUCTORY BACKGROUND

1 INTRODUCTION
1.1 Background of AGH
AGH is a not for profit organization which works to better the lot of vulnerable children (particularly girls) from socio-economic disadvantaged families in North-Western Tanzania. AGH was founded in 2004, registered in 2008 with ordinance number 00NGO/00002112 working towards realizing the national's strategies for the reduction of child poverty through programming and intervening on early childhood development particularly on issues of early education, health interventions, care and social protection, nutrition support and early stimulation.

Among other program’s interventions, AGH holistically provides supports to MVCs and OVCs to access pre-primary education. The organization also addresses health, gender and social-economic problems that distress the lives of adolescent girls. It does this through empowering economically women from HIV/AIDS affected and impoverished families to support their children access education.

1.2 Strategic Programs, Projects, and Structure
AGH is currently conducting five strategic programs generally focusing on the national target of improved social wellbeing of its population, particularly, on improved early childhood development education. These programs are narrated here-below:-

1.2.1 Integrated Early Childhood Development (IECD)
This program intends to strengthen the capacities of families and local community structures to support vulnerable children (particularly girls) access preschools, pre-primary education and feeding program within targeted communities.

The initiative for this program is driven by the fact that in Tanzania, vulnerable children (particularly girls) have limited chances to access education due to socio-cultural and economic barriers such as the HIV/AIDS pandemic, poor economic status within their families, and negative altitudes that disempowering vulnerable children (particularly girls) from their early ages through adulthood. Under this program AGH implements a project titled Support vulnerable children access to preschools and pre-primary education. The goal is mainstream vulnerable children into schools, safe and supportive community.

Under this program AGH works with local community structures and people at the grassroots’ levels, mobilizing and creating links between them for supporting IECD programming. AGH works to build the capacity of surrounding community, socio-
economy of vulnerable households to an extent that they can themselves support their children access quality IECD services within community established or existing care centers.

1.2.2 Street Girls Reintegration (SGR)
This program focuses on street girls by ensuring that they grow and reach their full potential in a safe and supportive community. AGH works with families and their children providing counseling, strengthening family bonds, care-guidance, psychosocial and socio-economic support aiming at re-integrating girls within their families. Under this program AGH implements a project titled “Street Link Initiative”. The goal is to mainstream street girls into school, safe and supportive community.

1.2.3 Adolescent Girls Empowerment (AGE)
The program aims to eradicate factors contributing to making young girls run into the streets or find themselves in harmful environments. In this program, adolescent girls are empowered through forming girls’ clubs guided by mentors and local artisans and are provided with training on issues such as HIV/AIDS, Sexual and Reproductive Health Rights, Health and Sanitation, Human Rights, Self-esteem especially handicrafts training and financial literacy so that these girls, through a micro-credit scheme, can start their own small business and become responsible, self-reliant young adults. Under this program, AGH implements a project titled Maisha Mema.

1.2.4 Women Economic Empowerment (WEE)
This program aims to economically empower women from HIV/AIDS affected and or impoverished households. Through this program, women and their families are empowered to the extent that they are able to earn sustainable income to support their families particularly for meeting children’s school expenses and home lives.

This program is also centered as a prevention strategy to child-vulnerability and or migrating into streets. AGH under this program implement a number of projects which are Women Microfinance for Improving Socio-economy Among Vulnerable Households, BIA (Bio-Intensive Agriculture) and Small Business Empowerment. The goal is to strengthen household economy among socio-economy disadvantaged and or HIV/AIDS affected families, so as families can support their children access ECD services in local schools, and community’s established ECD centers.
1.2.5 Child Rights Advocacy (CRA)
In our child rights advocacy work, the focus is on education, health, protection, participation and the rights to self-expression. Child domestic workers and child sex workers are some of the issues addressed in the AGH advocacy activities. Under certain cases foster care is considered for street children whose parents and or relatives are not immediately contacted and or are much less responsible in parenting their children. In all cases AGH’s advocacy work focuses on the best interest of the child (particularly girls).

1.2.6 Vision
A community in which children are living healthy, productively and happy.

1.2.7 Mission
Become an integral instrument in reducing vulnerable girl’s problems which cause them to migrate to the streets.

1.2.8 Goal
Mainstream vulnerable children into schools, safe and supportive community

1.2.9 Core Values
AGH in the performance of its function, is guided by the following core values:-

- **Discipline and Commitment:** - We value the culture of adhering to self-discipline and commitment to our programs’ vision and mission.

- **Accountability and Transparency:** - We believe in being accountable for the effectiveness of our actions and open in our judgment and communications with others.

- **Result oriented Team Spirit:** - We believe in working together as a team free from failure syndrome.

- **Integrity:** - We believe in a movement that focuses on policy focus for eradicating the causes of gender inequality and social injustices.

- **Gender sensitive:** - We abide to the principle of gender equality in our programming in such a way that ensures that everyone, regardless of sex, sexuality, age, race, color, class and religion, has equal opportunity for expression and for a fair wellbeing.

- **Punctuality:** - We believe and respect the value of time management where our actions are translated into critical awareness creation.

- **Creativeness:** - We strive to realize the three critical principles of success through awareness, strategic decision making and ultimate action-orientation.
- **Beneficiaries focused**: We aim at ensuring that everyone, regardless of sex, sexuality, age, race, color, class and religion, targeted in our programs gets equal opportunity for expression and for utilizing their potential.

### 1.3 AGH Organizational Structure

AGH has a competent board made up of six people. The board advises and supervises the overall operations and approves all major policy decisions. It is responsible for fundraising and appointing the internal management of AGH. Ensure on due diligence of the organization and provides directions to the internal management. The board members represent a cross section of recognized practical and academic expertise, proved with remarkable reputation, chosen from within the community.

AGH programs are executed with a Coordinating Committee of three people (i.e. Organization Manager, Program Manager, Finance and Administrative Manager) assisted by eight committed staff and twelve volunteers. The organization has expertise in early childhood development, household economy strengthening, advocating on child rights with the wider community, programming for improving the lives of MVCs and OVCs.

*Figure 1: AGH Organizational Structure*
1.4 AGH Ways of Empowering Children
Six key principles characterize AGH approach to working with vulnerable children.

i. Integrated ECD needs to be child centered.
ii. Children opinions and experiences are important and deserve respect.
iii. Children are capable their potentials should be harnessed.
iv. Girls bear the same rights as boys.
v. Advocating with the wider system for strengthening local community structures, household socio-economy are the most effective strategies to improve the well-being of children within families.
vi. Parents/caregivers and the community should demonstrate good example, friendly and loving way of responding to the needs of children.

