

**THE OPEN UNIVERSITY OF TANZANIA  
&  
SOUTHERN NEW HAMPSHIRE UNIVERSITY**

**MASTER OF SCIENCE IN COMMUNITY  
ECONOMIC DEVELOPMENT  
(2005)**

**PROJECT REPORT ON FUND RAISING  
PROPOSAL TO FINANCE THE  
CONSTRUCTION OF A DAY CARE CENTER  
BY FAIR WORLD FOUNDATION  
(FWF)  
SENGEREMA**

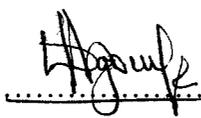
**EDWARD RESPICIUS NZELA MBANGA**

**SUPERVISOR'S CERTIFICATION**

I certify that I have read this project paper and I am satisfied that it can be submitted to the OUT/SNHU senate in partial fulfillment of the requirements for the award of Degree of Science in Community Economic Development (MSC CED).

**SUPERVISOR**

NAME..... DEOGRATIAS MICHAEL NGOWI .....

SIGNATURE.....  .....

DATE:- 16/01/2005

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## DEDICATION

This project work is dedicated to my`l family that includes:

- My wife (SANNA C.Y.MBANGA)

For her courageous mind, she encouraged me to join postgraduate studies without any fear of being left alone to carry out family responsibilities, apart from missing my company all the time when pursuing the course.

- My Children (Naomi, Stanley, Agnes, James and Buyegi)

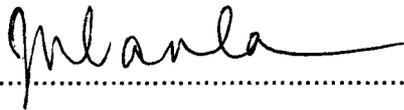
They missed my company and fathers love for the whole period when studying as well as when I was compiling this work.

### **CANDIDATE'S DECLARATION**

I, Mbanga R.N here by declare that, this project report paper is the result of my own work. It is neither an imitation nor a copy of somebody's work. I also declare that this work has not previously being presented in any form, either as a thesis or dissertation for the purpose of award of higher degree at any University. All misconceptions, which will be found in this paper, are accepted as the mistakes of the author and he is responsible for them.

**MBANGA R.N**

SIGNATURE.....

A handwritten signature in black ink, appearing to read 'Mbanga R.N', written over a dotted line.

DATE; 18/01/2005

## ACKNOWLEDGEMENT

It demands a separate document to be able to mention an exhaustive list of all individuals' name that in one way or another, directly or indirectly contributed to the successful completion of this work. For the whole eighteen months several people went out of their way to support the success of this project work and the MSC CED course as a whole. The support I received came from various people and was in different forms such as moral, material, financial, professional and even through prayers and sacrifices.

The uppermost acknowledgements are extended to Mrs Catherine s. Mbanga and my children who were very busy praying for me all the time for the success. Their encouragements and prayers eventually have cleared the path to this end.

Special thanks also goes to Mr Sebastian A. Masso (District Executive Director), Joseph C. Yared (Chairman), Mrs. A. Kishamba (District Treasurer). These people played a big role to convince the Finance, Administration and Planning Committee, which endorsed my sponsorship to pursue this study. For sure they contributed a lot to this success, and they really deserve my deep heart appreciation.

However, unique acknowledgements are extended to my supervisor, Mr.Deogratias Ngowi of St Augustine University, whose close and tirelessly supervision contributed a lot of improvements to this paper.

The Fair World Foundation (FWF), the Community Based Organization, which hosted my study, is very much acknowledged for two fold. Firstly, for availing the information contained in this report. Secondly, they helped in creating a good rapport between the community and me, especially at the time when we were collecting data in the survey that intended to justify whether the implementation of this project was a feasible endeavor.

The author is also owed by CED Program staff (teaching and non teaching staff), for non-teaching staff, they provided essential services that facilitated our lecturer to deliver the required skills in classes.

Lastly, I feel indebted if I won't thank my colleague working staff, Mr. Edwin Mashalla and Mr. Peter Elias who were left with the burden of all responsibilities in the department for the whole period of this study. On the other hand, Ms. Martha Masalu was very kind to me for the period of all 18 months of my study. She used much of her time making photocopies of a number of documents, as I required. I really thank them as they made my study easier.

Finally, despite the support that I received from different people (including my supervisor) and institutions, the author is solely responsible for shortcomings, criticisms and conclusions made in this study.

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## ABREVIATIONS AND ACRONYMS

|        |   |
|--------|---|
| BOQ    | -Bill Of Quantities   |
| CBO    | -Community Based Organization                                     |
| CED    | -Community Economic Development                                   |
| ECD    | -Early Childhood Development                                      |
| ECOVIC | -Environmental Conservation of Lake Victoria Committee            |
| FWF    | -Fair World Foundation  |
| GTZ    | -German and Tanzania Cooperation                                  |
| JAICA  | -International Cooperation Agency of Japan                        |
| MCH    | -Maternal Child Health  |
| PEDP   | -Primary Education Development Program                            |
| RHC    | -Rural Health Centre  |
| SISC   | -Sengerema Informal Sector Centre                                 |
| SPSS   | -Statistical Package for Social Scientists                        |
| TFNC   | -Tanzania Food and Nutrition Center                               |
| USA    | -United States of America   |
| UNESCO | -United Nations for Education, Science and Cultural Organization. |
| UNICEF | -United Nations Children's Fund                                   |
| STD    | - Standard  |
| SUWASA | - Sengerema Urban Water and Sewerage Authority                    |

## ABSTRACT

A good number of community groups including CBOs have started feeling the presence and importance of CED Program in Tanzania. This has happened due to uniqueness of the training approaches of CED Program used for installing expertise to Tanzania academicians, development activists and community workers.

The notable and unique approach by CED program is the way it translates theoretical skills into practice, and eventually be absorbed and internalized within Tanzanian communities.

In ensuring that it is really happening, the policy of the CED program requires all students to cooperate with community based organizations and other development agents and use the skills and knowledge taught in class as means for tackling development obstacles with the community.

The author was requested to work jointly with the CBO for the minimum time of 18 and eventually develop a project proposal for fund raising, in order to finance the construction of a day care center

Before concluding with the CBO on how to go about implementing this project, it was agreed (between CBO and the student consultant) on the need of the community members to be involved right from the beginning, so as to get their full potential in terms of participation, and their support in the whole process of project implementation

To make this into practice, a survey was conducted that involved mostly, the parents who have their children enrolled at the existing day care center. The result of this survey

showed a positive response from the community that they are ready to participate during implementation of this project.

During feedback giving stage (to the entire community around the existing center) and that of resource need assessment, it was learnt that there was a gap of resources between the required and available ones.

According to the prepared BOQ and cost estimates of the project, a total of Tshs 91,615,330/= was required for implementation of the project to a completion point. After the resource capacity assessment was done, it was found that the CBO and the community were only able to raise a total of Tshs 7,630,000/= and the gap was left to be Tshs 83,985,330/=

In order to bridge this gap, it was decided that a project proposal be prepared in order to solicit funds from various financiers, either through loans or grants.

For the purpose of smooth implementation, a work plan was designed to guide as a road map that will lead to an acquisition of a pre – School (a day care center) constructed at a new site, as the existing one was not sufficient as per community demand.

The aim of this report is to compile the progress regarding the work plan implementation of the project designed between CBO (Fair World Foundation) and CED participant (Student -consultant) and the community concerned.

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# CHAPTER ONE

## 1.0 BACKGROUND OF THE COMMUNITY BASED ORGANIZATION

The Community Based Organization (CBO), which the student was working with, is known as Fair World Foundation (FWF) based in Sengerema Township. It is a registered organization with registration number SO. 9453 with effect from 15th May, 1998.

### 1.1 MISSION STATEMENT OF THE FWF

since its formulation, the FWF had its mission which is *community capacity building in order to achieve development and community socio-economic welfare.*

### 1.2 OBJECTIVES

The envisaged specific objectives to be achieved under this mission include.

Capacity building with focus to village Government and Income generating groups so as to synthesize animation process to attain a multipliers effect on Development.

To facilitate formal and non – formal education with aim to build an informed society that is potential for development. The main areas of interest are:

- Adult Education upgrading courses.
- Day care and pre – School education.
- Rural Development orientation.

### 1.3 PROGRAMS

This community Based Organization is currently implementing three programs, which are;

- Advocacy for women and children right program, FWF has gender trainers who were trained by Gender Net Working Program in 1998. One staff also is trained on human rights
- Education and training program
- Community Mobilization and participation program.

#### 1.3.1 ACTIVITIES

Advocacy for and children rights program

Activities include:

- Awareness creation to the community of women and children right.
- Provision of civil education to the Community.
- Provision of legal services that to community members especially legal rights
- To conduct pre-school and adult education/up grading classes and Training program

The main activity is the provision of a day care for children between 2-6 years.

- Community mobilization and Participation program

Activities falls under this program are facilitation and the formation of fishing Communities network and income generating groups.

#### **1.4 ADMINISTRATIVE SET UP OF THE ORGANIZATION**

The organization is led by the Manager /General Director at the top position who is being assisted by departmental managers /Directors as shown below by the organ gram of the organization (appendix 7)

#### **INITIAL CONTACT AND NECESSARY ARRANGEMENT**

Initially, contacts through writing were made to three community-based organizations.

These were Sengerema Informal Sector center (SISC), ECOVIC and Fair World Foundation (FWF). When communicating with them (at mid September 2003). All contacted CBOs were informed that, the student consultant was to work with them for free while offering them a kind of technical services in a range of aspects such as strategic planning, survey design, Evaluation design, project/ program design project proposal writing and so on.

Up to the end of October 2003, FWF was the only CBO, which responded to my letter and chose project proposal writing (for fund raising) to be the area to work with them.

The intention of the CBO is to raise funds and use them to expand / construct a more spacious pre – School/ children day care center.

#### **PROBLEM STATEMENT**

The existing Day care center, lacks permanent premises, spacious classroom, learning and play materials. Up to now, the centre cannot register all children applied because of the existing classrooms being not adequate. In order to get out from this problem, the feasible solution was identified as construction of a spacious day care center.

Before implementation of the idea, a survey was conducted to confirm on the community's feeling whether they feel any importance to this project to be implemented.

The survey covered 40 heads of households. Fortunately the survey results (community's feelings) supported the idea to expand this center as put forward by the CBO itself.

Consequently to this effect, a work plan to guide the implementation process was designed.

## **CHAPER TWO**

### **2.0 LITERETURE REVIEW**

#### **2.1 THEORETICAL REVIEW**

Before going into implementation of the project (Re – location/ construction of a day care centre) the author went through Literatures on the same area and see what others have experienced on the issue of child development, child care system and day care centre, How did they start, what were the funding options and so on.

##### **2.1.1 CHILD DEVELOPMENT, CHILD CARE SYSTEMS AND DAY CARE CENTERS**

As more children are surviving in low-income countries, attention is being directed to their quality of life. It is clear that large numbers of children have poor psychosocial development in the first few years of life. When they reach school, they are unable to benefit fully from education. They usually fail to achieve satisfactory educational levels and subsequently have poor employment opportunities. This has implications for both the individual and national development. There is extremely limited data on the size of the problem but it is likely that many millions of children are not developing to their full potential. For example 39% of children under 5 years in low-income countries are stunted and it is well established that stunting is both poor environments and poor development (Armani, ECD, 2000)

The development of children is a multi-determined and is affected by their health and nutritional status, their genetic potential as well the quality of their home

and nutritional status, their genetic potential as well the quality of their home environment. In poorly educated and traditional populations, parents tend to provide un-stimulating environments. They are often unaware that their child rearing practices can affect their children's cognitive and language development. They fail to appreciate the importance of playing and chatting with young children. They may be unaware of age appropriate activities to do with their children. Many parents inhibit exploration and use punitive discipline. Emphasis is generally placed on obedience, respect for elders and religious observance. However, now that schooling is available to more children, parents want their children to do well in school but have little idea of how to prepare them for school.

