

Tanzania Early Childhood Development Network
Mtandao wa Malezi, Makuzi ya Awali ya Mtoto Tanzania
(TECDEN)

Tanzania Early Childhood Development Network
(TECDEN)

Five Year Strategic Plan
2011 – 2016

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Tanzania Early Childhood Development Network

Mtando wa Malezi, Makuzi ya Awali ya Mtoto Tanzania

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Abbreviations

BEST	Basic Education Statistics Tanzania
BvLF	Bernard van Leer Foundation
CSO	Civil Society Organization
ECD	Early Childhood Development
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECDVU	Early Childhood Development Virtual University
EFA	Education For All (2000)
ETP	Education and Training Policy, 1995.
GoT	Government of Tanzania
IEC	Information, Education, Communication
LGA	LGA Local Government Authority
LGRP	Local Government Reform Programme
MKUKUTA	Swahili acronym for NSGRP – see below
MCDG&C	Ministry of Community Development, Gender and Children
MoEVT	Ministry of Education and Vocational Training
MOAFS&C	Ministry of Agriculture, Food Security & Co-operatives
MoHSW	Ministry of Health and Social Welfare
MDAs	Ministries, Departments and Agencies
MKUKUTA	Mkakati wa Kukuza uchumi na Kupunguza Umaskini – See NSGRP, below
MVC	Most Vulnerable Children
NSGRP	National Strategy for Growth and Reduction of Poverty (2006 – 2010) - MKUKUTA (Swahili acronym)
NGO	Non Governmental Organization
PEDP II	Primary Education Development Plan II, 2007-2011
REPOA	Research on Poverty Alleviation
TECDEN	Tanzania Early Childhood Development Network
TENMET	Tanzania Education Network
TFNC	Tanzania Food and Nutrition Centre
TGNP	Tanzania Gender Networking Programme

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TIE	Tanzanian Institute of Education
TTC	Teacher Training College
UNESCO	United Nations Education and Science Organization
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
VoP	Voice of the People (survey, 2007)
WB	World Bank

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Strategic Plan Overview

TECDEN strategic plan combines interventions at the local level implemented by member organizations, Chapters and jointly implemented interventions at the national level with the overall objective to ensure ... Increased access and quality of early care and education for children of 0-8 years of age through improved ECD supportive environment (families, communities, ECD service, schools, government-local and central) by 2015.

The following 6 Outcomes will achieve the Strategic Plan overall Objective ...

Strategic Plan overall Objective: Increased access and quality of early care and education for children of 0-8 years of age through improved ECD supportive environment (families, communities, ECD service, schools, government-local and central) by 2015					
Outcome 1: Evidence based Policy engagement and Advocacy Government ECD policy, guidelines and budgets informed by evidence based advocacy	Outcome 2: Information Education and Communication for ECD Reliable and up-to date information on ECD policies, legal and issues of practice for the purpose of facilitation, advocacy, lobbying and promotional activities gathered	Outcome 3: ECD Research, Documentation and Dissemination Stakeholders informed and empowered by improved ECD research, analysis, documentation and dissemination of ECD Information	Outcome 4: rganizational Capacity Building Improved TECDEN organisational performance and programme sustainability at all levels. Increased coordination of TECDEN member organizations'p rogrammes	Outcome 5: ECD Capacity Development and Training TECDEN members and other ECD stakeholders from grassroots to national level have improved knowledge, skills and practices on holistic development of all infants and young children	Outcome 6: Physical environment and quality learning investment physical environment in which young children live and quality learning investment improved

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Chapter 1: Introduction to Tanzania ECD Network (TECDEN)

1.1 Vision

1.2 Mission

1.3 Overall Objective

1.4 Core Values and What we Believe

1.

Introduction to *Early Childhood Development Network (TECDEN)*

This is a five-year strategic plan of the Tanzania Early Childhood Development Network (TECDEN). The plan has been developed in response to the need raised by the network and its members through their chapters. The outcome of this strategic plan is based on external facilitation with considerable input from TECDEN members in determining the destiny of the organization in the next five year horizon.