1.5 Background of Early Childhood Development Program
Education implementation in Tanzania is overseen by three Ministries (Ministry of Education and Vocation Training-MOEVT), Prime Minister's Office, Local Government Authority-PMO-RALG) and the Ministry of Community Development, Gender and Children. The Education Sector is sub-divided into four sub-sectors namely: Basic Education (Preschool, Pre-Primary, Primary, Secondary, Teacher and Adult and Non-Formal Education); Folk Education, Higher Education, and Technical and Vocational Education and Training1.

Giving birth is something in which mankind and animals are equal, but rearing the young and especially educating them for many years is something that is a unique gift and responsibility of men.

Julius Nyerere

There is an increasing consensus that the early childhood years set the foundations for later life of a human being. The brain research field has been especially influential, as it has highlighted the role of the early years in the formation of the human brain. The neurons (brain cells) as well as the synapses, which connect the neurons, develop rapidly and are shaped by the stimulation from the environment in early years.

In AGH’s interventions, ECD education2 program, involves children of age between 0-8 years old, a stage where children undergo the most crucial periods not only of their physical growth, but also their cognitive, social and emotional development.

1 See http://ed-dpg.or.tz/Education_Sector_in_Tanzania

2 Nelson Mandela once said, “Education is the most powerful weapon which you can use to change the world.” Wise words spoken, but even more specifically, early learning
The potential and fundamental importance of these child development parameters are outlined here-below:-

**Cognitively:-**
- Improves school performance;
- Raises math and language abilities;
- Sharpens thinking/attention skills;
- Reduces special education placement;
- Lowers school dropout rates.

**Socially and emotionally:-**
- Improves and strengthens interactions with peers;
- Decreases problematic behaviors;
- Encourages more exploratory behaviors;
- Helps adjustment to the demands of formal schooling.

**Long-term positive results and cost savings of Early Childhood Education:**
- Increases lifelong earning potential;
- Achieves better academic outcomes;
- Lowers rates of teen pregnancy and incarceration;
- Improves recruitment and retention of parents who work.

The establishment of ECD programs complies with the internationally known Education for All (EFA) framework which was established in the Dakar in the year 2000. EFA framework consists of six goals-whereby-two of the six goals clearly stipulate for an expansion of early childhood care and education as well as for an improved learning and life skills for young people.

The six internationally agreed education for all goals aim at meet the learning needs of all children, youth and adults by 2015.These goals are as follows:-

i. **Goal 1:-** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

ii. **Goal 2:-** Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

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21 | P a g e
iii. **Goal 3:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

iv. **Goal 4:** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

v. **Goal 5:** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

vi. **Goal 6:** Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
SECTION TWO: BACKGROUND TO THE STUDY

2 INTRODUCTION
2.1 Background of the Surveyed Area
This survey on ECD was conducted in 2 out of 34 wards of the district of Sengerema and it covered a total fourteen pre-primary schools. Sengerema District is one of seven districts in the Mwanza Region of Tanzania, East Africa. It is bordered to the north and east by Lake Victoria, to the south by Geita Region and to the southeast by the Misungwi District. Sengerema has become an important town because it lies at the intersection of two roads that connect northeastern Tanzania and the western shores of Lake Victoria to the southern part of the country. It is believed that there are 663,034 people.

The socio-economic activity of Sengerema is mainly dominated by smallholder agriculture, which involves almost 85% of the total district population. Other socio-economic activities include animal keeping, subsistence fishing and working in local industries. These are complemented by an existing and expanding fishing sector within the Mwanza region, with commercial fishing being dominated by big fishing companies using modern fishing gears and vessels. Traditionally, Sengerema has been one of the Mwanza district’s main cotton producers. But the productivity of cotton declined from 20,000 bales per annum in the mid 1970s to about 6,000 bales in the 1990s. Families who formally depended solely on commercial farming found themselves in economic hardship after the fall of cotton prices, because they could no longer earn enough income.

Sengerema district, like other districts in Tanzania, is implementing Primary Educational Development Programme in the country. The district has a total of 183 elementary schools. The district is faced with a number of challenges which hampers the rapid expansion of the education sector. These challenging problems include shortage of classrooms and desks; teachers' houses; pit latrines, and learning and teaching materials. The learning environments are not child-friendly in most pre-primary schools in the district.

2.2 Objectives of the Baseline Survey
This survey was conducted in response to the community demand for strengthening ECD services in the district of Sengerema. While building on the United Nations Secretary General’s study on the status of implementation of UNCRC which is in line with the ACRWC, with a focus on the rights of most vulnerable children, the survey also adheres to the Tanzania’s NSGRP II with a particular focus on Cluster II which specifically aims at improving the quality of life and social well-being of Tanzanians of all ages.

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5 Tanzania Population and Housing Census 2012
The specific objectives of this Baseline Survey are:-

i. To explore the real situation of ECD service provision within fishing communities in Sengerema district.

ii. To find how ECD programs in the context of children’ related policies and laws are implemented within the fishing communities in Sengerema district.

iii. To explore the socio-economic situation of the local fishing communities on ECD and child related programs.

iv. To recommend for strategic scale-up of AGH’s IECD programming in the district of Sengerema targeting key populations of the fishing communities.

2.3 Methods, Data Sources and Scope of Analysis

A descriptive survey design was used in this study. This method was the most appropriate in eliciting information on ECD programs and services in Sengerema district. Descriptive survey is a social scientific investigation that studies large and small populations by selecting and studying samples chosen from the population to discover relative incidence distribution and inter relations of sociological variables chosen from the population.

A descriptive survey design was used in this study to elicit information on ECD programs in Sengerema district. A sample of 43 respondents was drawn from pre-primary schools (which included the pre-primary school teachers and the head teachers), and two Ward Education Coordinators and two Clinical Officers. A total of 14 out of 183 pre-primary schools were selected for the interview. Both quantitative and qualitative data were collected through structured questionnaires.

Quantitative data were entered into Ms-Excel for the generation of percentages and frequencies. Qualitative data were also collated and then triangulated with the quantitative data for producing the report. Frequency tables and descriptive statistics were used to present, analyze and interpret the field data. Data from the questionnaires were presented first and then were complemented by findings from interviews.
2.4 Sample Design and Sample Selection

2.4.1 Purposeful Sample Selection
A purposeful sample selection was used in this baseline survey-by selecting two wards representing characteristics of fishing communities.

2.4.2 Selected Wards
   i. Two (2) wards of Nyamatongo and Katunguru out of 34 were selected for the baseline survey.
   ii. The selection criteria for these wards, was a representation of wards comprising fishing communities, which are majority in the district.

2.4.3 Data Collection
   i. A structured questionnaire was designed for collecting survey data and was administered by a group of trained researchers.
   ii. The respondents were mainly the head teachers and local ECD teachers from the selected pre-primary schools in each sampled ward.
SECTION THREE: CONTENT ANALYSIS OF EARLY CHILDHOOD DEVELOPMENT

3.1 INTRODUCTION
An understanding of the situation of the child is based on an analysis of the economic structure and its accompanying political and ideological superstructure (UNICEF, 1990:36). The responsibility of child rearing and early childhood education in Tanzania has in many places remained in the hands of individual families and communities without a proper and competent institution to provide for their continued needs of education and development.