The development of most children living in poverty usually begins to decline from around 12 months of age and continues for several years. Where several risk factors are present the effects may be cumulative. The first 3 years of life are critical and poor development at this age is likely to have long-term effects.

In recognition of the above problems, several international agencies have recently introduced new policies aimed at improving children's development.

UNICEF (UNICEF, 2001) is committed to initiate or facilitate child development interventions in the first three years of life. Most experience of interventions has been with nursery school approaches for the 3 to 6 year old child, and there is relatively little experience with running programs for the under threes. However, it has been demonstrated in the Caribbean and Latin America that home visiting interventions in the under threes can have sustained

benefit on children's development:

Children's development has several dimensions, which are interdependent. They include social, emotional, cognitive and motor development as well as health and nutritional status. An intervention should include all these dimensions. Except in exceptional circumstances, children under three years are probably better off staying at home so that interventions should be at the household level. The aim of the interventions is for the children to be able to function successfully in their current context and be able to adapt to changes in this context as they occur. It is therefore particularly important that interventions are culturally appropriate.

Existing child-rearing practices, which are likely to promote children's development should be reinforced. Locally available and traditional play materials; games, songs and stories should be an integral part of the curriculum.

The philosophy of ECD program is to support the parents in child rearing; reinforce good practices and provide new knowledge so that they can improve other practices. Helping parents promote their children's development should also improve their self-esteem and general competence as parents. In order to plan effective interventions, it is therefore essential that good child rearing practices in the local communities are identified and included in the curriculum. It is also necessary to understand the parents' knowledge and attitudes concerning child development

Child development has been defined by different scholars as growth and increase in body size, mental capacity, understanding and acquisition of new skills. The development occurs in series and at different stages one after the other. This process needs stimulation. Werner, D. (1988) has argued that, "Stimulation means the variety of opportunities which a child can get to experience, explore and play with things around her. It involves body movement and touching".

Every society has different child rearing practices used to facilitate child development. The practices depend on cultures, beliefs, and socio-economic as well as environmental factors. These different factors influence child development as societies at the same time have different perceptions and expectations on child development.

Some societies expect to '*observe child development*' when one is enrolled in primary school. In this case, there are no interventions either formal or informal towards child's development, despite the fact that child development is a process whereby one stage builds on the previous one. A child in these circumstances is likely to develop poorly. Research results indicate that "most rapid mental growth occurs during infancy and early childhood and that a child's early years are critical for forming and developing intelligence, personality and social behavior"(Young, 1997)

## **Child Development**

UNESCO (1995) defined Child Development as "...a process of change in which the child learns to handle more complex levels of moving, thinking, feeling and interacting with people and objects in the environment." (Holt 1993) added that "The term applies to a global impression of the child and encompasses growth, increase in understanding, acquisition of new skills and more sophisticated response and behavior".

Many authors have summarized child development as an increase in size and in the mental, physical and social functions of the child. The term also means growth and development whereby the two go together but in different speed. The whole process of development occurs in series of stages when each stage builds on the proceeding one. This is a continuous process where the whole process of development is affected if one stage does not occur.

There are internal and external factors, which determine the development. The internal factors are mainly the genes, which the child inherits from the parents, while the external factors are environmental like health, socio-economic surroundings, family and the stimulation given. All these factors interact together and each depend on or influence the other.

Child development is multidimensional as social and environmental conditions can restrict child's development. For example if the child does not have the

opportunity to play and interact with other people around him, he can not develop in motor skills, as he is not exploring. This further affects his cognitive development. Lack of primary health care such as vaccines, clean and safe water, or presence of disease can hinder the development.

The development is multi-determined, as genes, which a child inherits from the parents play a very big role in determining the functions of the body and mind. A child can have some disabilities or deformity, fast or delayed development, simply from genetic reasons. The child's body and brain depend on micro-/macro nutrients for functioning and growth. Malnutrition or poor nutritional status can cause a developmental delay or impairment. Cultural practices, child rearing, family responsibilities and priorities can determine the well being of the child.

Early stimulation is important as this gives opportunity for the child to experience, explore and play with things around him. By touching, feeling, tasting and moving around, he will discover a variety of things, which encourage more exploration and hence better development for the future.

An interaction of the child's development process by any factor such as disease, malnutrition, lack of opportunities and early stimulation can seriously affect the next stage. The past experiences can also have much influence on future development of the child. The whole process is cumulative whereby a series of

events are related to one another. For example, a child who was malnourished at early age can develop low vision, which will cause difficult in reading and therefore poor performance in class and in turn poor adulthood.

As child development is a continuous process it needs a longitudinal follow-up. A child's development milestones keep on changing from time to time depending on the existing factors. The first three years are critical periods for learning as the child acquires new knowledge and absorbs everything around him. Piaget, a psychologist, believed that through interaction with the environment, a child construct the knowledge and develop. (Gates, 1994).

### **Child Play**

"Play is a means by which humans and animals explore a variety of experiences in different situations for diverse purposes". ( Moyles, J.R. 1995) Play has been emphasized as an important aspect, as it helps to stimulate child's mind, body and social interactions. Through play, a child can identify his surroundings and manage to cope with it. In general, play helps the child to enjoy the beauty of the world, explore the adventures and face the challenges in adulthood.

By age, play promotes child's' development in both cognitive, physical, language, social and emotional when playing with others. During play, children do practice social roles and learn aspects of their cultures, depending on the objects one uses, influence of the siblings or peers and the environment. Play has been

termed as 'the language of the children'.

Despite the development issue, play also has been used as a therapy to children in difficult situations like illness, developmental delay, in orphaned children, war and other distress conditions. Play has been proved to be an efficient as well as an cost effective therapy.

There are different types of play, which are categorized or depend largely on the age of the children who are involved. However, each type has its own characteristics and functions though may overlap in any play situations. These types are; Sensory pleasure, Play with motion, Rough and tumble, Language play, Dramatic and Modeling, Games, rituals and competitive play.

### **CHILD CARE SYSTEM**

Childcare is the maintenance of the health and nutrition of a child from a conception up to pre- school age. It is used in relation to all those functions which parents performed to their young children with or without assistance from sources out side family (A.Ballart, 1974)

Many of the health and nutrition problems encountered in children are preventable either by means of proper education, proper care, regular supervision and immunization. It is therefore obvious that, if no proper measures are not going to be taken in the caring of these children, the mentioned problems will result into high mortality rates among pre-school children or may even lead to long term effects on the mental and physical development of children.

There are various childcare systems, their importance, and shortcomings and how to strengthen these existing systems is described in the subsequent paragraphs.

### **1. Maternal and child Health**

The child needs care from conception. During this stage the pregnant mother should attend regularly to the antenatal clinic with the aim of monitoring the development of the foetus.

Things, which are done at the clinic, include: -

- Weighing of the mother to see if she increases weight or not, fundal measuring to see if the foetus is growing well
- Immunization to prevent the mother and foetus from infections such as tetanus.

After delivery the child also needs more care for good health nutrition.

This will include: -

- Immunization against infectious diseases
- Road to health chart for growth Monitoring
- Education on proper care and feeding

### **The need for Day Care Facilities**

It has been observed that of recent the increasing number of women in the workforce has created a higher demand for day care services for pre-school children. For example the table below shows the increase of women in the workforce in Tanzania 1962 – 1974.

**Table 2a: PERCENTAGE OF WOMEN IN THE TANZANIAN WORKFORCE**

| Year | Total No. Of citizens<br>in the workforce | % of Women |
|------|---|------------|
| 1962 | 33,832                                    | 2.6        |
| 1965 | 40,166                                    | 5.1        |
| 1969 | 54,466                                    | 8.5        |
| 1972 | 66,255                                    | 13.4       |
| 1974 | 78,334                                    | 13.2       |

**Source: Kisanga. P TFNC Report No.852 Day care Facilities**

Day care facilities are hoped to provide adequate substitute childcare when the mother is at work being an employed work or in the fields. They are hoped to promote a suitable psychological environment that will permit sound child development. They are hoped to instill in the child the spirit, values and prepare the older child for primary education.

The following are the common types of Day Care Services offered:-

**Day Care centers:** These can offer care for children between one year up to school age or it can be a particular age group. The centre is normally purpose designed for childcare and children may be cared for many hours each day.

**Pre-School or Nursery School:** This is used for children between 3 years up to preschool age, and staffed by trained nursery school teachers. The objective here is to prepare these children ready for starting school.

**Family Day Centre:** Is a centre where day care is provided within a program that uses the services of home based women. The children can be in a purpose- designed centre or in someone's home for the purpose of interaction often for only few hours a day, in most cases the group is between 2 –3 years of age.

**Play Centres:** Are conducted as pre school services, but make use of staff who have a less advanced level of training than Pre-School teachers. In most cases at these centers children use more time in playing.

**Child Minding:** Is where arrangements are made privately between a parent and an individual home based women.

**Baby-sitting:** Is where arrangement is made for some one to come to the parent's home to look after the baby for part time, sometimes can even be for all the day.

**Work based crunches:** Employers on the work site near provide facilities for the young children of their employees.

**Feeding posts:** Are facilities, which provide food to children to supplement it with the home food. The parents organize these posts and the aim is to increase the frequency of feeding.

General importance of Childcare include:-

- Promoting child development
- Offering health and nutrition services
- Offering substitute care for young children

- Promoting suitable Psychological environment that will permit sound child development
- Preparing the older child for primary education
- Improving the nutritional status

In spite of the above important aspects of a Day Care, there are also some shortcomings as follows: -

- Large number of children in the centers in relation to the amount of space and Staff.
- Staff child ratio normally is very low varying from 1:30 – 1:50
- Outdoor spaces are small compared to the activities
- Lack of adequate playing and learning facilities
- Standard of hygiene in some of the centers is questionable
- The education standard of the staff in many cases is minimal
- Sometimes even some of the centers have difficulties in maintaining the standard of the diet given to the children
- Lack of time for the mothers to be with their children after working hours
- Low standard of hygiene.

Children deserve best quality care in order to have balanced development.

Day care like home care need not have adverse effects provided it facilitates stimuli, adequate nutrition and safety from infection. Therefore when establishing day care facilities for children has it has to be done very carefully.

Therefore the following features are considered very essential for adequate physical social and emotional development of children in a day care, these features can also be used in strengthening the existing systems.-

- Nutrition training for day care owners and attendants to facilitate adequate balanced diet
- Adequate cooking and storage facilities in the premises
- Provide special training on hygiene and child development for staff who looks after infants
- Enough playing and learning facilities according to age groups
- Separate infant care facilities to reduce the risk of infection
- Maintain out door spaces
- Increase the staff child ratio to be high enough to care for children e.g. in most cases the ratio should not exceed 1:7 for children above 3 years and 1:3 or 1:4 for younger age (please see table II for given ratios)
- Provide or/and maintaining existing equipment
- Improve/Provide basic facilities e.g. Water, Health etc.