This strategic plan is an outcome of a shared vision developed from stakeholders aspirations of which create sparks that lifts TECDEN out of the mundane. In the process the strategic plan instills the courage and determination to raise the ECD challenges at the family, community, ECD service providers, the government both central and local, and other stakeholders including the donor community.

The strategic plan serves as a roadmap showing milestones of TECDEN over the five-year period starting from 2010 to 2015. It provides TECDEN staff, Chapters, network member organizations, stakeholders and other well-wishers with insights on how future strategic issues will be dealt with, and draws attention to the need to keep changing and adapting, not just stand still and survive.

The strategic plan has greatly benefited from the TECDEN members' strategic plans and programmes from which TECDEN share vision as follows:

1.1 Vision statement

Vision: Tanzania where all Infants and young children (0-8years old) realize their rights

and needs to survive, grow and to develop to their full potential.

1.2 Mission statement

TECDEN is determined to collaboratively work to advocate and promote multi-sectoral approaches to the holistic development of infants and young children in Tanzania.

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1.3 TECDEN overall strategic objective

Increased access and quality of early care and education for children of 0-8 years of age through improved ECD supportive environment (families, communities, ECD service, schools, government-local and central) by 2015

1.4 TECDEN Core Values and believes

1.4.1 Core Values

- The potential and dignity of every child;
- Supportive environments that recognize the uniqueness of the child
- Building on the strengths of traditional child rearing practices and recognise families and communities' vitally important roles in caring and educating their infants and young children;
- Significant impact of early care and education on infants and young children's current and future human development

1.4.2 TECDEN believes that...

- The foundation of human development is early childhood development;
- All infants and young children have the right to supportive environments; in their homes, communities, services, schools and up to roles of the central government;
- Working collaboratively with government, service providers, and other key stakeholders is essential to ensure improved outcomes for infants and young children, especially the most vulnerable.
- Networking and information sharing increase our potent force to influence for change

1.4.3 Shared Values in our Working Environments are:

- Respect amongst TECDEN members and value thoughtful contributions;
- Strong commitment to collaboration and equity, honesty, trust, transparency, innovation and competency;
- Effective and sustainable use of resources.
- Respect and value diversity;
- High standard of work
- Commitment to information sharing and communication.

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CHAPTER 2

2. Mandate and Scope

2.1. Purpose of TECDEN

Tanzania Early Childhood Development Network (TECDEN) is a national umbrella of organizations working in partnership to influence policies and practice related to Early Childhood Development (ECD) by sharing information, experiences and through information exchange to be able to generate knowledge and understanding on ECD.

2.2 Agreements on What Can and Cannot be done to Achieve Common Goals for ECD.

2.2.1 What Must Be Done to Achieve Common Goals for ECD:

- Engage in ECD capacity development
- Conduct research and documentation
- Conduct evidence based ECD policy and advocacy
- Facilitate ECD Information sharing, networking
- Communication and Awareness raising
- Fund raising and resource mobilization

2.2.2 What Must NOT Be Done:

- TECDEN is non-political / non-partisan and non-religious
- TECDEN should not derive 'dividends' or income from use of projects and/or programme resources in pursuit of ECD support.

2.2.3 Agree on What May be done

- Consultants and technical advisors may be engaged depending on needs in line with the strategic plan; and may be treated as strategy for resource mobilization.

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CHAPTER 3

3. TECDEN Theory of Change and Assumptions

3.1 Theory of Change

The TECDEN Theory of Change embraces networking principles collaboration, influencing, information sharing and participatory (CIIP). Each principle to the theory of change in achieving the overall objective is explained in the table below:

CIIP' - the acronym for how TECDEN believe change can come about	
❖ Collaborative	The axiom that two heads are better than one is really true when it comes to strengthening holistic ECD. By thinking, planning, and working together, the individuals and groups that make a community can accomplish goals that neither could achieve alone. Diverse stakeholders in this strategic plan shape holistic efforts through collaborative network member organizations. Decision making by consensus agreement is necessary if significant positive change is to be realized.
❖ Influencing	Influencing change in ECD policy and popularizing good ECD practices demands action research and creative communication for advocacy work that draws from local as well as international evidence.
❖ Information	Information is power. To be able to influence for change demands network members to search for information and share with actors. Upholding the rights and needs of every child requires integrated approach to ECD both in terms of planning and resource allocation to ECD initiatives at local and National levels. The current integrated ECD initiatives create avenues for coordination and appropriate use of resources in relation to the Tanzania's vision to ensure all its human resources including the most vulnerable children reach their developmental potential.
❖ Participatory	Facilitating good change requires deliberate efforts in creating space for people to take leading role in acting upon issues that impede the realization of holistic ECD. Thus TECDEN will work with other key ECD stakeholders to create space for ECD stakeholders to decide and act together which is both a means and an end ; with processes that lead to reformed attitudes and actions by government, development partners, civil society organizations and communities in designing, implementing and evaluating policy and priority programmes for ECD.

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3.2 Strategic Assumptions

- ❖ If TECDEN member organizations' ECD technical and organizational capacity is strengthened, they will be better able to effectively and efficiently develop, facilitate and implement ECD interventions and related programmes at local and National levels.
- ❖ If stakeholders' capacity in terms of knowledge, skills and practices will improve, ECD programmes and innovations will be owned and sustained locally leading to increased access to quality care and education for young children and their families.
- ❖ If improved ECD research, analysis and documentation are available and timely disseminated, there will be more and better evidence to inform advocacy, awareness raising, programme development at local and National levels. Combined these initiatives will contribute and 'create' leverage and 'scaling up' of successful ECD models documented.
- ❖ If families and communities are economically empowered, and are well informed and aware of ECD, there is increased likelihood that their well-being will improve and financial investment in their children's care and education is prioritized.
- ❖ If there is ECD supportive family, ECD supportive community, supportive ECD services, ECD supportive schools and ECD supportive government -Local and central, access to and quality of early care and education for children of 0 - 8 years of age will increase.
- ❖ If ECD policy, guidelines and frameworks are integrated and locally relevant and adequate budgets are allocated to ECD then the government's commitments and citizen's aspirations for its youngest children can be realized. This means, key stakeholders from families and communities to government levels and CSOs will be guided and better able to work in collaboration to support and protect young children's rights and needs.

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Chapter 4: Environmental Analysis of ECD in Tanzania

4.1 External Environment of ECD

4.2 Overview of ECD context in Tanzania: Policy, Economic, social, Technical, Legal

4.3 Internal Assessment and Sustainability of TECDEN Tanzania group

4. Environmental Analysis of ECD in Tanzania

This chapter begins with a summary of the external analysis focused on ECD contexts with regard to issues in the Policy, Economic, Social, Technical and Legal contexts, based on PESTL model, and draws key information specifically from the network comprehensive situation analyses on ‘ECD in Tanzania: Supportive Environments For Young Children and the Links Between Them’, carried out at national level by AMANI ECD/Crocker 2008, and an ECD Partners’ Situation Analysis Working Paper, 2009 (as a collation of findings from district and national level). The PESTEL analysis is first preceded by global, regional trend and overview of ECD in Tanzania. The P.E.S.T.L analysis is then followed by internal environmental analysis and SWOT analysis. In view of the environmental analysis of ECD, strategic issues and strategies have been developed.

4.1 External Environment of ECD Context in Tanzania

4.1.1 Global Trends of ECD

From the Convention on the Rights of the Child (CRC) (1989) through the World Declaration on Education for All (EFA) (UNESCO, 1990) and its sequel – The Dakar Framework for Action (UNESCO, 2000) to the Millennium Declaration and the Millennium Development Goals (MDGs) (see UN, 2007), ECD has been assigned top priority in all efforts targeted to improve human welfare.

The Goal number 1 in the EFA document is “Expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children”. The MDGs document lists at least three goals related to ECD namely “Achieve universal primary education; Promote gender equality and empower women and Reduce child mortality”. Despite these international commitments, the current trends indicate that little has been done to achieve both EFA and MDGs goals (UN, 2007; UNESCO, 2007). This situation calls for increased attention to ECD.