3.2 ECD Content Analysis
In Tanzania, the provision of early childhood development programs for children of age zero to eight years has placed increased demands of pre-schools and pre-primary teachers. There has been an increased use of early childhood formal education and care services provision in many parts of the world\(^7\) including Tanzania. In keeping with this trend the importance of acceptable standards of ECD provision has come to the forefront of policy interest, given the high costs involved in the provision of these services.

Respondents were asked of the status quo of the current enrollment, retention, truancy and drop-out amongst pre-primary schools children in Sengerema district.

3.2.1 Enrollment
In order to set up an Integrated Early Child Development (IECD) intervention, AGH acknowledges the need for a comprehensive young children enrollment plan that sets up an IECD program, which in most cases should always start with a problem analysis. In this case, a needs assessment of the young children, the context in which they are living and the existing ECD programs should thoroughly be analyzed.

In addition to these variables, a thorough understanding of the problems (i.e. challenges) and underlying causes will help in targeting the children most at risk and will allow appropriate goal and objective setting. In this baseline survey, the respondents were asked to state the current (2013) and last (2012) year’s status of children’ enrollments, retention, truancy, and drop outs. The purpose of this question was to enable AGH understand the trend of ECD services provision and uptakes.

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\(^6\) See The State of the World's Children 1990

\(^7\) See Australian Journal of Teacher Education, Volume 38, Issue 9 Article 3
Data analysis tells that there was an average of 8% and 5% among boys and girls, as an increase, in enrollment into the ECD program between 2012 and 2013. This is reflected in Table 1 below and if further shows the minimum and maximum numbers of enrolled students in each year under consideration in this baseline survey. The analysis of the baseline data shows that many more boys are being enrolled in pre-schools than their counterparts, the young girls.

Table 1: Percentage change of enrollment of children in preprimary by sex

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Enrollment 2012</th>
<th>Enrollment 2013</th>
<th>Percentage Enrollment Change by Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Katunguru</td>
<td>40</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Nyamatongo</td>
<td>41</td>
<td>43</td>
<td>28</td>
</tr>
<tr>
<td>Ilunda</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Bugalama</td>
<td>60</td>
<td>65</td>
<td>49</td>
</tr>
<tr>
<td>Kamanga</td>
<td>90</td>
<td>104</td>
<td>90</td>
</tr>
<tr>
<td>Karumo</td>
<td>52</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>Nyalwambu</td>
<td>38</td>
<td>44</td>
<td>57</td>
</tr>
<tr>
<td>Ipandikilo</td>
<td>70</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>Kasomeko</td>
<td>27</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>Chamabanda</td>
<td>50</td>
<td>56</td>
<td>48</td>
</tr>
<tr>
<td>Nyamtelela</td>
<td>41</td>
<td>56</td>
<td>65</td>
</tr>
<tr>
<td>Igalagalilo</td>
<td>45</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>Juma Kisiwani</td>
<td>36</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>Lusesa</td>
<td>44</td>
<td>43</td>
<td>49</td>
</tr>
<tr>
<td>Average Enrollment</td>
<td>45</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Maximum</td>
<td>90</td>
<td>104</td>
<td>90</td>
</tr>
<tr>
<td>Minimum</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>
3.2.2 Retention
Retention in pre-primary school programme refers to the phenomenon that young children who entered pre-primary schools at a certain period of time continue to enroll in that school in the subsequent period(s) of time.

In this survey, participants were asked to state the number of children who were still enrolled at the end of 2012 and at the time when the baseline survey was conducted i.e. in 2013. Findings from the analyzed data from the field indicate, on average more girls (i.e.13%) continued to enroll in pre-schools than boys (i.e.11%, as indicated in Table 2). This is a challenging finding when one considers the fact that fewer girls were found to have enrolled in pre-schools than boys (see Table 1). Retention strategies are considered potential for decreasing the likelihood that a child will drop out of school on due course.

Table 2: Percentage retention changes of enrolled children in preprimary by sex

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Primary</th>
<th>Retention 2012</th>
<th>Retention 2013</th>
<th>Percentage Change by Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Katunguru</td>
<td>37</td>
<td>38</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Nyamatongo</td>
<td>36</td>
<td>40</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Ilunda</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>44</td>
</tr>
<tr>
<td>Bugalama</td>
<td>40</td>
<td>50</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>Kamanga</td>
<td>85</td>
<td>75</td>
<td>89</td>
<td>103</td>
</tr>
<tr>
<td>Karumo</td>
<td>50</td>
<td>46</td>
<td>47</td>
<td>42</td>
</tr>
<tr>
<td>Nyalwambu</td>
<td>38</td>
<td>44</td>
<td>57</td>
<td>56</td>
</tr>
<tr>
<td>Ipandikilo</td>
<td>65</td>
<td>48</td>
<td>50</td>
<td>46</td>
</tr>
<tr>
<td>Kasomeko</td>
<td>26</td>
<td>60</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>Chamabanda</td>
<td>41</td>
<td>43</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>Nyamtelela</td>
<td>41</td>
<td>56</td>
<td>60</td>
<td>58</td>
</tr>
<tr>
<td>Igalagalilo</td>
<td>23</td>
<td>31</td>
<td>27</td>
<td>22</td>
</tr>
</tbody>
</table>
3.2.3 Truancy

Generally, most educators who deal with truancy define it as an unexcused absence from school. Truancy is a significant problem in many countries around the world, and it has been linked to immediate and far-reaching consequences for youth, families, schools and communities leading researchers, practitioners, and policy makers to try to understand and to address the problem.

Although numerous and significant steps have been taken at the local and national levels to reduce truancy, the rates of truancy have at best remained stable or at worst depending on the indicator utilized to assess truancy rates. The costs and impact of chronic truancy are significant, with both short and long term implications for the truant young children as well as for the family, school, and community.

Responses on truancy from the surveyed pre-primary schools point out an improvement in school attendances. As Table 3 indicates, an analysis of truancy data between 2012 and 2013 indicate a significant decrease of truancy, particularly amongst girls, where a decrease of truancy by 82%.

Table 3: Percentage change in truancy amongst children in preprimary by sex

<table>
<thead>
<tr>
<th>Name of Primary School</th>
<th>Truancy in 2012</th>
<th>Truancy in 2013</th>
<th>Percentage change in Truancy by Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Katunguru</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Nyamatongo</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ilunda</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Village</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Bugalama</td>
<td>10</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Kamanga</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Karumo</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Nyalwambu</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Ipandikilo</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Kasomeko</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Chamabanda</td>
<td>9</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Nyalwambu</td>
<td>6</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Nyamtelela</td>
<td>6</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Igalagalilo</td>
<td>11</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Juma Kisiwani</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lusesa</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>54</td>
<td>42</td>
</tr>
<tr>
<td>Percentage of Average Truancy</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Maximum</td>
<td>10</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Minimum</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### 3.2.4 Pre-primary school drop-outs

AGH is concerned with the rate of drop-out in the general education system—particular at the lower levels. Drop out has emerged as a major threat to achieving EFA goals, as it threatens the very fabric education in terms (Inputs/Outputs) of its structure, organization and provision. More specifically it affects the equality of education received by the most vulnerable groups of children like orphans and children with disabilities.