**Table 2b: STAFF CHILD RATIOS IN RELATION TO AGE AND SIZE.**

| No. of Staff | Age in Months | Group size |
|--------------|---------------|------------|
| 3 -4         | <4            | 12-15      |
| 3            | 4-12          | 12-15      |
| 2            | 13-24         | 12-15      |
| 2            | 25-36         | 12-15      |
| 2            | 37-48         | 12-15      |
| 1-2          | 49-72         | 16-20      |

**Source; Kisanga P. The need for Day Care in Tanzania. TFNC Report No.842**

The following points should be considered as most essential for adequate physical, social and emotional development of children in day care;-

- Nutritional screening (anthropometrics measurements e.g. height and weight) is an essential part of the health education of children. Records of immunization and hospital treatments can also be part of this screening.
- Special nutrition training of staff for adequate feeding program
- Supplementation of the home diet through an adequate system e.g. parents providing raw food, which can be planned into nutritious meals in centers.
- Annual inventory/licensing of day care facilities can improve quality of private facilities
- Adequate running water indoor and outdoor toilet facilities

- A special agency charged with the responsibility of developing and regulating food and nutrition and health standards in day care.
- Research in different areas in order to develop adequate day care facilities e.g. Effects of day care on the nutritional and health status of the children
- Development of alternative forms of day care
- Monitoring the costs and quality of the different forms of day care requirements, problems, costs effectiveness of developing day care facilities for infants

**Other things to be considered include:-**

- Provision of day care facilities
- More care should be given to children under three years of age, because they need more attention, more stable individualized care, familiarity of setting a company of a few children of similar age group. Quality of a day care is also very important

**Consequences of inappropriate childcare.**

In cases where no proper care is taken, poor facility conditions and improper staff training, the following consequences are likely to occur;

- Child will not receive enough balanced diets and hence this can lead to malnutrition
- In cases of poor food preparation which results into contamination and hence infection (Poor diet's environment, which can lead to infection)
- Accidents, if no proper care is taken which can lead to deformities or even death
- Poor social and emotional behavior, because this is a time for learning
- Distress and reduction in constructive play
- Deaths of mothers and infants, due to inadequate MCH facilities

## **Community Based Nutrition Rehabilitation**

In most cases child care facilities are meant for children who are healthy.

It should be remembered that the children with malnutrition needs care. In that aspect a special care for malnourished children will be described here briefly.

### **Malnutrition**

Malnutrition is a major health problem in the developing world. The problem can either occur alone but in most cases in combination with other illness. Most children in these countries die not because of some severe diseases but due to accumulated burden of severe factors e.g. a child of poorly nourished mother begins life with low birth weight and passes through a series of attacks of Malaria, as a result he/she becomes anemic and later subjected to malnutrition such a child will only take one attack of diarrhea to cause death. For this case, parents/ caretakers need simple instructions about feeding and caring of their children to locally available nutrition foods.

The aim of nutrition rehabilitation centers is to:-

- Teach the parents how to feed their children with the appropriate diet
- Monitoring of malnourished children by weighing them
- Make referrals for children who are severely malnourished ones or sick children to dispensary/RHC
- Give health and nutrition education on the importance of good nutrition and how to avoid preventable diseases

- Conducting demonstrations on gardening and preparations of common foods eaten by children. This will make parents feel and realize that the health of their children is within their own hands.

### **Informal Child Care Systems**

There are other informal child care systems just to mention a few:-

-Employed house girls/boys

-Relatives e.g. grandmother

-Others e.g. neighbors etc

The problem of the informal systems is that are not always sure if the children are getting food or good care e.g. the house girls are not trained in any aspects; this applies also to relatives and neighbors. In the other hand most parents do feel that it is more inconvenient to send the child to a day care center, if it is very far from home e.g. Place of work etc, this may be due to the following constraints:-

- Unavailability of reliable transport
- High costs demanded by private owners of Day Care Centres

Most of the childcare systems described in this text are the common ones used in most of the developing countries. Though there are some constraints in managing these facilities but still they have proven to be useful in reducing the incidence of malnutrition among young children to some extent constraints like inadequate funding, lack of proper trained personnel, transport and inadequate equipment are some of the factors which hinder establishment of new facilities and strengthening their existing ones.

## **EMPIRICAL REVIEW**

It was some how difficult to get empirical reviews on this area, especially on Tanzanian context. However, the researcher managed to go through literatures, one of these literatures is that is of Charles Wood community in America. Through Manitoba Family services, child day care office and under provincial day care regulations( Beaumont day care) was established since 1989. The day care centre continued providing quality childcare to School aged children at Beaumont Elementary School. In 1999, the day care license was expanded to 38 sports to include up to 15 pre-School /kindergarten children in addition to School age sports. Beaumont Day care is a registered non – profit charitable organization dedicated to maintaining a partnership with community for the benefit of children, families, School and day care. Due to expansion of its services the Board of Directors, Parents and Early children Education Beaumont day care started to commit themselves to find a permanent location for the day care where they can continue to offer quality childcare to the community of Charles Wood.

This community day care centre had its mission, goals and objectives as follows: -

The mission was to add the quality of life for young children in the Charles Wood /Beaumont Elementary School area by providing the highest qualities of professional child care and also to create positive memories and experiences for all of day care recipients and their families by generously contributing to the present and future success of children in Charles Wood community, the School environment and neighborhood.

The goals were four of them as mentioned here below;

- Provide ongoing and continuous care for the children and families. The objectives under this goal were.
  - 1) To obtain a secure long - term day care facility.
  - 2) To provide an opportunity for long term planning for staff and enrollment.
- The second was to maintain financial viable day care facility with the following objectives;
  - 1) To show due diligence in managing financial operations of the day care center.
  - 2) To provide competitive salary and benefit package to staff.
- To pursue fund raising activities and apply for available grants and subsidies.
- The last goal was to offer of a developmentally appropriate curriculum for the children. The objectives under this goal include;
  - 1) To provide stimulation and varied programming by use of games, stories, art and crafts.
  - 2) To provide ample space for gross motor play
  - 3) To create an environment that allows for quite/active play and group/individual play.

Regarding community need on this project was supported with evidence of the number of families (45) in the Charles Wood community, which were receiving services, and 53 of them were on the waiting list.

The new location was to put the day care centre in a possible position to accommodate 69 children (4 infants, 20 pre - school/ kindergarten and 45 school age.) New location had also to accommodate children with physical disabilities.

As a non - profit organization, Beaumont day care had its commitment of providing a quality program to the children in the day care while maintaining a balanced budget. The day care aspired to meet the needs of client families by offering a program that is affordable, high quality and flexible.

Most childcare centers in Manitoba were licensed through the provincial childcare office, which were guided by the minimum standards set out in the community childcare standards Act. Licensed care was offered by child centers and home day care.

**Childcare centers include:**

- Full time care (infant/pre - school)
- Part - time or nursery school.

**Home day care includes.**

- Day care in residential homes (1 care giver with a maximum of 8 children)
- Group day care in homes (2 care givers in one home with maximum of 12 children)
- Unlicensed giver with a maximum of 4 children)

**DAY CARE CENTER FINANCING**

On financial aspects, this day care centre successfully raised over \$135,000 into capital building fund through various sources (mainly three) which were; -

- Parent fees: - To meet staffing regulations and offer a quality program, parent fees typical covers about 80% of total expenses.

- Fund raising events: - Fund raising efforts throughout the year such as hot lunches, wine raffles and bingo bowls and application of grants, subsidies and loans were various options used to raise additional funds
- Proposal writing to secure funds, either through loans or grants from financial institutions or any relevant organizations.
- Government grants (operating and disability grants) to fund staff salaries and benefits.

Rural assistance centre of America said, reliable and affordable childcare may sometimes be a challenge for rural working families. The number of skilled and available child care providers in rural areas is more limited than in urban communities and child care centers are widely scattered than centre - based care is typically not an option.

Many residents rely on informal arrangements with family and friends. They prefer these arrangements because they believe family and friends are more appropriate to instill similar beliefs and provide more individualized attention to children in their care. Although these childcare arrangements are less expensive and more flexible, caregivers are generally not licensed and may lack formal training. Family and friends may also have limited access to available resources and supports that can help to provide child care assistance. Local social service agencies can address these concerns by helping providers become licensed and formal and by building a training infrastructure that include basic training on child safety and development.

## **STARTING A DAY CARE CENTRE.**

Professional guides to start a care center is given that, starting a day care center can be a rewarding experience both personally and financially if you love and understand children and possess business management experience. Starting a day care center requires a background in childhood development and the knowledge to plan, prepare and manage the facility. A step-by-step guide to success involves the following;

### **Planning a new day care center.**

Thinking of starting a day care center covers a number of aspects that include;

#### **Determination of cost for starting a day care center**

In starting a day care center, one has to know all kinds of infrastructures including the necessary soft wares and human resource required for the day care center to exist. This stage is as important as it will help to know exactly the required amount of resources in financial terms, which is always followed by business plan writing.

#### **Getting a day care center on the ground**

Through a prepared business plan, issues like dealing with peer groups in the day care center, safety proofing, required space, yard and play space developments are dealt at this stage.

#### **Operation policies and procedures**

After having the day care center on the ground, it is now a time to consider issues on how that center is to be run for achieving the maximum efficiency and good quality services.

Basically, this entails formulation of policies regarding payment process, rates and fees pick up/drop off, meal planning, religion and culture consideration, holiday and vacations planning . Types of care, medication to ill children, emergencies and contract procedures, accounting system, record keeping, insurance needs, and staff hiring are other issues which are to be accommodated by policies to be formulated.

### **Behavior and development**

Behavior development of a person starts early and continues in whole period childhood of childhood.

In case for a care center to deliver good quality services it has to consider the essential factors that will facilitate efficiently to shape the behavior and create conducive environment for child development. These factors include day care curriculum program, educational, games /instructions motor skill development and how to deal with problematic children.

### **Marketing the day care center**

For the care center to operate at its optimal capacity and for its sustainability, strategies are to be identified which will facilitate for such achievements. Some of these strategies which can be employed range from, retaining of the existing clients, attracting of new clients, and use of effective methods and tools of marketing, looking for client satisfaction and assessing their needs.

The demand for quality day care centers has never been greater as parents seek to find warm caring and trustworthy facility to watch their children while they are at work.

Entrepreneurs through out the world have been capitalizing on this trend and in doing so, have been providing a solution to the problem. Day care has become one of the fastest growing segments of the home business economy, but quality commercial day care centers have registered equal record growth. Therefore starting a quality day care somebody has to think on the above mentioned parameters.

## **EDUCATION POLICY AND DAY CARE CENTRES IN TANZANIA**

### **2.3.1 THE PAST EXPERIENCE IN TANZANIA**

Until recently the government of Tanzania was not really committed to funding of day care centers. Due to this situation day care centers were seen as private enterprises owned by private entrepreneurs, as such this service continued to be rarely found in rural areas and at least commonly consumed services in urban centers and in settlement with elite classes of people. Even the education system was stated to be 7-4-2 (seven years of primary, four for ordinary level and 2 for advanced level of secondary school before going to the tertiary level).

### **2.3.2 THE CURRENT EXPERIENCE IN TANZANIA**

Since 1995, the education and training policy came into force with recognition of pre – primary education mentioned as one of the specific objectives in the policy.

According to this policy the specific objective on day care centre/ pre – primary education are as explained below.

Infants and young children (0 – 6 years old) are cared for and receive initial education both at home and in few existing day care centers, kindergarten, nursery and other pre schools located mostly in urban areas. While taking cognizance of the fact that pre –

school education is very important, it does not appear economically feasible to formalize and systemize the entire pre – school education for this age group.

Government, however, recognizes that early years of life are critical for development of child's mental and other potentials and in particular its personality development and formation. Infants and children are normally very active, learn by imitation, emulation and are ever eager to try out things and in so doing, constantly discover their environment.