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4.1.2 Regional Trends in ECD Service Delivery

In all regions of the world including the Sub-Saharan Africa (SSA) and Africa in general, ECD remains a top policy agenda. The Association for the Development of Education in Africa (ADEA) and the Early Childhood Development Virtual University in Sub-Saharan Africa – ECDVU (Vargas-Barón, 2005) have on different occasions called upon governments in Africa to genuinely act towards improvement in ECD service delivery through policy development. Various meetings have been held on the continent to stress provisions for young children including conferences held in Uganda, Eritrea and Ghana (ADEA, 2005). For example, the Conference held in Ghana (ADEA, 2005, p. 3) emphasised three issues:

- a) Ensuring effective caring practices within the family and community;
- b) Ensuring access and use of quality basic services;
- c) Ensuring a supportive policy environment.

Another crucial event took place in Arusha from 18th – 21st February 2008. This was an ECD Sub-Regional Conference for countries from Eastern and Southern Africa (ESAR) which was organised jointly by the government of Tanzania, development TECDEN and CSOs. In that conference, about 250 participants drawn from this sub-region, came together to discuss issues related to ECD. Participants included Ministers, Deputy Ministers, permanent secretaries, development network member organizations, academicians, researchers, CSOs, parents, children and the media from ESAR. It was generally noted that children in different countries were living in abject poverty and were deprived of nutrition, health; education and shelter. Also, a large proportion of children were orphans or were experiencing problems related to HIV/AIDS pandemic. A seminal resolution from Ministers read as follows (United Republic of Tanzania, 2008, p. 45):

All Governments should work with stakeholders from grassroots to the national level to ensure they have comprehensive ECD Policies or Policy Frameworks in place to guide cross-sectoral collaboration and coordination in the planning and financing of quality ECD programme development and implementation that address the holistic needs and rights of all infants and young children.

It is obvious from this bold Ministerial statement that development of IECD policies among African countries gained a big push-forward.

Despite repeated calls to intervene in children's life, less has been done and young children in SSA have been reported to live under severe deprivation (see Garcia et al., 2007; UNICEF, 2008). The SSA according to the World Bank report has “the highest rates of absolute poverty” where “more than half of all children in the

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region are severely shelter-deprived and 45 percent are water-deprived” (Garcia et al., 2008: 11). Further, of the 130 million children under age 6, 30 percent and 27 percent experience highest rates of deprivation in education and health respectively. Amidst this alarming situation, only 16 countries in Africa have developed national ECD policies or policy frameworks as an important step to remedy this situation (ADEA, 2007).

4.2 Overview of ECD in Tanzania: Policy, Economic, Social, Technical and Legal

The situation of children 0 – 8 years in Tanzania has many challenges (URT, 1996). Rural children experience more problems than their urban counterparts. For example, “child mortality rates are significantly higher in rural areas than in urban areas” (MCDGC, 2006, p. 4). Most births in rural areas do not become registered; there is high neglect, abuse and child labour (McDonald, 2007). About 75% of all children’s deaths are due to preventable diseases such as malaria, pneumonia, malnutrition, measles and diarrhea. In terms of under five mortality rates (U5MR), Tanzania ranks 34th in the world with mortality rates amounting to 100.3 for every 1,000 children (National Bureau of Statistics United Republic of Tanzania, 2009).

Infant mortality rates stand at 68 per 1,000 live births (Garcia et al., 2008, p. 13). Neonatal mortality rate remains high at the average of 32 per 1,000 live births (National Bureau of Statistics United Republic of Tanzania, 2005). Nutrition status of infants and young children during formative years (during pregnancy up to 2 years) of age is critical for promotion of optimal growth, health and development of the child. Onset of malnutrition during this period (pregnancy up to 2 years) leads to irreversible, life-long consequences. The immediate consequences include significant morbidity and mortality, and delayed mental and motor development. In the long term, early nutrition deficiencies are associated with impairment of intellectual performances, work capacity, reproductive outcomes and overall health and nutritional status during adolescence and adulthood. Stunting is recorded at 38% of children under 5. Tanzania is also one of the countries which experience high maternal mortality rates of about 578 per 1,000 (National Bureau of Statistics United Republic of Tanzania, 2005).