When asked of the status of drop outs, results indicate an average decrease of 1% for both boys and girls when one compares the rate of drop-out between 2012 and 2013.

---

Table 4: Percentage change in drop-out amongst children in preprimary by sex

<table>
<thead>
<tr>
<th>Name of Primary School</th>
<th>Drop-outs in 2012</th>
<th>Drop-outs in 2013</th>
<th>Percentage change in drop-outs by Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Katunguru</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Nyamatongo</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Ilunda</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Bugalama</td>
<td>10</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Kamanga</td>
<td>5</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Karuma</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Nyalwambu</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ipandikilo</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Kasomeko</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Chamabanda</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Nyamtelela</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Igalagalilo</td>
<td>22</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Juma Kisiwani</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Lusesa</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>90</td>
<td>59</td>
</tr>
<tr>
<td><strong>Average Drop-out</strong></td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

3.3 Early Childhood Development Programs

3.3.1 Introduction

Child development is a critical foundation for community economic development, as capable children become the foundation of a prosperous and sustainable society\(^9\). The UN Convention on the Right of the Child (UNCRC) ratifies the rights of a child to survive and to thrive. Tanzania is a signatory to the UNCRC since 1991 and a signatory to the African Charter on the Rights and Welfare of the Child (ACRWC) since 2003\(^10\). At country level, a Child Development Policy was put in place in 1996 and the Law of the Child Act No. 21 was enacted in 2009.


\(^10\)The African Union recognizes that a child occupies a unique and privileged position in the African society and that for the full and harmonious development of his personality, the child should grow up in a family environment in an atmosphere of happiness, love and understanding. See http://pages.au.int/acerwc/pages/acrwc-ratifications-table visited on December 16th 2013
Despite the ratification and enactment of various child rights policies and conventions, insufficient efforts and institutional development for the vulnerable communities including the fishing communities in understanding and benefiting from ECD is still pervasive. It’s well-recognized that early education opportunities, such as pre-school and pre-primary, contribute to educational development and enhance school achievement later. If children in the fishing communities get pre-primary school opportunities where they can learn, gain exposure to school environment, and learn basic skills, they’ll be better prepared for primary school.

Early stimulation for a child is an impotent element for a child. A stimulated baby will be an alert child, a happy youth and an adult with a zest for living and participating in society. Singing to a child while looking into his eyes, massaging him, teaching him to walk or to sit, to paint or draw are some of the techniques used to stimulate children's positive physical and psychological growth. The tools a child uses to learn and discover the world around him are the five senses—sight, hearing, taste, smell and touch—which is why a baby's interaction with the people around him is so important, since the more he relates, the faster he will learn.

AGH like many other development partners is of an opinion that children healthy development is and or can be greatly influenced by good nutrition and opportunities to go to school. In most cases, malnutrition combined with poor schooling opportunities and environment early in life can inhibit children’s physical and cognitive development for many years, thereby jeopardizing future livelihood opportunities. The first eight years of a child’s life are the most critical. It is during this period of early development that children’s brains develop and grow the most and when habits are formed.

11 Koichiro Matsuura, Director-General of UNESCO until 2005, asserted that “improving [children's] well-being at the earliest age must be an integral and systematic component of education and poverty reduction policies”. It is essential to support the first phase of learning, which begins with parents and family members. Refer to http://www.intervida.org/en/publications/intervida-news/the-importance-of-early-childhood-stimulation

12 The aim of stimulation is not an artificial development; that is, it does not aim to force the brain, but rather the opposite. It is important to know what is in the interest of the child according to his age and to constantly provide him with the utility for building cerebral circuits. Refer to http://www.intervida.org/en/publications/intervida-news/the-importance-of-early-childhood-stimulation

13 Research shows that children who receive proper health and nutrition interventions and consistent care in their early years fair better -- both at school and later in life -- hence increasing their quality of life in general.
This section narrates the findings of the baseline survey in the contexts of the type of programs i.e. pre-primary education, feeding program, health care and child stimulation, as shown in Chart 1) for early development of children currently being provided by pre-primary schools in the district of Sengerema.

**Chart 1: Percentage Responses of ECD programs**

![Chart 1: Percentage Responses of ECD programs](image)

**3.3.2 Pre-primary education**

As indicated in Chart 1 below, survey findings indicate *more than half of the interviewed pre-primary teachers (i.e. 74%)* revealed that most pre-primary schools were providing early child education to enrolled young children by providing them with learning opportunities-for their cognitive development-particularly on reading, writing and arithmetic commonly known as Three Rs\(^{14}\).

**3.3.3 Early Child Stimulation**

With regard to early child stimulation practices, 55% the interviewees mentioned child stimulation being offered to enrolled young children in pre-primary schools in the district.

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\(^{14}\) The three Rs (as in the letter R) refer to the foundations of a basic skills-orientated education program within schools: **reading, writing and arithmetic**. The original phrase "the Three Rs" came from a previous speech made by Sir William Curtis in 1795. Refer to [http://en.wikipedia.org/wiki/The_three_Rs](http://en.wikipedia.org/wiki/The_three_Rs)
3.3.4 Healthcare Service

When asked if health care services are provided at pre-primary schools, 46% of the respondents said that they do avail some healthcare services to young children enrolled at pre-primary schools. The mostly provided health care services are de-worming and immunization, done under the government’s policy. The National Institute of Medical Research (NiMR), which is under the Ministry of Health and Social Welfare (MoHSW) was reported to have been providing these services.

3.3.5 Feeding Program

Despite the importance of feeding program for young children, survey findings shows that very few pre-primary schools have feeding program, and mostly being provided during harvest periods. This is due to inadequate resources at the district council feeding programs.

3.4 Enrollment in ECD program by Category

3.4.1 Introduction

AGH acknowledges the importance of Early Childhood Development Programs and Services\(^\text{15}\) as they do provide learning experiences for young children to develop their knowledge and skills, maximize their individual potential, and function in a range of current and future learning environments. The national policy\(^\text{16}\) and guidelines on ECD programs and services focus on providing early interventions to different categories of young children assist them in getting ready for their first year of schooling when they later join primary schools. The national education and training policy (1995), among others, encourages and promotes an overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities.