Government therefore, considers that with the involvement and cooperation of parents, local communities and non – governmental agencies, possibilities abound for the systemization and formalization of pre – school centers and pre – primary education for 5 – 6 years old children. However both pre – school centers and pre – primary schools will be used among other functions to identify children with special learning abilities or difficulties and take appropriate corrective measures.

**The aims and objectives of pre – primary education are;**

- To encourage and promote overall personality development of the child that is, physical, mental, moral and social.
- To identify children with abnormality patterns of development or educational potentials and devise special program for them.
- To mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behavior.

- To help the child acquire, appreciate, respect and develop pride in the family, his/her cultural backgrounds, moral values, customs and traditional ethnic identity and pride.
- To provide the child with opportunities to acquire and develop communication, numerical and manipulative skills.
- To prepare the child for primary school education.

In short, the summary of policy statements about system and structure of education and training is as follows;

- The structure of the formal education and training system shall be 2 – 7 – 4 – 2 – 3 (that is, 2 years for pre – primary education, seven for primary education, 4 for secondary, 2 for advance and 3 for university education).

Government shall promote pre – school education for children aged 0 – 6 years.

This education shall ensure maintenance of our cultural values.

Pre - primary school education for children aged between 5 and 6 years shall be formalized and integrated in the formal school system.

## **CHAPTER THREE**

### **3.0. RESEARCH METHODOLOGY**

#### **3.1. RESEARCH DESIGN**

This is the totality of the whole process and environment in which survey is to be conducted. In simple terms, research design can be described as the program that guides the investigator in the process of collecting, analyzing and interpreting observations.

Generally it answers questions like;

- Whom shall we study?
- What shall we study?
- When will observation be made?
- How the data be collected?, etc.

. For this particular survey, cross sectional survey design was used, where data was collected at single point in time. This is because the main problem, which this study tried to answer, was just confined to see the following;

- To what extent do the parents with their children enrolled at the center are satisfied with the services offered by the existing day care center.
- How do other community members view the existing day care center in terms of quality of services offered and its potential importance to their development?
- Whether the community including the parents who have their children enrolled at the existing center if they are ready to take part/participate in the process of construction

of a new and spacious day care center as it was put forward by the community based organization concerned (FWF)

These were crucial questions to be answered before deciding to embark on the construction of the care center. The reason here was to get assurance for the community's participation and even after completion of the project if parents' attitude is positive with regard to quality of services and that they can enroll their children at this center.

This design included the following activities; -

- Literature review on existing papers and studies on early stimulation, child play, and child care systems and day care centers.

Review was done through published papers, reports and various readings on rearing practices; child development and child care systems in Tanzania at local institutions, NGOs and International agencies.

- Conduct interviews with resource people.

Resource persons interviewed were those who are working /who worked in child welfare services, nurseries, grandparents and traditional birth attendants especially in rural areas.

- Design and distribution of self-administered questionnaires to the identified respondents.

Questionnaires were designed and given to individual respondents (40 heads of house holds). Respondents were chosen from parents with their children enrolled at

the existing day care center). These parents were identified with the help of day care center.

- Data analysis was done by the use of Statistical Package for Social Scientist (SPSS), which is a computer software specifically for data analysis.

### **3.2 RESEARCH APPROACH AND STRATEGY**

The approach and strategy used in this study included the following;

- Selecting the instrument to be used in data collection.

In this case the questionnaire was chosen to be used during data collection.

- Identification of respondents who can give the required information (sample size identification).
- Distribute questionnaires to respondents.

Questionnaires were taken to the identified respondents and given to them on hand.

The reason behind was to avoid inconveniences, which would have been raised, e.g. low turn up if they were to be called and meet them at a certain point (venue) for the purpose of giving these questionnaires to respondents.

- Interview people who have worked/working in day care centers
- Visit and meet with the heads of the households (for the identified respondents) in order to collect the completed/filled in questionnaires at the agreed dates.
- Consult various literatures on areas concerning child development, child care systems and care centers

### **3.3. SAMPLING TECHNIQUES.**

The sample size was determined using a non-statistical method, that is, it was basing on judgmental facts.

Sampling method chosen was the Simple and stratified Random Sampling.

In this case, two subgroups were involved in the sample size to represent the population under survey.

The subgroups were the heads of households with their children already enrolled at the Fair Montessori day care centre and those heads of households who don't have children enrolled at the centre.

The reason behind was to cross check about the importance accorded by community members on this day care centre, who are basically the key and potential users of the centre for the present and for future.

### **3.4. DATA COLLECTION**

#### **3.4.1. CHOOSING AN INSTRUMENT FOR DATA COLLECTION**

Instruments used in data collection were questionnaire (used to great extent), Interview and Observation.

The questionnaire, as data collection instrument was used to a great extent for information gathering due to the following reasons: -

- It is mostly used, common, known and accepted instrument for data collection.
- It looked appropriate to our sample survey as most of the people in the urban are able to read and write, the condition that made the questionnaire to be the suitable instrument to collect the desired information.

- Reliability and validity: - Questionnaire was chosen to be used in data collection because it has proved to produce reliable and valid results from other surveys.
- Cost effective; - In the sense that the researcher wouldn't be required to use much money and time to visit or organize meeting session with respondents as it was possible for them to fill the questionnaire forms at their convenient time.
- Anonymity – The plan was to capture information and views from all respondents including those who didn't prefer to be known on the way they responded to questions. This therefore was found to be an appropriate instrument as it preserves anonymity.

#### **3.4.2 .FINDING A SAMPLE SIZE OF THE SURVEY**

After deciding on the sampling method to be used, the researcher went on considering the size of the sample and characteristics of the people who are to participate in this survey as respondents.

For convenience purpose, ability to read and write was taken as a pre-requisite criterion/characteristic for a person to be selected to participate in the survey. The reason for this was due to the instrument of the data collection which I chose to use (questionnaire) required a person who is literate.

The sample size was determined using a non-statistical method, that is, it was basing on judgmental facts. From the fact that, key and potential users of this center is about 80 house holds which are around the centre, in this case the student wanted at least half of all house holds around the centre to take part and be involved in the survey (as respondents)

Heads of house holds with their children enrolled at the existing center were also preferred to participate in this survey as the purpose of this study was actually to see if parents are satisfied with the quality of services offered at present and also to know if they are ready to participate in improving such services.

### **3.4.3. DESIGNING AND ADMINISTERING OF QUESTIONNAIRE**

The questionnaire was designed which was pre-tested first with a smallest sample size and later on improved before they were distributed to many respondents.

Questionnaires were given to respondents who are around or within the area where the centre is currently operating. Respondents were assured of anonymity and all items in the questionnaire were made clear such that respondents were able to understand and fill them at their own convenient time.

### **3.4.4. SCOPE AND AREA OF THE STUDY**

#### **1. SCOPE OF THE STUDY**

The scope of this study was to establish how does the community members feel on the importance of the day care center and how they perceive the issue on the re-location and construction of a day care center at its permanent premises. The reason was to see if there is a possibility for community members to participate in the process of a day care center construction.

To some extent, the scope of the survey /study was limited to the key and potential users of this center if they are having a positive attitude towards the re-locating and construction of the center.

## **2. AREA OF STUDY**

This study was confined within the area around the existing day care center and in mostly to parents with their children already enrolled at the center.

- The study area covered the 11 Hamlets within Nyampulukano village near Sengerema Township. The village in which the survey was conducted has a total population of about 780, out of this population 114 are children aged between 5-6 years (equivalent to 15%)
- Economic activities of the people include Agriculture, Petty business, Live stock keeping and few of them are officially employed in public sector.
- The weather favors the growth of maize, cassava, paddy as food crops and also cotton as cash crop which has been constantly facing a problem of price fluctuation in the world market.

### **3.4.5. LIMITATION OF THE STUDY**

- Very limited literatures on child development, child rearing practices, and day care centers on the Tanzanian context.
- Some parents with no children at the existing center and those without a child of pre-schooling age seemed to have no interest in responding to the questionnaires, which were given to them.

### **3.5. PRIMARY DATA**

The primary data are the one, which was obtained from the field after conducting a survey, the following information was sought;-

- Occupation of respondents

- Total number of children aged 2-6 years (potential users of the center) in sampled households and eventually the total number in the whole village.
- To know how many out of total population of these children are enrolled for pre-school education and in which center.
- To know the factors/causes contributing for some parents not to enroll their children for pre-school education
- To have comments /views of the community around the existing day care center if they are satisfied or not with the quality of services offered by the center and reasons about their views.
- To know if the community around the center sees any importance of having that day care center.
- To check on the community members readiness in case of implementing the idea of the CBO, that is, to construct the new day care center at permanent premises and see if they are ready to contribute labor, cash or anything of value.

### **3.6 SECONDARY DATA**

Secondary data used in this study were obtained from various documents that include;

- Status on the number of children joining primary education after attending pre-primary education in Sengerema Township (survey results by Fair World Foundation, 2000).
- District Profile (Sengerema), 2002 population and Housing Census

## **CHAPTER FOUR**

### **4.0 DATA ANALYSIS, FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **4.1. DATA ANALYSIS**

This study used middle range of approach, which combined both qualitative and quantitative methods of analysis to analyze primary and secondary data.

The analysis of data involved calculations and tabulation to summarize information collected for the study. The analysis also made use of some computer soft wares such as SPSS

#### **ANALYSIS OF PRIMARY DATA**

##### **A. Returned questionnaire**

- No. of respondents who filled and returned their questionnaire 37
- No. of respondents who didn't return their questionnaire 3
- Total number of respondents 40
- Response rate 92.5%

##### **B. ANALYSING INFORMATION FROM QUESTIONNAIRE**

##### **1. Number of children eligible for enrollment for pre-school education**

- 60 children aged 2-6 years were found in 40 households in which survey was conducted.
- Only 45 out of 60 children were enrolled for Pre –School education.
- 15 children were not enrolled for Pre- School.

## **2. Reasons (causes) for the children not to be enrolled**

- Low-income problem (labeled 3 in analysis sheet, annex 2a) 5 respondents (13,5%)
- Few chances available (labeled 1 in analysis sheet, annex 2a) 13 respondents (55.1%)
- No need (labeled 2) 2 respondents (5.4%)
- No response (labeled 4) 17 respondents (46%)

## **3.Number of respondents' children enrolled per pre school center.**

- Fair Montessori center 35 children (95.6%)
- Other centers 2 children (5.4%)

## **4.Quality of services offered at the existing Fair Montessori center**

- Good (labeled G in analysis sheet, annex 2a) 20 respondents (54.1%)
- Poor (labeled P in analysis sheet, annex 2a) 8 respondents (21,6%)
- No response (labeled S in analysis sheet, annex 2a) 9 respondents (27%)

## **5.For respondents to prefer the Fair Montessori Centre is due;**

- Good services (labeled 1 in analysis sheet) 4 respondents (10.8%)
- Near to children's homes (labeled 2) 6 respondents (16.2%)
- Affordable school fees (labeled 3) 10 respondents (27%)

## **6.Respondents who don't prefer the Fair Montessori Centre (reasons).**

- Lack of spacious classrooms (labeled 1) 13 respondents (35.1%)
- Poor services (labeled 2) 4 respondents (10.8%)

## **7. If the day care center is important element for community**

**Development.**

- Important (labeled 1) 3 respondents (89.2%)
- Not important (labeled N) 2 respondents (5.4%)
- No response (labeled S) 2 respondents (5.4%)

**8.Participation during expansion /construction of children's day care****center.**

- Ready to participate (labeled 1) 35 respondents (94.6%)
- No responses (labeled 2) 2 respondents (5.4%)

N.B. percentages in items 6 & 7 do not add to 100 because they were meant for looking of specific cases. Item 6 looked only on the respondents who seemed to prefer the existing center and their reasons. For those who remained quiet as well as for those who didn't prefer are not included. The same treatment used to item 7 when analysis for those who don't prefer the existing center was being done.