On stimulation, “It has also been observed that majority of children in Tanzania lack sufficient opportunities for stimulation, play, early learning and preschool participation” (MCDGC, 2006, p. 5). High violation of children’s rights has been reported as rampant in Tanzania (see URT 1996, Rwezaura, 1998). Statistics also indicate that there many children living under vulnerable conditions. For example, in 2002 the number of single orphans was 200,354 while double orphans were 185, 962 (United Republic of Tanzania - URT, 2008). The

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number of children with disability were 27, 769 while the most vulnerable were recorded at 836,032 (URT, 2008). This is the general situation facing children in Tanzania.

Maternal nutrition is equally important as it influences pregnancy outcomes. A malnourished girl child could grow up to a malnourished adult and this could have an impact on pregnancy outcome such as difficulty delivery, low-birth weight and inability to breast-feed successfully. Further, the onset of HIV/AIDS has complicated issues around pregnancy, delivery and future survival and development of children on one hand and their mothers on the other. The prevalence of HIV in Tanzania is estimated to be 7 percent in adult-aged 15 – 49 years (Tanzania Health Information System, 2003/04 in MOHSW, 2007, p. 6). The HIV prevalence among pregnant women is estimated to be 8.7 percent (Surveillance of HIV and Syphilis Infections in ANC attendees, 2005 in MOHSW, 2007, p. 6).

4.2.1 ECD Policy Context in Tanzania

In 2004, Tanzania developed its first full Poverty Reduction Strategy (National Strategy for Growth and Reduction of Poverty (NSGRP) or locally known as MKUKUTA, 2005 – 2010). MKUKUTA I strongly reflected the nation's aspirations as outlined in Tanzania's Vision 2025, and links to the internationally agreed Millennium Development Goals (MDGs) and Education for All, EFA. And in particular, TECDEN in collaboration with other key ECD CSOs played instrumental roles in facilitating consultative processes that led to approximately 40% of MKUKUTA I targets being directly linked to improved support for early care and education of Tanzania's young children.

Significantly, MKUKUTA I highlights that the first step to achieving 'Education For All' is to '*Increase in the number of young children prepared for school and schools prepared ready to care for children*', and operational targets give a clear focus on improving the quality of care and early education of young children 0 – 8 years, through family and community support, improved service provision and expansion of primary education to include pre-primary / pre-school programmes that are linked to other ECD services.

A major challenge with progress to date and holding Government accountable to achieving these plans, is that no indicators have been set for measuring progress on these targets. Furthermore the inter-sectoral approach called for in MKUKUTA demands high level cross-sectoral coordination on ECD issues, which is yet to be fully realised, and has been an ongoing challenge. The ECD Partners Tanzania Group strategy brings together 4 key ministries together with TECDEN in promoting collaboration. Overall with limited confidence and capacity in integrated ECD across the relevant sectors including Community Development, Education, Health and Social Welfare, as well as participatory planning processes – that are repeatedly highlighted as a priority in government documents - plans and processes to realise ECD targets are slow to materialise. In particular, full mobilisation on the participatory development of Tanzania's inter-sectoral ECD policy framework is keenly awaited by ECD stakeholders, especially CSOs.

Overall from an analysis of government documents in Tanzania related to ECD, much has been said that represent very positive ways forward, however, to date the follow-up action is negligible, with children's issues often being overlooked in national public plans and budgets, and MKUKUTA reporting. In summary, issues and opportunities across the key ECD related government ministries are:

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- Inadequate ECD Leadership, Planning and Coordination;
- Infants and young children or pregnant adolescents and women are not yet adequately addressed in MCDGC Policies on Child Development, Women and Gender Development;
- The current government review of MoEVT Education and Training Policy (ETP) of 1995 is an opportunity to influence and strengthen inclusion of ECD;
- PEDP II (2007-2011) requires each primary school to have a pre-primary class admitting 5-6 year olds, and significantly refers to the need for flexible approaches to meet current challenges of access and quality in pre-primary provision, and furthermore, additional support to do this could be made available to MoEVT from World Bank under the EFA Fast Track Initiative (Africa Regional Early Childhood Care and Development Initiative);
- The Ministry of Health has a multiplicity of well-organized, comprehensive and coherent policies and strategies, however, there is currently insufficient linkage between them, and there are also notable gaps;
- The Law of the Child 2009 for Day Care Center establishes that “ any early childhood development establishment registered for the purposes of receiving and looking after children below the age of five years for the day or a substantial part of the day with or without a fee. “
- The national policy on HIV/AIDS do not address issues of children infected or affected by HIV/AIDs such as health and nutrition care, child care or pre-school;
- Resource Mobilisation for ECD is very limited;
- Limited research opportunities for ECD in Tanzania mean that planning is not locally informed.