3.4.2 Survey Findings

In this survey, the respondents were asked to state the categories of young children (i.e. those with disabilities, most vulnerable children and other most vulnerable children with

\(^{15}\) In 2007 IECD service delivery initiative was launched by the First Lady and later in 2008, the Government of Tanzania made an agreement to separate IECD policy (0–8 yrs) and a work-plan was developed. See [www.acf.hhs.gov/sites/default/files/opre/abrishamian.pdf](http://www.acf.hhs.gov/sites/default/files/opre/abrishamian.pdf)

\(^{16}\) For the first time, ECD has been included in one of the priority areas in Tanzania’s Poverty Reduction Strategy (MKUKUTA) – Cluster II: Improvement of Quality of Life and Social Well-being. See [www.acf.hhs.gov/sites/default/files/opre/abrishamian.pdf](http://www.acf.hhs.gov/sites/default/files/opre/abrishamian.pdf)
no disability) who were enrolled in pre-primary schools and the types of services being provided to them. Table 5, indicate that:

- Each pre-primary school, on average, has 1 young child with disability for each sex;
- 12 and 14 most vulnerable young boys and girls respectively; and
- 51 and 55 other vulnerable young boys and girls respectively who have no disability.

Further analysis revealed that there are no special services being provided to the specific categories of the enrolled young children, apart from early childhood education, in those pre-primary schools.

Table 5: Percentages of enrolled children in pre-primary schools by category

<table>
<thead>
<tr>
<th>Sex</th>
<th>Young Children with Disabilities</th>
<th>Most Vulnerable Young Children without Disabilities</th>
<th>Other Vulnerable Young Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Boys</td>
<td>5</td>
<td>56%</td>
<td>85</td>
</tr>
<tr>
<td>Girls</td>
<td>4</td>
<td>44%</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
<td>175</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Village</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katunguru</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>20</td>
<td>77</td>
<td>84</td>
</tr>
<tr>
<td>Nyamatongo</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ilunda</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bugalama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kamanga</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>Karumo</td>
<td></td>
<td></td>
<td>33</td>
<td>30</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Nyalwambu</td>
<td></td>
<td></td>
<td>7</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ipandikilo</td>
<td>5</td>
<td>6</td>
<td>52</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kasomeko</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>34</td>
<td>55</td>
</tr>
<tr>
<td>Chamabanda</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nyamtelela</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Igalagali</td>
<td>Juma Kisiwani</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------------</td>
<td>-----------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lusesa</td>
<td>1 20 22 33</td>
<td>5 4 85 99 306</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>331</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>1 12 14 51</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>1 33 30 90</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Minimum</td>
<td>1 1 2 3 20</td>
<td>15</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
SECTION FOUR: CURRENT SITUATION OF INTEGRATED EARLY CHILDHOOD DEVELOPMENT SERVICES

4.1 Global Perspective on IECD\textsuperscript{17}
Globally, young children bear the greatest burden of poverty, disease, neglect, and lack of educational opportunities\textsuperscript{18}. The goal of this report is to provide the current state of IECD affairs in Tanzania with the aim of promoting evidence-based policies for advancing the positive development of young children, with a specific focus on Sengerema district—where the baseline survey was conducted.

The report brings scientific knowledge about early child development in the district to bear on international programs and policies that affect young children and families. The evidence framework is presented from multiple disciplinary and analytical perspectives—which include the traditional sectoral approaches (e.g., health, nutrition, and education), as well as newer sectors such as child care and protection and early stimulation.

4.2 Challenges Facing Effective IECD in Sengerema District

4.2.1 Introduction
The provision of an Integrated Early Childhood Development program essentially aims at including all the supports necessary for every child in order to enable a child to realize his/her right to survival, care and protection, education, participation and self expression so as to achieve an optimal development from the age of zero to eight. In this case, an IECD is about meeting a child’s multiple needs by taking into account education, health, nutrition, care and protection and early stimulation, while at the same time strengthening the environments in which children live.

Notwithstanding the growing importance of IECD, there are number of challenges that have continued pulling down an effective implementation of IECD in most parts of Tanzania, like in many other developing countries.

\textsuperscript{17}Source: http://www.amazon.com/Handbook-Childhood-Development-Research-Impact/dp/0199922993

\textsuperscript{18} See: http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199922994.001.0001/acprof-9780199922994
4.2.2 Stated challenges facing Implementation of IECD

The respondents were asked to list the challenges being faced in the implementation of ICED. The following responses with regard to the challenges as shown in Chart 2 were provided by the persons who were interviewed:

- **Low level of awareness amongst parents on ECD, 91%**
  Parental awareness of the importance of early learning is a crucial factor for effective implementation of ECD in the community. This includes their participation in the development of ECD strategic planning at community level. Likewise, when parents themselves lack literacy and numeracy skills, they are less able to reinforce what children are learning in school.

- **Poor economic status of the families, 84%**
  Challenging living circumstances affect a child’s learning in many ways. When families lack electricity at home, particularly in rural areas, children have fewer hours available to study and learn. When their homes lack books and other reading material, they practice less and forget more during school breaks. And when parents themselves lack literacy and numeracy skills, they are less able to reinforce what children are learning in school. Other factors, such as a stressful or violent home environment, can also highly impede a child’s learning.

- **Provision of healthcare services, sport gears; learning and teaching aids; 77%**
  Lack and inadequate provision of inclusive infrastructure including learning and teaching aids significantly affect the early learning of young children. Workbooks, exercise sheets, readers and other core materials to help students learn their lessons are in short supply. Teachers also need materials to help prepare their lessons, share with their students, and guide their lessons.

- **Poor Inclusive infrastructures for ECD, 70%**
  A significant proportion of young children are not benefiting from early childhood education programs, compromising their cognitive development and their preparedness for school due to poor learning environments. (see Picture 2). Young children who are enrolled in pre-primary schools were found to be using classrooms and toilets with elder children, i.e. those who are in primary levels. Moreover, there are no special facilities for the young children with disabilities, this include lack of classrooms and toilets for children with special needs.

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19 This include classrooms, desks, toilets, play grounds

38 | Page
✓ **Shortage of qualified teachers for ECD, 63%**

Early education systems are complex and are influenced by numerous actors. But no education system is better than its teachers. The shortage of qualified ECD teachers, combined with absenteeism, is a major barrier to early learning. We need a strong cohort of both female and male teachers who are paid well and respected in their communities. Teachers should also have opportunities for continued professional development and growth.

**Picture 1: Young children attending pre-primary education while sitting on stones at Nyamatongo/Lusesa Pre-primary School**

✓ **Irregular feeding program, 49%**

Feeding program is not provided at pre-primary schools on regular basis due to inadequate resources at school levels and lack of community strategies for establishment of sustainable feeding programs. Only a few interviewees from the sampled pre-primary schools replied that they do provide feeding program particularly during harvesting period, and even though, the pattern is not uniform.
✓ **Long distance from home to school, 28%**.