**ANALYSIS OF SECONDARY DATA**

- From the survey on status of children joining primary education after attending pre-primary education in Sengerema Township (survey results by Fair World Foundation, 2000) it was learnt that for the period between 1998 and 2000, only 685 children were recorded to have completed their pre-school studies compared to a total of 2,700 pupils who were enrolled.

It was also established that;

- i. 66.8% of total pupils enrolled for standard one in three primary schools (Pambalu, Mweli and Sengerema) in 1998 didn't attend pre-school education.
- ii. 63% of total pupils enrolled for standard one in three primary schools (Pambalu, Mweli and Sengerema) in 1999 didn't attend pre-school education.
- iii. 83% of total pupils enrolled for standard one in three primary schools (Pambalu, Mweli and Sengerema) in 2000 didn't attend pre-school education.

The figure for year 2000 grows bigger due to increased emphasis on high primary school enrollment through PEDP.

From District Profile (Sengerema), 2002 population and Housing Census, the analysis revealed the following;

- i. Total population in the area, which hosted the survey, is about 780, out of this population 114 are children aged between 5-6 years (equivalent to 15%). There are 4 primary schools, with only one pre-school center run by the missionary Sisters from Holland.
- ii. 76% of all children age 5-6 years (25451 out of 33,319) and above are illiterate in Sengerema district as a whole, have never attended school,
- iii. 41% of females compared to 35% males aged 5 years and above are illiterate
- iv. Female headed house holds constitute 29% of all house holds in Sengerema

## 4.2. FINDINGS

Generally, the age of respondents who participated in this survey ranged between 29-60 years, and out of 40 surveyed house holds, 6 were female-headed households. Upon analysis of various responses from respondents who participated in this survey, about 89% of total respondents were found to have an average of 1-2 children who are eligible to be enrolled for pre- school education

However, it was found that only 45 out of 60 eligible children were enrolled. From this analysis, it was found that parents who are workers in public/private sectors took a lead for enrolling of their children (27 children) followed by business parents (10 children) and Farmer parents (8 children).

When asked on the reasons for parents not enrolling their children for pre-education centers, respondents mentioned a number of factors that include poverty (lack of school fees), ignorance, and lack of adequate chances to accommodate the existing demand of children to be enrolled.

On the issue whether care center is important to the community (especially house holds which are around this center, approximately 80 of them) the findings from this survey showed that 33 households out of 37 that returned their questionnaire said is very important (89.2%), while 2 households said is not very important (5.4%) and 2 households remained quite, also equivalent to 5.4%. Among of the issues mentioned by respondents on the importance of a day care center is that, children who went through this center showed good performance when they join primary school classes.

However, on the quality of services offered at this particular center, 13 households seemed not to be satisfied due to a number of reasons such as operating the school on the hired buildings (the situation that makes center to move from one area to another), poor standard of class rooms (non spacious and ventilated ones) and so on. On the question of whether, it is necessary to construct a new day care center with improved services most of respondents supported the idea and 35 respondents said they were ready to participate in construction of a new day care center /pre-school

#### **4.2 CONCLUSION**

After getting a positive response from the community, it was concluded that this center was really a felt need by the community members and hence it was appropriate to implement this project.

#### **4.3 RECOMMENDATIONS**

More literature on child development, rearing practices and day care center in Tanzanian context should be searched in the process of improving community day care centers existing in the country. On the other hand, communities should be encouraged to start their own day care centers which will not charge high school fees that could be an obstacle to children from families with poor economic base to be enrolled at pre-schools/day care centers.

Community based care centers are important in that, they facilitates child development in full, socially, mentally and physically. For community based centers to exist in the Tanzanian context, simple child development guide/manual with Tanzanian culture should be developed that will describe clearly the child development requirements and

milestones that can be used and interpreted by the community facilitators, parents and guardians in rural communities.

Together with other things, issues of gender balance in relation to child rearing practices among family members should be assessed. Moreover, efforts should be done to examine the existing policies and guidelines in Tanzania, which address the whole issue of early child development, and its applicability in poor rural communities.

Finally, changes and diversities in socio-cultural issues and poverty effects on child-rearing practices is to be examined, through research and analyze the critical factors that make parents not to enroll their children even if there is an opportunity of day care services.

## **CHAPTER FIVE**

### **5.0 IMPLEMENTATION OF ASSIGNMENT**

#### **PROJECT AND ACTIVITIES TO BE CARRIED OUT**

According to the preference of the CBO, (which later on got the support from the community) the project to be implemented was taken as construction of a day care center. This construction is basically a re – location of site, from the present (which was used by the CBO on temporary leasing basis) to a more spacious and permanent one.

#### **5.1 ACTIVITIES TO BE CARRIED OUT**

##### **5.1.1 Work plan and planned activities.**

##### **Feed back to respondents and community sensitization (23<sup>r</sup> November 2003).**

At this stage it was arranged to start a direct involvement of community. At this time, it was scheduled to avail the entire community members with an opportunity to learn and inform them on the survey results. After this feed back to be given, it was also a good platform to start advocating and create awareness to all community members so as to get their fullest participation potential and support.

##### **Monthly stakeholders meeting (Scheduled from 4<sup>th</sup> January, 2004 to 4<sup>th</sup> April, 2005)**

The aim being three fold

To keep all the stakeholders well informed on the status and progress of the project implementation.

To inculcate the sense of ownership by the community members

To have a formal forum of stakeholders where they can review the trend of project execution and proper meeting of obligations/responsibilities by individual community members.

**-Election of construction committee (4<sup>th</sup> February, 2004)**

On the existence of this committee the envisaged outcome was to increase efficiency and effectiveness of project implementation. This expectation is based on the fact that the committee will be responsible with the management of day-to-day roles regarding project implementation, they are the one who can take corrective measures to better the construction process of the centre before the situation is out of hand.

**- Find a plot where the construction of the centre will be done (from 5<sup>th</sup> February to 5<sup>th</sup> April 2004)**

Currently as stated in the section about problem statement, the day care centre is being run at the hired premises and classrooms. Apart from the area/classrooms being not spacious as adequately required it is also too expensive in both short and long runs.

**- Preparation of drawings and BoQ's (from 30<sup>th</sup> April, to 20<sup>th</sup> May 2004)**

Technical drawings is a pre requisite for bills of quantities (BoQ's) to be prepared consequently this leads to the understanding of the total costs required for any given project.

**- CBO and community assess their resources capacity and establish a gap if any. (25<sup>th</sup> May 2004)**

This was one of the crucial stages where the CBO's and community members had to assess their capacity on resources terms. The assessment itself was to look on the total

sum required for this project to be implemented up to the final stage and total amount of resources, which can be made available between community members and the CBO itself.

**- Resources mobilization (14<sup>th</sup> May 2004 – 30<sup>th</sup> June, 2005)**

Basically this stage expected to involve the following activities.

Collection of community contribution both cash and local materials.

Preparation of projects proposal to be used for fund raising (application of grants or loans)

Distribution of projects proposal to various people/Institutions who will be identified as potential funders

**- Preparation of progress report and presentation to stake holders**

As previously mentioned all stakeholders need to be constantly informed so as they don't forget and abdicate their responsibility. For this particular case, construction committee will be required to compile a quarterly report on the project progress.

**- Floating Tender and Bidding (11<sup>th</sup> July to 19<sup>th</sup> August, 2005)**

It is intended that workmanship for the project be of the required standards and not of sub standards. To ensure that, this happens it is planned that after the resources are mobilized, floating of tender and bidding will be the stage to follow after.

**- Award of tender to a competent bidder. (30<sup>th</sup> August 2005)**

The competent and lowest evaluated tender will be selected for award. Since this is a much technical task, the CBO intends to request the expertise from the District Council Director's office (District Engineer) in order to arrive at a right choice of a contractor.

**- Signing of contract between the selected contractor and the centers construction committee. (10<sup>th</sup> September 2005)**

The Council Engineer drafted a relevant and standard construction contract for all these two parties to sign for the agreement to be legal binding.

**- Actual construction (27<sup>th</sup> September 2005 – 27<sup>th</sup> March 2006)**

The main components of this stage include;

Site clearance

Foundation works

Walling

Roofing

Finishing and equipping the centre with necessary furniture and playing materials.

The Council Engineer will be requested to render technical supervisory services including issuing interim certificates before the contractor is paid at each stage of construction in accordance to the signed contract.

**- Evaluation (22<sup>nd</sup> to 30<sup>th</sup> August 2006)**

This is a post – monitoring stage. Evaluation is to be conducted by a team that will comprise of external evaluators. However the CBO in collaboration with the community members will retain the responsibility to prepare the terms of references (ToR's). The aim here will be to see if all the planned outputs are achieved and to a lesser extent if some positive outcome such as increase in number of enrolled children is being attained.

### **5.1.2 IMPLEMENTATION STATUS OF WORK PLAN.**

So far a number of activities within the action plan have been implemented as were planned. However there are still much to be done for the community to realize tangible output.

The implemented activities are as listed below;

**Feed back to respondents and start of community sensitization. On 23<sup>rd</sup> of January 2004,**

Fair World Foundation and the student organized a meeting, which involved our respondents and community members living around the existing child day care centre.

The purpose was to inform the respondents on the results of survey in which they participated. At this meeting we wanted also for the community living around this centre to be informed officially on the CBO's idea (to expand/construct the existing centre) and the survey results and request their physical/practical support.

**Election of construction committee.**

Four (4) members, 2 females and 2 males were elected to form a construction committee. The election was done during monthly stakeholders meeting of February 2003. Responsibilities given to this committee were: -

To coordinate all construction activities.

Design and formulate ways and sources of funds to bridge whatever gap of resources between the required and the available ones.

Compile the progress of the centre and present it to stakeholders on monthly basis.

### **Monthly stake holder's meeting**

Holding of monthly stake holders meeting continued, which is being used as forum for all stake holders to keep informed on the progress regarding project implementation.

figures number 1 to 4 shows some of the events that took place in some of these monthly meetings.

### **Finding a plot for construction of the centre.**

District Land Department allocated a plot No. 1 within Block J to Fair World Foundation (FWF) to be used for construction/expansion of the pre – school/ day care centre.

### **Preparation of design, drawings and cost estimates.**

Layout and designs already prepared

Bills of quantities and cost estimates have been made (appendix 4)

### **Resources capacity assessment.**

Resources capacity assessment was done between the CBO and the community. Results from these assessments revealed that, community and CBO have the capacity to raise not more than Tshs 7,630,000/=. These costs include cash and kind contribution like stones, sand, aggregate, water, labour and so on.

From the same assessment, the resources gap was obviously observed to be Tshs 83,985,330/=. This gap is to be bridged either through grants, loans, charity walks, fund raising dinners and others alike.

## **RESOURCE MOBILIZATION**

Resource mobilization for this project was planned to be in two categories;

### **Internal Resource mobilization**

This category of resource mobilization aimed at organizing community members so as to contribute money and labor which is within reach /capacity of the members for financing the construction of this day care center. On the side of the community, already has contributed some money which were spent to buy some construction materials that include, 20trips of stones and 30 trips of Morum (figure 4c), as well as 3000 burnt bricks (Figure 4d) and contributions are still going on:

### **Mobilization of resources out side from the community members**

The aim of thinking of this idea was to bridge the gape, which existed during resource capacity assessment. Due to the big gape between the required resources to implement the project and capacity of the community to raise these resources. One of the main method being used to mobilize external resources, is through writing of a project proposal to solicit funds from all potential donors within and outside the country.