In concluding, we highlight the significant opportunity to address key ECD challenges and improve early childhood programmes across the sub-region that has emerged from the sub-regional Education For All, EFA conference in Arusha, February 2008. Hosted by the Government of Tanzania and attended by the Ministers of the ECD related ministries from Tanzania and across the sub-region, the conference resolutions especially chart a concrete set of agreements, endorsed by Ministers and other participants, (specifically covered in the national level situation analysis 2008, pgs 44 - 47) to accelerate action on improved support for ECD at all levels. TECDEN will aim to utilise these opportunities and address the limited accountability and lack of informed policy, through focusing on evidence-based policy and advocacy as a key strategic issue in this strategic plan.

4.2.2. Economic context of ECD Tanzania

Poverty continues to be Tanzania's main development challenge, with nearly half of the population living below the basic needs poverty line. Poverty in Tanzania is characterized by low income, high mortality and morbidity, poor nutritional status, low educational attainment, vulnerability to external shocks, and limited opportunities to economic, social and political processes. There are also important regional and gender differences in the levels and specific dimensions of poverty national level situation analysis (Crocker, 2008).

In research to collate views and experiences of ordinary people on poverty, it is identified that,

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‘... more people appear to be worse off now than three years ago. In all income groups, including the least poor, more people perceive falling rather than rising living standards, and most Tanzanian adults consider the cost of living to be a major problem (particularly cost of food)’

(URT/RAWG 2007, Views of the People Survey, p. 92)

The findings of the National level Situation Analysis identified that, ‘poverty prevails for a high percentage of Tanzanians, while patterns of economic growth are not benefiting the poor, especially in rural areas’, (national level situation analysis 2008, p. 24). Key economic issues that impact on families and Young Children are summarized in the national level situation analysis as follows:

- Low growth-rates persist in agriculture sector averaging only 4.7%, 2000 – 2006 (MKUKUTA 2010 target is 10%, URT /RAWG). Given this sector is the mainstay of the rural economy for up to 77% of Tanzania’s total population living in rural areas, low growth rates will significantly and specifically undermine capacity of poor rural farmers, especially women, to adequately care for their young children;
- Rural and urban poor people’s access to basic amenities remains very limited, increasing children’s health risks and decreasing women’s time to care for them;
- Unemployment rates are highest amongst the age group of young parents, 15 – 34 years, especially women, and furthermore, data shows that 31% of females aged between 15 – 24 year have their first child before the age of 18 (URT, 2005);
- Young Children’s Issues are being compromised in National Plans and Budgets, especially given:
 - Economic Growth is being prioritized Over Social Well-Being and Governance Issues (see NSGRP¹ budget);
 - External funding for development issues by not appearing in national budgets compromises government’s long-term commitment to children’s issues; and children’s issues yet to be part of the political and comprehensive poverty reduction agenda in Tanzania, in terms of being mainstreamed in national plans and budgets.

The network will advocate for more economic empowerment opportunities at family and community levels, whilst advocating for adequate budgets for ECD at all levels, as key strategic issues in this strategic plan.

4.2.3. Social Context of ECD in Tanzania

Poverty, changing socio-cultural contexts, and HIV/AIDS, negatively impact on a high proportion of Tanzanian families’ capacity to care for and support their children’s development and learning in the early years (0 – 8), when support is most critical (national level situation analysis 2008, p. 53).

¹ The National Strategy for Growth and Reduction of Poverty (NSGRP 2005-2010) or commonly known as MKUKUTA, details Tanzania’s broad outcomes, goals, operational targets and strategies for achieving: Growth and Reduction of Income Poverty; Improvement of Quality of Life and Social Well Being; and (Good) Governance and Accountability, and as noted in the policy section includes ECD as one of the priority areas.