Distance from home to pre-primary schools was not considered by many respondents as a critical challenge on early childhood education. It is the government’s policy for each community to have pre-primary schools.

**Chart 2: Percentage responses of challenges faced by pre-primary schools**

- Low level of Parental Awareness on ECD: 91%
- Poor Household’s Economic Status: 84%
- Healthcare services, sport gears, learning and teaching aids: 77%
- Inclusive infrastructures for ECD (e.g. classrooms, desks, toilets, play grounds): 70%
- Shortage of qualified ECD teachers: 63%
- Provision of feeding program: 49%
- Long distance from home: 28%

**Picture 2: Lack of special toilets for young children attending preprimary session**
4.3 IMPLEMENTATION OF ECD POLICIES AND CHILD-RELATED LAWS

4.3.1 Adequate implementation of ECD program
It is universally agreed that any policy implementation should result into a complex change process where government decisions are transformed into programs, procedures, regulations, and or practices aimed at social change for the betterment of the whole society. In Tanzania, a number of policies and laws are put in place to govern the implementation of pre-primary education. These policy/Laws include the following:
- African Charter on the Rights and welfare of the Child (ACRWC);21
- The National Child Development Policy (1996);
- The United Nations Conventions of the Rights of a Child (UNCRC);
- Primary Education Development Programme (PEDP) Phase III (2012-2016)22

In this survey, respondents were asked if they knew any policy or law that relates to early childhood development. As illustrated in Chart 3, survey findings reveal that 71%, representing majority of the respondents are not aware of either the policy or laws governing the implementation of pre-primary education. The above findings clearly shows that there is an acute policy illiteracy level on early childhood education,

20 “An ECD policy is a plan or deliberate strategy, supported by a publicly funded institution (e.g., government) with actionable activities stated for key stakeholders and sectors, and links with other national policies, with the purpose of impacting the lives of young children”

21 Member States of the Organization of African Unity Parties to the present Charter shall recognize the rights, freedoms and duties enshrined in this Charter and shall undertake to the necessary steps, in accordance with their Constitutional processes and with the provisions of the present Charter, to adopt such legislative or other measures as may be necessary to give effect to the provisions of this Charter.

22 The Government of the United Republic of Tanzania has been implementing the Primary Education Development Programme (PEDP I and II) aimed at achieving Universal Primary Education (UPE) since 2002. This programme is an effort to translate Tanzania Development Vision 2025; the Education and Training Policy (1995); the National Strategy for Growth and Reduction of Poverty (NSGRP); the Education Sector Development Programme (ESDP), together with the Education for All (EFA 2000) Goals and Millennium Development Goals (MDGs) into feasible strategies and actions for the development of pre-primary and primary education.
hence signaling possibilities for not realizing the Millennium Development Goal for ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Analysis of the survey data thus shows that for the few respondents who knew of policy/laws pertaining to pre-primary education, did mention enrollment of young children into pre-primary schools is compulsory since it is a government policy. Parents are also supposed to provide scholarly materials to their enrolled children.

**Chart 3: Percentage responses of awareness on ECD policies and laws**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, 71%</td>
<td></td>
</tr>
<tr>
<td>Yes, 29%</td>
<td></td>
</tr>
</tbody>
</table>

4.3.2 Inadequately Implemented ECD programs

AGH acknowledges the importance of policy designed for the successful implementation of ECD programs in Tanzania. Young children need to be supported in various ways to ensure their well-being and development. Such support is encapsulated in rights guaranteed by the Constitution and international treaties that Tanzania has agreed to. The provision of early childhood development (ECD) services can be regarded as a public good, based on the recognition that ECD services not only contribute to the development and outcomes of the child, but also to the growth and development of society as a whole in the medium and long term.

The respondents were asked to state the policy or legal issues pertaining to early childhood development which are not adequately being implemented. Survey results revealed a number of policy issues which are not adequately being implemented. Chart 4 translates that the surveyed pre-primary schools do neither provide adequate feeding programs (88%) nor establish inclusive ECD infrastructures (66%). The survey results
also that there is a significant number of unqualified ECD teachers-contrary to the government regulation.

Chart 4: Percentage responses on Policy/Legal ECD issues not adequately implemented

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeding program</td>
<td>88%</td>
</tr>
<tr>
<td>Inclusive infrastructures (e.g. toilets, classrooms, desks)</td>
<td>66%</td>
</tr>
<tr>
<td>Qualified pre-primary teachers</td>
<td>66%</td>
</tr>
<tr>
<td>Health care services</td>
<td>44%</td>
</tr>
<tr>
<td>Early Stimulation facilities</td>
<td>22%</td>
</tr>
<tr>
<td>Learning materials and teaching aids</td>
<td>22%</td>
</tr>
</tbody>
</table>

4.4 ACHIEVEMENTS AND CHALLENGES ON ECD PROGRAMS PROVISIONS

Both the mission and vision of AGH comply with the fact that early childhood development is influenced by the characteristics of individual children, the family, and the broader social and institutional environments. Physical health, cognition, language, and social and emotional development underpin successful school readiness despite of the possible challenges that might evolve during the implementation of early childhood development programs.

4.4.1 Achievements of ECD Program

The implementation of ECD program is a national directive and it is prescribed in the national policies. The respondents in this baseline survey were asked to state the achievements realized in their services. Despite of increased number of young children being enrolled in pre-primary schools; majority of the respondents, 65% said that there are no significant achievements that have been realized in the overall provision of early childhood development education-See Chart 5 below. This is due to the following facts:-
✓ Inadequate number of skilled pre-primary school teachers;
✓ Poor early primary learning environments i.e. pre-primary schools are operating without proper ECD operational guidelines;

**Chart 5: Percentage response of achievements of ECD programs implementation**

![Chart 5](chart.png)

4.4.2 Challenges in ECD Program

Tanzanian policies including its National Development Vision (2025) recognize the state’s responsibility for children’s development by emphasizing the need for an effective and integrated system to ensure that essential ECD services are accessible to all, especially those children whose development is most at risk. The Law of the Child Act, 2009 (Act No. 21/09) also requires the state to develop a “properly resourced, coordinated and managed early childhood development system”23.