### **The project proposal writing;**

Project proposal for fund raising, was prepared and distributed to potential funders including Embassies of Japan, USA, Denmark and Ireland, others include GTZ and JAICA. Fortunately, the Japanese Embassy has shown interest to fund part or whole amount of the project.

### **Floating Tender and Bidding**

This activity is scheduled to commence on July 2005.

According to the work plan, the remained activities include;

-Award of tender to a competent bidder

Signing of contract between the selected contractor and the center's construction committee.

Start of actual construction

Project evaluation

### **5.1.2 PROJECT TO BE CARRIED OUT**

#### **PROJECT PROPOSAL.**

##### **Executive Summary.**

**Project Title:** EXPANSION/CONSTRUCTION OF A DAY CARE CENTRE.

**Contact Person:** MR. HAMIS MASANJA KASORO

DIRECTOR, FAIR MONTESSORI DAY CARE  
CENTER

ADRESS            P.O. BOX 316,  
  
SENGEREMA.  
  
MWANZA – TANZANIA

**Proposal Submitted by:**    MR. MBANGA R.N. CED PROGRAMME STUDENT

**Key Actors:** Fair World Foundation and the Community

**Problem Statement:**

The Existing Day Care Centre has inadequate facilities and is faced with the problem of hiring classes. Lack of learning and play materials is another constraint of the centre, up to now, the centre cannot register all applications because of lack of enough classes. The parents admire if this center would have more classes to accommodate the existing demand.

**MISSION STATEMENT OF THE CBO**

Since its formulation, the CBO had its mission, which is community capacity building in order to achieve development and community social welfare.

**Specific Objectives**

a. Capacity building with focus to Community Based Organizations (CBO), Village Governments to synthesize animation process to attain multiplier effect in development. This process will be acquired through rural development consultancy service provided by FWF.

b. To facilitate formal and non – formal education with aim to build an informed society that is potential for development. The main areas of interest are:-

Adult Education Upgrading/pedagogical careers.

Day Child Care Centre and Pre – Primary School.

Rural Development Orientations

**Project Beneficiaries**

The Project Beneficiaries include all community segments such as:

- All children aged between 2 – 6 years (more than 150 children) from various House Holds around this day care centre.
- Parents
- Sengerema Community as a whole

### **Results**

The expected output upon implementation of the project will lead to the availability of necessary facilities to run the day care centre such as: -

Enough Classrooms

Teaching/Learning Materials

Playing Materials

**Funds requested is Tshs 83,985,330/=**

### **Own Contribution**

Fair World Foundation and Community Contribution is expected to be at

Tshs. 7,630,000/= which will be spent for financing of the following activities: -

Provide for operation and maintenance.

Purchase of Assets

Land Development (Land Acquisition)

Collection of some Local Materials.

Other unforeseen activities

## **INTRODUCTION:**

The nursery/kindergarten schools are very important to kids, not only that they prepares them by widening their knowledge before they start standard one but also is used as a basic ground where socialization process takes place.

From various surveys, it has been established that, about 78% of children in Tanzania are enrolled in primary schools without passing through nursery schools. This has been the case due to two factors; first; lack/limited numbers of schools compared to the population growth, which is at a higher rate throughout the country. Second; is ignorance of parents; until recently

most of parents and particularly in rural areas seemed not to recognize the importance of enrolling their children at nursery schools whereas they happened to exist. However, the previously mentioned factors remain to be pre – dominant one.

A simple survey done in Sengerema (which involved three nursery schools and three primary schools) reveled that, pupils who passed in nursery schools have the best performance compared to those who don't pass through nursery schools. Who are the majority of pupils in our primary schools.

So, through expansion/construction of this day care center in Sengerema District in Tanzania (Mwanza Region) will be commendable effort towards a sustainable solution of making sure that all children aged 2 up to 6 years pass through nursery school before they start their standard one in primary schools

In facilitating this effort to bear the desired fruits, Fair World Foundation (FWF) is dedicated and committed to improve the existing Fair Montessori Day Care Center so as

to have enough facilities to cater for the present demand. Currently, the effort is on the construction of more classrooms, administration block, dining hall, kitchen, toilets, playing grounds etc. as for the time being, using hired buildings to run the center.

Upon completion, the center is expected to enroll and take care for all kids with 2 up to 6 years old including orphans and street children.

## **2.0. HISTORICAL BACKGROUND OF FAIR WORLD FOUNDATION (FWF)**

Fair World Foundation (FWF) is a Community Based Organization established since 1997 and got its permanent registration under the Civil Societies Ordinance with No. 9453 on 15<sup>th</sup> May 1998.

The name Fair World Foundation originates from its founders' standing and belief that, the world can only be **fair** and **just** if every member of the society gets aware and access the existing development opportunities.

Specifically, the mission of the CBO states "Fair World Foundation is working for **fair** and **just** societies through building people's capacities to improve their accessibility and directly benefit the existing development opportunities".

The CBO believes that, this mission can be achieved when deliberate efforts are exerted towards creativity, dissemination of ideas, proper planning and allocating of resources in equitable way and in the most felt needs of the people

## **2.1. GEOGRAPHICAL INFORMATION WHERE FWF (CBO) OPERATES**

Fair Word Foundation (FWF) currently is operating within Sengerema Township. It is located about 6 meters from the Sengerema – Kamanga road and about 11km from town centre on the North. The existing Fair Montessori Center is accessible by road and it is

easy to be traced as it is near a famous institution called Sengerema Folk Development College

## **RECORDED IMPACTS FROM FWF WHILE WORKING WITH THE COMMUNITY**

Up to now, the CBO has facilitated the existence of the following:

Establishment of a Fair Montessori Day Care Center (A Pre – Primary School). Stated on August 2001 with a total of 164 children (88 males and 76 females). The school started in a hired classroom and had one grade A teacher and 2 teachers with pre – school skills.

However, the National Education Policy prohibits the registration of a school unless it has own buildings. For this reason, that is why the CBO has organized the community members who are likely to be potential beneficiaries of the school to start construction of school buildings in order for the day care center to get it registered.

### **The aim of this center include:-**

Offering an opportunity of child education nearby parents and relieve them of heavy expenditures of sending their children at far schools.

Caring children below 6 years while their parents are at work or fields.

To support implement the national target of every child to access education at a reasonable reach.

### **2.2.2. Establishment of Sengerema Fishing Community Project**

This is an ongoing activity. The aim is to convince fishermen to form a network at district level. This action is sought to make them create social capital for investment in

fishing sector as 62% of Sengerema area is covered with waters of Lake Victoria that have good and potential shores for fishing.

### **2.2.3. Water Users Mobilization Project**

It is also an ongoing activity, the Sengerema Urban Water and Sewerage Authority – SUWASA, has issued funds to support its implementation. The aim is to enable diffusion of water services to every Urban Communities. And still, to have a controlled management of sewerages

### **2.2.4. Human Rights and Legal Advice**

The CBO is conducting a Civic Education classes in Sengerema town with focus to orient participants with Human Rights perspectives, nationally and international-wise. This program is useful to the community since it lightens the majority in human rights careers and legal rights as well. It is to be extended to other areas of the district. It links with Sengerema Telecentre Radio Station in broadcasting programs on human rights advocacy. A number of people attend the office to seek for legal advice relating to referrals, advocacy, legal writings, as well as civic education.

## **INFRASTRUCTURE SERVICE AVAILABLE FOR FAIR WORLD**

### **FOUNDATION**

The centre in question is reachable by road. Currently, the centre is run within the hired building, which is used for classroom and office. No communication network is installed and there is less open space for children to play and for recreation.

However, the solution to this problem is being worked for (particularly availability of buildings). Already, the CBO has secured a plot where permanent classrooms,

administration block, dinning hall, kitchen and other necessary buildings are to be constructed.

## **PROJECT SUMMARY**

### **3.1. PROJECT COMPONENTS**

Construction of a day care center will include the following components:

- a. Community mobilization and involvement so as to have the maximum participation of the community.

Project implementation such as:

8 classrooms

Administration block

Dinning hall kitchen and store

1 staff quarter

Playing grounds

Fencing and car parks

Recreation hall

Gardens design

- c. Dissemination of information on the project through production of quarterly reports to stakeholders' meetings. This will serve both to inform the stakeholders and as monitoring instruments.

- d. Evaluation

Evaluation is provided in the project schedule, which will be done by external evaluators at the end of the specific action plan. The aim will be to make assessment on whether the planned objectives are achieved through the project implementation.

### **3.2. SOURCE OF THE IDEA FOR FWF TO IMPLEMENT THE PROJECT**

Fair World Foundation has been in Sengerema since 1999. Since all that time up to the year 2000, the CBO has been dealing with other sectors other than education. During the year 2001, the CBO decided to take part in the provision of education in particular. In the same year the CBO established the day care center called Fair Montessori Day Care Center to serve all children aged 2 – 6 years in Sengerema Township.

This idea came after the CBO had observed the unbearable gap between the demand for pre – primary schools and the number/capacities of the pre – primary schools existed.

### **EXPECTED SERVICES TO BE AVAILABLE UPON IMPLEMENTATION OF THE PROJECT**

As outcomes after implementation of the project, the following services are expected to be made available:

Conducive and spacious classrooms, which will encourage children to attend to the day care centre and learn in standard conditions.

Playing grounds and materials will keep the children active and make them physically fit.

Staff quarter and administration block will provide desired services to staff of the day care center.

## **EXISTING GAPS IN EDUCATION SECTOR**

Since 1961 when this country gained its political independency, it declared a fight with three enemies namely, Ignorance Disease and Poverty.

In Sengerema, as other parts in this country, the same enemies have been fought. While fighting ignorance in particular, some notable deficiencies have featured. A part from the general guide issued by the government through the national education policy, that every child has to pass through a pre-primary school before he/she starts his/her standard one, yet it has been practically impossible to implement the policy. The problem is attributed by the lack of capacity to absorb all the eligible children into pre-primary school classes. That is, there are few pre-primary schools with inadequate facilities. This condition leads to a situation whereby most of pupils start their standard one without getting into pre-primary schools.

In order to get a crude picture regarding this problem, a simple survey that involved a small sample was conducted in 2000. The survey covered three pre-primary schools and three primary schools. The survey had the following concerns.

- (a) To get the total number of children who completed their final year of pre-primary education in all three pre-primary schools for the period from 1998 to 2000.
- (b) To know the total number of pupils enrolled for standard one in all the three primary schools for the same period (1998 – 2000).
- (c) To know the total number of pupils who didn't attend the pre-primary education; but enrolled for standard one in all the three primary schools from 1998 to 2000.

(d) To crosscheck if there has been a difference in academic performance from the three primary schools teachers between pupils who passed through pre-primary schools and those who were denied for the opportunity.

The following table reflected the crude picture through the gathered information.

**Table 4a: STATUS ON THE NUMBER OF PUPILS JOINED PRIMARY EDUCATION AFTER ATTENDING PRE-PRIMARY EDUCATION IN SENGEREMA TOWNSHIP (SURVEY RESULTS).**

| Name of Pre-Primary School | Period in years | No. of Children completed a final year of pre-primary school. |            |            | Name of primary school   | No. of pupils enrolled for std one |              |              |
|----------------------------|-----------------|---|------------|------------|--------------------------|------------------------------------|--------------|--------------|
|                            |                 | Boys  | Girls      | Total      |                          | Boys                               | Girls        | Total        |
| Muslim                     | 1998            | 33  | 40         | 73         | Sengerema Primary school | 158                                | 175          | 333          |
|                            | 1999            | 65  | 55         | 120        |                          | 185                                | 155          | 340          |
|                            | 2000            | 48  | 50         | 98         |                          | 342                                | 362          | 704          |
| Bustani A                  | 1998            | 35  | 33         | 68         | Pambalu Primary School   | 78                                 | 75           | 153          |
|                            | 1999            | 28  | 29         | 57         |                          | 124                                | 104          | 228          |
|                            | 2000            | 27  | 31         | 58         |                          | 207                                | 202          | 409          |
| Bustani B                  | 1998            | 32  | 35         | 67         | Mweli Primary School     | 54                                 | 49           | 103          |
|                            | 1999            | 33  | 39         | 72         |                          | 45                                 | 55           | 100          |
|                            | 2000            | 40  | 45         | 85         |                          | 170                                | 160          | 330          |
| <b>TOTAL</b>               |                 | <b>335</b>  | <b>350</b> | <b>685</b> |                          | <b>1,363</b>                       | <b>1,337</b> | <b>2,700</b> |

Source; Fair World Foundation survey results, 2000

Responses of head teachers from the three Primary Schools namely Sengerema, Pambalu and Mweli (Remarks on academic performance on both cases)

**Sengerema Primary School**

The head teacher for Sengerema primary School had the following remarks.

Pupils enrolled for standard one after passing through Pre-Primary school are always active and are used to stay in groups compared to those who didn't pass through Pre-primary schools who behave in the opposite manner.

They are easy to teach and grasp the knowledge easily, when are enrolled in standard one. They normally follow the instructions from their teachers because they become already conversant with the medium of instruction (Kiswahili) rather than those who didn't get the pre-primary education who are used to their mother tongues only.

Pupils who start their standard one after passing through pre-primary schools are always attentive and perform better compared to those who were denied for the opportunity of going through pre-primary school

**Pambalu Primary School.**

The head teacher for Pambalu Primary School like his colleagues of Sengerema Primary admits that the performance of children attended Pre-Primary education is good compared to those who didn't attend such Pre-Primary Schools.

**Mweli Primary School.**

The head teacher for Mweli Primary School appreciated on the academic excellence of standard one pupils who passed through Pre-Primary School

**Table 4b: TO SURVEY ANALYSIS AND THE EXISTED GAPS BETWEEN THE NUMBER OF PUPILS ENROLLED FOR STD ONE AGAINST THOSE PASSED THROUGH PRE-PRIMARY SCHOOLS.**

| Years and No of children completed final year(Pre-school education) |            |            |            | Name of primary school | Years and No. of pupils enrolled for std one |            |              | Gap in absolute numbers and % |             |            |           |              |           |
|---|------------|------------|------------|------------------------|--|------------|--------------|-------------------------------|-------------|------------|-----------|--------------|-----------|
| Center name   | 1998       | 1999       | 2000       |                        | 1998   | 1999       | 2000         | 1998                          |             | 1999       |           | 2000         |           |
|   |            |            |            |                        |  |            |              | N o.                          | %           | No         | %         | No           | %         |
| Moslem  | 73         | 120        | 98         | Sengere ma P/School    | 333  | 340        | 704          |                               |             |            |           |              |           |
| Bustani A   | 55         | 57         | 68         | Pambalu P/School       | 153  | 228        | 409          |                               |             |            |           |              |           |
| Bustani B   | 67         | 72         | 85         | Mweli P/School         | 103  | 100        | 330          |                               |             |            |           |              |           |
| <b>Total</b>  | <b>195</b> | <b>249</b> | <b>251</b> |                        | <b>1589</b>                                  | <b>668</b> | <b>1,443</b> | <b>394</b>                    | <b>66.8</b> | <b>419</b> | <b>63</b> | <b>1,192</b> | <b>83</b> |

**Source, FWF survey results, 200**

From above table, the following information was derived.

There was an overall gap between total pupils enrolled for standard one in Primary Schools and those who completed their final year attending Pre-Primary Schools of 394, 419 and 1,192 pupils for 1998, 1999 and year 2000 in absolute numbers – respectively.

There was a difference (gap) between pupils who started their standard one after attending Pre-Primary centers and those who started Primary School without passing through Pre-Primary in percentage of 66.8, 63 and 83 for 1998, 1999 and years 2000 respectively. This is a proportion of pupils who started standard one without getting Pre-Primary education over the total number of pupils who were enrolled in all three primary schools for the period from 1998 to 2000.

Also from this simple survey, the problem was revealed that pupils who start their standard one without passing through Pre-Primary Centers was increasing from 66.8%. From this perception, Fair World Foundation developed an interest to work for the solution of this problem through establishment of a Day Care Center. In 2001, the CBO (FWF) established the Day Care Center called **Fair Montessori Day Care Center**.

#### **PROJECT PROBLEM STATEMENT.**

The existing Day Care Centre (Fair Montessori Day Care Center) has inadequate facilities and is faced with the problem of hiring classes, which prevents it from getting a permanent registration because it hasn't fulfilled the National Education Policy requirements. For a day care centre to be registered, it should own its own permanent buildings.

Lack of learning and play materials is another constraint of the center, up to now, the centre cannot accommodate all applications due to lack of enough classes.

## 5.0. JUSTIFICATION/RATIONALE TO IMPLEMENT THE PROJECT.

Rationale for construction of the day care centre by Fair World Foundation includes the following:-

- (i) There is a high demand of Pre-Primary Schools compared to the available capacities. The indicator for this is the 83% of pupils who were found to start their standard one without passing through Pre-Primary Schools.
- (ii). The existing facilities of the Fair Montessori Day Care Center are inadequate such that not all children are accommodated at the center compared to the applications.
- (iii) The idea to construct the day care centre got a support from the community when another simple survey (which involved 40 House holds) to get the community's feelings was done of which its results are summarized below.
- (iv) About 210 children had ever been recorded at the center between 2001 and 2002. However, the record dropped drastically with time due to un-conducive learning environment. Up to June 2003, the record showed 30 children only attended the center.

### (a) Survey Instrument used.

Questionnaire was chosen as a convenient instrument for the survey.

Number of respondents received the questionnaire-----40

Number of respondents who filled and returned their questionnaire – 37.

Response rate was-----92.5%.

### (b) Data analysis.

60 children aged 2 – 6 years were found in 40 households in which survey was done.

Only 45 out of 60 children were enrolled for Pre-School education.

That is 15 children who were eligible were not enrolled.

**(c) Reasons (causes) for the children not to be enrolled as given by parents/guardians**

- Low-income problem .....5 respondents (13.5%)
- Few chances available.....13 respondents (35.1%)
- No need to enroll children for Pre-School education – 2 respondent (5.4%).
- No response .....17 respondents (46%).

**(d) Quality of services offered at the existing Fair Montessori Center.**

- Good ----- 20 respondents (54.1%)
- Poor ----- 8 respondents (21.6%).
- No response – -----9 respondents (24.3%).

**(e) Reasons for respondents to prefer the Fair Montessori Center**

- Good services ----- 4 respondents (20%)
- It is near to children’s homes ----- 6 respondents.
- Affordable school fees 10 respondents

Total 20 respondents

**(f) Reasons for 17 respondents not satisfied with the services at the Fair Montessori Centre.**

- Lack of spacious classrooms and permanent place – 13 respondents (76.47%)
- Poor services – 4 respondents (23.53%)

Total 17 respondents

**(g)** Respondents' feeling on the day care center.

- Important – 33 respondents (89.2%)
- Not important – 2 respondents (5.4%)
- No response – 2 respondents (5.4%)

Total 37 respondents.

**(h)** Respondents' feeling on the construction of a day care center at the permanent place

Good idea ready to participate - --- 35 respondents (94.6%)

No response ----- 2 respondents (5.4%)

The number of pre – school centers still not enough. The good indicator for this is the incompatibility between the capacity of the existing pre – primary centers and the number of children who are eligible to use these facilities.

For example, in the last year (2003) all pre – school centers existing in Sengerema Township (Muslim, Bustani A, Bustani B and Fair Montessori Day Care Center) had the capacity to accommodate 550 children in the final year classes. On the other hand, the total number of children who were enrolled for standard one were in all primary schools within township area was so high (1,453). This means it is quite possible that 903 (equivalent to 62%) started standard one without passing through pre – primary school. All these are the rationale and indication of a need to construct and expand the Fair Montessori Day Care Center.

## **5.0 PROJECT DESCRIPTION.**

The aim of this project is to bridge the gap between the capacity and adequacy of pre-primary schools and the existing demand. This is achieved through implementation of this project, which will involve the following components.

- Community mobilization in order for the project to receive more support by many community members, and have their fully participation in all stages of project implementation.

- Construction of Day Care Center that include;

8 classrooms

Administration block

Dinning hall, kitchen and store

3 toilet blocks

1 staff quarter

Play grounds

Fencing and car parks

Recreation hall

Gardens design

Furniture and fixtures

Sewerage system.

## **BROAD AND SPECIFIC OBJECTIVES OF THE PROJECT.**

### **BROAD OBJECTIVE.**

To provide social welfare services to the community through capacity building and preparation of a concretized foundation of children academic carrier.

### **SPECIFIC OBJECTIVES.**

- (i) Construct necessary infrastructures (including building) to facilitate quality service delivery at the day care center.
- (ii) Making available the necessary playing materials and facilities.
- (iii) Provide education service to children (aged 2 – 6 years) and sharpen their brain before they join primary school (as a process of socialization)
- (v) To be a focal point for community participation and development.

## **7.0 PROJECT IMPLEMENTATION TIMELINES.**

**The following schedule is to be followed as time-lines for the project implementation (summarized in appendix 1A)**

### **Feed back to respondents and community sensitization (23<sup>rd</sup> November, 2003).**

At this stage it was arranged to start a direct involvement of community. At this time, it was scheduled to avail the entire community members with an opportunity to learn and inform them on the survey results. After this feed back to be given, it was also a good platform to start advocating and create awareness to all community members so as to get their fullest participation potential and support.

**Hold monthly stakeholders meeting (from 4<sup>th</sup> January, 2004 to 4<sup>th</sup> April, 2005).**

The aim being three fold

To keep all the stakeholders informed on the status and progress of the project implementation project.

To inculcate the sense of ownership by the community members

To have a formal forum of stakeholders where they can review the trend of project execution and proper meeting of obligations/responsibilities by individual community members.

**-Election of construction committee (4<sup>th</sup> February, 2004).**

On the existing of this committee the envisaged outcome was to increase efficiency and effectiveness of project implementation. This expectation is based on the fact that the committee will be responsible with the management of day-to-day roles regarding project implementation, they are the one who can take corrective measures to better the construction process of the centre before the situation is out of hand.

**- Find a plot where the construction of the centre will be done (form 5<sup>th</sup> February to 5<sup>th</sup> April 2004).**

Currently as stated in the section about problem statement, the day care center is being nun at the hired premises and classrooms. Apart from the area/classrooms being not spacious as adequately required it is also too expensive in both short and long runs.

**- Preparation of drawings and BOQ's (from 30<sup>th</sup> April, to 20<sup>th</sup> May 2004).**

Technical drawings is a pre requisite for bills of quantities (BOQ's) to be prepared consequently this leads to the understanding of the total costs required for any given project.