In this survey, respondents were asked if there were any challenges in the provision of ECD services. A total of 25 out of 43 participants, as presented in Chart 6, affirmed an existence of the challenging factors of which, as indicated in Table 6, they include inadequate number of qualified teachers (93%); the low level of awareness of ECD policy and laws amongst community members (79%); poor economic status of the

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23 An Act to provide for reform and consolidation of laws relating to children, to stipulate rights of the child and to promote, protect and maintain the welfare of a child with a view to giving effect to international and regional conventions on the rights of the child; to provide for affiliation, foster care, adoption and custody of the child; to further regulate employment and apprenticeship; to make provisions with respect to a child in conflict with law and to provide for related matters. Refer to [http://www.parliament.go.tz/index.php/documents/acts/year/2009/10](http://www.parliament.go.tz/index.php/documents/acts/year/2009/10)
parents (64%); and the inadequate financial resources for ECD development from the district council (21%),

Chart 6: Percentage responses of challenges of ECD services implementation

Table 6: Percentage responses of challenges facing ECD service provision

<table>
<thead>
<tr>
<th>Responses</th>
<th>Challenges</th>
<th>Column1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor economic status amongst parents</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>Inadequate financial resources amongst schools for ECD services</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Low level of awareness on ECD policies and laws amongst community members</td>
<td>11</td>
<td>79%</td>
</tr>
<tr>
<td>Inadequate number of qualified teachers</td>
<td>13</td>
<td>93%</td>
</tr>
</tbody>
</table>
SECTION FIVE: THEMATIC DISCUSSIONS AND CONCLUSION

5 INTRODUCTION
Investment in childhood development remains a noble cause not only for parents but also governments and development partners. This is mainly based on its very short and long-term benefits in terms of improving school performance, child health conditions; promoting a long-term reduction of marginalization and social equality, ensuring that children born in relative poverty have the opportunity to reach their maximum physical, economic and social development potential.

Early childhood development program has the potential to benefit both the individual young children as well as the society at large. Making greater investments in young children will enable families, the community and the nation at large to see greater returns in education, health and productivity.

This chapter provides a summary of discussions and conclusions with regard to ECD in Sengerema district.

5.1 Inadequate facilities and teaching and learning resources
Most surveyed pre-primary schools lack adequate supply teaching and learning resource and facilities suitable for early childhood development in their learning environment. These include lack of properly ventilated classrooms, furniture suitable for children, kitchen, safe clean water, play ground, toilets, play material and teaching and learning resources like books (International Association for the Education of Young Children, 1991). Lack of such resources negatively affect an effective implementation of ECD curriculum in the district.

5.2 Lack of sport gears
Results of the baseline conclude an inadequate supply of sport gears in Sengerema district. It is generally agreed that active children are more likely to mature into physically active adults. Benefits of sport and physical activity for children which include reduced risk of obesity, increased cardiovascular fitness, improved coordination and balance, better sleep and improved social skills. In this case, it is concluded that reducing inactive time among young children attending pre-schools may be as important for mental health benefits, such as greater confidence as improved social skills and improved personal skills, including cooperation and leadership.

5.3 Absence of Qualified ECD Teachers
This report concludes that lack of qualified ECD teachers, as observed in the field, if not earlier tackled will systematically affect the professional conduct of early childhood development programs in Sengerema district. The children will be vulnerable to deprivation of appropriate experiences because ECD centers are not well equipped.

5.4 Low level of awareness of ECD amongst parents
Parental involvement in their child’s literacy practices positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education.

The conclusions are evident, that families are critical to the well-being of young children and all children at large. Despite the importance of parental involvement and perceptions of their role in early childhood development education, data from the field concludes low levels of awareness on ECD program and services in the district, a factor which contributes to inadequate scale-up of the program in the district.

5.5 Inadequate Feeding programs
Adequate provision of feeding programs to young children is a basic requirement for their healthy development. This report concludes that there is an inadequate provision of food to young children who are enrolled in pre-school programs, the primary factor being poor resources within household’s and at local government level.

5.6 Awareness of TECDEN
The findings conclude that the Tanzania Early Childhood Development Network (TECDEN) is not known among the pre-primary school teachers in the district of Sengerema. Such a situation thus denies them a right to access strategic information for scaling up early childhood development opportunities and programming.
SECTION SIX: STRATEGIC POLICY RECOMMENDATIONS

6 GENERAL AND SPECIFIC STRATEGIC RECOMMENDATIONS

6.1 General Recommendation
The findings of this baseline survey on ECD offers solutions to several social and economic problems. These solutions are expected to break the cycle of intergenerational poverty, lead to improved health, education, and wellbeing of children of age 0-8 years, and yield high rates of return on investment in the formative years of life. Over one-third of children worldwide less than five years of age still fail to achieve their full developmental potential due to malnutrition, poverty, disease, neglect, and lack of learning opportunities.

In order to address the observed challenges by use of the evidence generated by the survey findings for improved quality programming, sustainability, and "scaling up", issues of capacity building, governance, and finance are fundamental for future programming.

There is a clear need for further research on ECD programming, ECD policy analysis, and strategic implementation of ECD programmed while taking into consideration of the public-private partnership in early childhood programming. Strategic considerations should focus on both the institutional and the family levels—with particular focus on the vulnerable and disadvantaged populations.

6.2 Specific Recommendation
6.2.1 Strengthening the Economic Portfolio of Parents/Guardians
Young children need to be supported in various ways to ensure their future well-being and development. AGH programs should aim at increasing parents'/guardian's access to training, mentorship, credit and finance, and skills building with the goal of increasing their economic independence, their participation in eco-friendly and participatory ECD development-led successful practices, and the creation of ECD-community-led owned enterprises.

In these contexts, AGH should facilitate the following tasks to raise parents'/guardian's awareness on early childhood development in the district. These should include the following:

b) In order to increase the capacity of resource-poor families to engage in sustainable programming of early childhood education, sustainable economic initiatives at the local level through targeted skills training in business management, legal aspect of business, gender budgeting and other gender consideration for small and medium business development for the resource-poor families;

c) Provide support for vulnerable women with young children to actively engage in sustainable economic initiatives at the grassroots level in order to reduce poverty for enhancing socio-economic opportunities amongst resource-poor families/guardians
d) Build a framework for economic empowerment whereby successful business women will be identified and recruited to help resource-poor women with young children enrolled in ECD system raise business skills and spirit while targeting sustainable development of ECD programs.

e) Mobilize parents for enhanced ECD policy dialogues for a purpose of increasing parental responsibilities and unlocking resources at both the community and local government authority levels.

f) Collect and consolidate data auditing of the existing early childhood development services and gaps for a purpose of improving planning and resource allocation and budgeting while focusing on children in the ECD system as well as children not included in the district.

6.2.2 Early childhood education

In order to promote an effective and fruit bearing of early childhood development interventions for OVC in resource constrained settings of Sengerema District, it is hereby recommended that AGH adopts “The 5x5 Model”\textsuperscript{25}. This model will enable AGH to realize and achieve impacts in its ECD programming through the following five levels of education service interventions that specifically focusing on:

a) The individual child;
b) The family/caregivers;
c) The Child care settings;
d) The community (including health and district council’s services); and
e) The wider policy environment, with a focus on national ministries of health and social welfare, education and training and community development.

The 5x5 model sets forth five areas of impact for comprehensive interventions that are necessary for helping young OVC survive and thrive: These are

a) Food and nutrition;
b) Child development, inclusive of physical (gross and fine motor development), cognitive (language and sensory development), and socio-emotional (addressing psychological and emotional development);
c) Economic strengthening of families with young children enrolled in ECD programs;
d) Health care interventions; and
e) Child care and protection.