**- CBO and community assess their resources capacity and establish a gap if any. (25<sup>th</sup> May 2004).**

This was one of the crucial stages where the CBO's and community members had to assess their capacity on resources terms. The assessment itself was to look on the total sum required for this project to be implemented up to the final stage. And total amount of resources, which can be made available between community members and the CBO itself.

**- Resources mobilization (14<sup>th</sup> May 2004 – 30<sup>th</sup> June, 2005).**

Basically this stage expected to involve the following activities.

Collection of community contribution both cash and local materials.

Preparation of projects proposal to be used for fund raising (application of grants or loans)

Distribution of projects proposal to various who will be identified as potential funders.

**- Preparation of progress report and presentation to stake holders.**

as previously mentioned all stakeholders need to be constantly informed so as they don't forget and abdicate their responsibility. For this particular case, construction committee will be required to compile a quarterly report on the project progress.

**- Floating Tender and Bidding (11<sup>th</sup> July to 19<sup>th</sup> August, 2005).**

It is intended that workmanship for the project be of the required standards and not of sub standards. To ensure that, this happen it is planned that after the resources are mobilized, floating of tender and bidding will be the stage to follow after.

**- Award of tender to a competent bidder. (30<sup>th</sup> August 2005).**

The competent and lowest evaluated tendered will be selected and awarded. Since this is a much technical task, the CBO intends to request the expertise from the District Council Director's office (District Engineer) in order to arrive at a right choice of a contractor.

**- Signing of contract between the selected contractor and the centers construction committee. (10<sup>th</sup> September 2005).**

For the agreement to be legal binding, a relevant and standard construction contract was drafted by the council Engineer for all these two parties to sign.

**- Actual construction (27<sup>th</sup> September 2005 – 27<sup>th</sup> March 2006).**

The main components of this stage include;

Site clearance

Foundation works

Walling

Roofing

Finishing and equipping the centre with necessary furniture and playing materials.

The council engineer will be requested to render a technical supervisory services including of issuing interim certificates before the contractor is paid at each stage of construction in accordance to the signed contract.

**- Evaluation (22<sup>nd</sup> to 30th August 2006)**

This is a post – monitoring stage. Evaluation is to be conducted by a team that will comprise of external evaluators. However the CBO in collaboration with the community members will retain the responsibility to prepare the terms of references (ToR's). The aim here will be to see if all the planned outputs are achieved and to a lesser extent if some positive outcome such as increase in number of enrolled children is being realized.

**8.0 ADMINISTRATIONS AND MANAGEMENT OF A DAY CARE CENTER.**

**8.1. Management Structure.**

The centre will be managed by the board at the top hierarchy flanked with an Executive Manager, Teaching Staff and Other Non – Teaching Staff with a clearly described roles and responsibilities at each level.

Diagrammatically is represented by the organization structure (organization chart) of the CBO, which is subject to changes depending on the demand exerted on a particular time – shown as appendix 3.

**8.2. PLANS, BUDGETS AND HANDLING OF FINANCIAL ISSUES.**

The Day Care Center Management will be responsible for the preparation of plans; budgets ascertain sources of funds and solicit further funding for execution of the centers programs.

On the other hand, the authority to approve plans and the board of directors will retain budgets.

All finances of the centre will be done through the Account of the Institution (Day Care Center), which is operated at the National Micro-finance Bank, Sengerema Branch.

### **8.3 BOARD OF DIRECTORS.**

#### **8.3.1. Number of Board members.**

There will be five board members. It is envisaged that, the consistency of the board must be in a manner that is resourceful to the center. In this way therefore, it calls for having small numbers of members but who will constitute an efficient and effective board.

#### **Criteria for a person to be a board member.**

The centre management shall nominate some of the board members. Other members will be proposed to the District Commissioner for approval. The aim is to place a sense of discipline and responsive attitudes among members. Criteria will include among other things;

- Education level and background.
- Profession.
- Work experience
- Personal initiatives.
- Other factors, which will be seen as good potentials to the center's development.

**Duties/ Powers of the Board.**

- (a) Approve organization's program plans and budgets.
- (b) Solicit funds and materials for the CBO.
- (d) Making policies of the center.
- (f) Offer advice to CBO top management.

**Duties/ Power of Management**

- (a) Preparing budgets and plans for the center.
- (b) Advertising/short listing applications for employment.
- (c) Soliciting of funds.
- (d) Making staff regulations.
- (e) Confirmation of employment of top management of the centre.
- (f) Confirmation of expulsion of Level 'A' management.
  - (g) Expulsion of level B staff.
  - (h) Deal with day-to-day activities.

**Existing relationship between Management and Board of Directors.**

Policymaking is presented in a vertical line from bottom to top in the organization structure. However, powers are flown vertically to affect lower levels. This system seems to be effective since it stimulates quick actions and builds disciplinary behavior within the organization.

#### **8.4. STAFFING.**

It is basically important to note that the requirement of staff is equally important to this expansion. With a big number of registrations, the specialized and qualified teachers will be employed or recruited.

This will run concurrently with the recruitment of the supporting staff. Both methods of internal and external sources of personnel will be deployed.

#### **8.5. Timetables and Curricula.**

Since the centre is enrolling 2 –6 years old children, and considering the number of registrations at the center, two sessions will be scheduled (morning and evening sessions).

On the other hand, the Curricula to be used will take care all what is contained to Tanzanian syllabus in order to make the center attractive to parents and support it.

#### **Playing facilities and teaching materials.**

It is expected that, with all efforts to erect the centre buildings, other efforts shall also be exerted towards attaining the playing facilities and teaching materials. Quotations will be applied to discover types, prices for the quantities demanded for this project.

### **9.0. PROJECT MONITORING AND EVALUATION.**

#### **9.1 Monitoring.**

Monitoring is a tool, which is used to track the implementation whether done accordingly as per plan. The importance of having a monitoring system in place helps to take corrective measure in case of the implementation, which is not on the right truck.

**For this project in particular:**

A formed committee to take care of the project implementation will be required to submit the progress report on quarterly basis to all stakeholders of this project.

The CBO will request the District Engineer to take the responsibility of making inspection of the work quality (building) at each stage and issue an interim certificate before the contractor is paid.

**Evaluation.**

This is a summative stage of monitoring. At the end of project implementation, an assessment is made to see whether the expected targets are met. Likewise, evaluation for the day care center construction project will be done at the end. The team is expected to involve external evaluators although the terms of references (ToR<sub>s</sub>) are to be prepared by the Fair Montessori Day care center stakeholders

**10.0. EXPECTED OUTPUTS.**

Upon implementation of this project, the following are the expected outputs.

| OUTPUT  | INDICATOR   | MEANS OF VERIFICATION               | DATA COLLECTION METHOD.                        |
|---|---|-------------------------------------|--|
| 1   | 2   | 3                                   | 4  |
| Increased opportunities for children to be enrolled | Number of children enrolled after project implementation. | Class attendance Registration book. | Self-Administered questionnaire and interview. |

|  |  |  |  |
|--|--|--|--|
| Improved performance of children joining primary school education. | Numbers of pupils who attain pass marks in examinations. | School records.                                | Track all pupils registered at primary schools from Fair Montessori daycare center |
| Job creation/increased employment.                                 | Number of people employed at the center.                 | Day Care Center records.<br>Community records. | Self administered questionnaire<br>Interview.<br>Review of records.                |

#### 11.0. DISSEMINATION PLAN.

In order to make all stakeholders and other interested parties informed and aware about the project, the following strategies will be used:

Announce through a local radio (available in Sengerema) on what is CBO doing and its future plan, as well as work plan to implement a project and the expected advantages

The CBO will also establish the information desk where all articles containing the progress reports regarding the project will be made available.

Other important information to be available to stakeholders for free in the dissemination strategy are:-

Project description document.

Budget Summaries.

Staffing requirement.

Progress report.

## **12.0. ACCOMPLISHMENT COOPERATION PLAN**

For the project to continue to deliver the desired benefits, the following have been taken into account as important inputs to ensure sustainability of the project's impacts.

The project will provide social service facilities and in particular a nursery school (with playing materials and facilities).

The Day Care Center will be charging fees of T.Shs. 2000 basic payment and 500/= per kid for porridge services that will take care of all future development and running costs.

Total collections will sum up to T.Shs 9,600,000/= (T.Shs 7,600,000/= from school fees and T.Shs. 1,920,000/= from porridge collections).

The expected revenue for the first year of operation is T.Shs. 13,600,000/= against the expenditure of T.Shs. 12,780,000/= that makes a net income of T.Shs. 820,000/=. The net income is expected to grow bigger in consequent years that ensure sustainability of the Day Care Center.

## **13.0. BUDGET NARATION.**

The project budget will be in two major categories, which are capital development (investment) and operational costs.

Development budget will include the following expenditure items: -

Construction of necessary infrastructure, i.e. 8 classrooms, dinning hall, Kitchen, store, administration block, staff quarter, toilets, recreational hall, play grounds, etc.

Procurement of computers, file cabinets, chairs, tables, desks, air conditions/fans, shelves and other office equipment

The following expenditure items will constitute the operational budget.

Salaries for staff.

Stationeries

Bills for water, postage, Internet connectivity, electricity, and

Other incidental

### 13.1. TOTAL PROJECT BUDGET SUMMARY.

| Description                          | Requested Amount (T.Shs) | Community Contribution (T.Shs) | Total (T.Shs) |
|--------------------------------------|--------------------------|--------------------------------|---------------|
| <b>CAPITAL BUDGET</b>                |                          |                                |               |
| Buildings and other infrastructures  | 75,535,330/=             | 4,000,000/=                    | 79,535,330/=  |
| Office Equipment                     |                          |                                |               |
| Computers & printers                 | 6,000,000/=              | -                              | 6,000,000/=   |
| <b>FURNITURES &amp; FITTINGS</b>     |                          |                                |               |
| Office furniture                     | 300,000/=                | 100,000/=                      | 400,000/=     |
| Hall furniture                       | 200,000/=                | 100,000/=                      | 300,000/=     |
| Dining hall furniture and equipments | 300,000/=                | 100,000/=                      | 400,000/=     |
| Classroom furniture                  | 1,000,000/=              | 100,000/=                      | 1,100,000/=   |
| Kitchen equipments                   | 150,000/=                | 90,000/=                       | 240,000/=     |

|   |                     |  |                     |
|---|---------------------|--|---------------------|
| Teaching Aid and playing material                         | 500,000/=           | 500,000/=  | 1,000,000/=         |
| <b>TOTAL 'A'</b><br><b>(Capital budget)</b>               | <b>83,985,330/=</b> | <b>4,990,000/=</b>   | <b>88,975,330/=</b> |
| <b>OPERATIONAL BUDGET.</b><br><b>Wages and Salaries</b>   | -                   | 6,260,000/=<br>(From fees and community contribution in initial phase) | 6,260,000/=         |
| <b>Utilities</b><br>- Water bills.<br>- Electricity bills | -                   | 520,000/=<br>(From use fees charged by the centre)                     | 520,000/=           |
| <b>Stationeries</b>                                       | -                   | 250,000/=  | 250,000/=           |
| <b>Communication/Internet connectivity</b>                | -                   | 300,000/=  | 300,000/=           |
| <b>Operation and maintenance</b>                          | -                   | 300,000/=  | 300,000/=           |
| <b>TOTAL B</b><br><b>(Operational Budget)</b>             | <b>NIL</b>          | <b>7,630,000/=</b>   | <b>7,630,000/=</b>  |

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