Under the 5x5 model, while the child is the central focus, the child care setting, from crèche to formal school, is the critical entry point for interventions, since such settings provide cost effective opportunities to deliver integrated services to a number of children at once.

A second target for intervention, after the children, should be the caregiver and the child’s family, with an emphasis on enhancing parenting skills and improving household

\textsuperscript{25} See www.crin.org/docs/promisingpractices.pdf
economic security. Central to the 5x5 model should be to build the capacity of child care centers and pre-schools to facilitate early childhood development and education while empowering caregivers and communities to improve the lives of young OVC and their families through collaborating with the local structures of OVC.

6.2.3 Child Care and Protection
While significant steps have been taken to improve the legal framework for the protection of the rights of children in Tanzania, many children are still vulnerable to violence, exploitation, neglect and abuse. Commonly, the very institutions and individuals that are supposed to protect children (i.e. teachers, police, and relatives) are cited as the perpetrators of the violence or abuse despite of the enactment of the Law of the Child Act which was approved by the Tanzanian Parliament in November 2009.

Tanzania is committed to ensuring that the rights of children are respected. Nevertheless the challenge remains to use and translate laws and policies effectively to deliver equitable and lasting results for children. Child protection issues intersect with every one of the Millennium Development Goals (MDGs) – from poverty reduction to getting children into school, from tackling gender inequality to reducing child mortality. There is little hope of achieving most of the MDGs if children are not protected from violence, exploitation, neglect and abuse.

In order therefore to significantly contribute to the realization, not only of the NSGRP, but also of the MDGs, it is recommended additional efforts are deployed towards child policy analysis and advocacy through investigative and action researches, with a particular focus on child care and protection at community levels.

6.2.4 AGH-Family-Local Government Authority Partnerships
In order to foster awareness for creative parental (and other community members) involvement in early childhood development, the following are also recommended:

a) AGH should strategically engage in a process of collaborative partnerships with individual families and the local government authority to develop a Family Partnership Agreement. The process should include establishing mutual trust; identifying family goals, strengths, and necessary services and supports; establishing the roles that AGH staff and families will play in addressing the goals; and building upon (as appropriate as possible) information obtained from the family and other community agencies (including community groups) concerning existing (or none existing) family plans and goals. This will enable the participating parents to identify and access services and resources that are responsive to each family’s interests and goals;

b) AGH should ensure that parents are provided with opportunities to enhance their own parenting skills, knowledge, and understanding of the educational and

developmental needs and activities of their children, and to participate in medical, dental, nutrition, and mental health education programs;

c) AGH should ensure (and avail) community members, parents and children are provided opportunities to participate in family literacy services either directly (to be provided by AGH), or through referrals to other local agencies;

d) AGH should also assist parents in becoming their children’ advocates with schools and other community groups by providing organized staff-parent meetings at the end of a children’ enrollment to discuss their progresses; providing education and training to parents to prepare them to exercise their rights and responsibilities concerning their role in their children' early education; and lastly assisting these parents to effectively communicate with pre-school teachers- an attribute to building child-friendly learning environment.

6.2.5 Feeding Program
A child’s healthy development should be promoted through frequent communication between staff and families concerning nutrition-related child assessment data, family eating patterns, the child’s feeding schedules and eating preferences, and community nutritional issues. In this case, it is recommended that AGH should further conduct an identification of each child's nutritional needs through consultation between ECD staff and parents and then design and implementation of nutritional services programs. In so doing, AGH will ensure an availability of the learning environment that supports the development of each child’s social and emotional development, cognitive, language skills, and physical skills.

6.2.6 Establishment of District ECD Network
Thus, all stakeholders in ECD should embrace a participatory approach in trying to address the key challenges facing early childhood education particularly in the district of Sengerema, and Tanzania in general. Sound policies should not only be formulated but effectively implemented so as to address access, quality, and equity issues. Such policies should also take keen interest in adequate resource allocation to meet the high demands of Early Childhood Development Education. In this case, AGH is argued to do the following:-

a) In collaboration with TECDEN, AGH should identify the strengths, challenges, gaps and needs in ECD interventions in order to foster parental and community engagement in early childhood development programs in the district;

b) AGH should assist other stakeholders of ECD in policy planning and service delivery processes so as to contribute to the national and international declarations and conventions in children rights.

c) AGH should participate in national and international avenues in designing cross-sectoral programs with components representing all areas for integrated child development, including parent education using media for young children and their families, and
d) AGH should facilitate the establishment of a strategic District ECD Network and link it with TECDEN and other similar international programs. This will lead to achieving a common understanding of IECD among communities and institutions of government and civil society at all levels in Sengerema District.

6.2.7 Establishment of ECD Policy Advocacy Strategy

Policy analysis and advocacy should be mainstreamed in AGH programming pertaining to ECD. Advocacy around the issues and interventions mentioned in 6.2.1 should ultimately lead to changes in the larger policy environment to reflect recognition of early childhood development as a national priority, while taking into consideration the district's strategic development plan.

An established policy advocacy strategy will enable AGH to provide comprehensive and essential “quality” ECD services for young children. By doing these interventions, AGH will be able to perform the following:-

a) Create, expand, and/or improve essential services and programs (Health, education, water and sanitation, protection, etc)

b) Link with other national policies through a coordinated policy dialogues;

c) Provide information on ECD outcomes for advocacy (by developing indicators for monitoring development and change, designing database and management information system for strategic reporting)
Table 7: A List of Respondents

<table>
<thead>
<tr>
<th>NO</th>
<th>FULL NAME</th>
<th>SCHOOL/WARD</th>
<th>CONTACT/S</th>
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<tbody>
<tr>
<td>1</td>
<td>Ally Hussein Dutch</td>
<td>Katunguru Ward (WEO)</td>
<td>0788 851 920</td>
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<tr>
<td>2</td>
<td>Gregory Joseph</td>
<td>Katunguru Ward (WEC)</td>
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<td>3</td>
<td>James Nambaya</td>
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<td>4</td>
<td>Msita Mwizarubi</td>
<td>Katunguru Preprimary School</td>
<td>0755-809-373</td>
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<td>5</td>
<td>Agness Mhingwa</td>
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<td>6</td>
<td>Jaruma P Misango</td>
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<td>7</td>
<td>Michael C Luhendeka</td>
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<td>8</td>
<td>Naomy Bernard</td>
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<td>9</td>
<td>Msafiri Fransisi</td>
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<td>Sipiriani Mwitakubi</td>
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<td>Kayola Busanga</td>
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<td>Charles C Nyansige</td>
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<td>Makashi Makanji</td>
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<td>43</td>
<td>Joseph M Budeba</td>
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