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In reality,

- many poor families are struggling to meet their young children's basic needs;
- because of women's increasing work pressures, their need for child-care support is critical, but traditional child-care support structures are dwindling, sibling care-givers are now attending school, and Government does not yet acknowledge any role or responsibility in child-care issues;
- families have limited or no access to alternative child-care support arrangements which means that young children are often left alone during the day;
- poor women and young children's access to quality health services remains limited in many parts of Tanzania, especially in rural areas.

Resource and time poor families, especially rural women are struggling to adequately care for their young children. Declining adult literacy rates and women's low levels of education contribute significantly to children's poor health and nutrition, as well as early education outcomes. More than 1 in 10 Tanzanian children dies before they reach the age of 5 (REPOA, 2008b), with malnutrition, [linked with malaria] estimated to be responsible for more than one quarter of under-five deaths (URT /RAWG, 2007, p. 34 cited in national level situation analysis). Although many of our rural infants and young children may survive malnourished - 38% moderately stunted (height for age), and 13% severely so (URT/TDHS 2004/5), they will however have long lasting negative impacts on their physical and cognitive development, which is very difficult to correct.

Key factors affecting Non-formal Care and Education of Young Children in Families and Communities include lack of available family support and parenting education, as well as the exclusion of women from local decision making on issues that impact on their rights and those of their children (see Amani ECD working Paper 2009). HIV/AIDS impacts on women more than men, which directly undermines supportive family environments, and it is estimated that 44% of orphanhood in Tanzania is due to HIV/AIDS (national level situation analysis 2008).

With the culture of child-care moving from a collective community responsibility to an individual family one, community day care and preschools are emerging to meet local needs for early care and education. However support structures are still weak, quality may be low, and also payment of fees can limit access of the poorest and most vulnerable families. Inclusion of pre-primary programmes for 5 – 6 year olds is covered in PEDP II (2007 – 2011) with promise of a capitation grant of USD10 per child from 2008, stakeholders are now expecting more and better programmes and support for pre-school and pre-primary aged children. Currently however, only 36.8% of the 5 – 6 year old population are enrolled, and research suggests that the quality of pre-primary teaching and learning environments needs urgent attention, with the current pre-primary syllabus narrowly focused; not being linked to indigenous knowledge or active learning approaches. Pre-primary teacher training is being mobilised through the Ministry of Education and Vocational Training but is not yet fully operationalised.

As for primary school programmes, these aim to be 'child friendly,' learning environments. However the current weak links, continuity and relationships between schools, communities and families, and clinics mean children's existing knowledge as they enter school is rarely recognised (or supported) at school, and their health and nutrition needs are not adequately addressed as needed for learning, as only two of the many consequences.

Overall, the quality of teaching and learning environments in primary schools are being compromised by:

- high teacher pupil ratios, TPR (with classes of up to 100 students common in many rural schools);

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- inadequate teacher training to meet quality improvement plans and lack of relevant curriculum and textbooks, amongst other things.
- Funding limitations and limited prioritization of funds on key quality improvement programmes such as teachers' development programmes has had an overall net effect of delaying young children's progress, as indicated by the high repetition rates in the early years of primary school (for further information see 2008 Basic Education Statistics (BEST), national level situation analysis 2008).
- Inadequate local research data and information on issues affecting young children's participation in primary school, including the voices of young children, which could inform evidence-based advocacy, and to address the very limited public awareness about how critical the early years are in children's development and providing the foundation for all later learning. TECDEN will aim to strategically address the relevant ECD research and evidence-based information and communication on young children's issues, as a key strategic issue in this strategic plan in order to strengthen the capacity of members to strategically engage in key policy and programme development processes at all levels.

4.2.4. ECD Technical capacity in Tanzania

There is inadequate ECD technical capacity in Tanzania and an overall gap in stakeholder capacity which impacts on all levels of decision-making regarding ECD: from family to national levels. At higher level education and training, and up until recently, there were no in-country tertiary institutions offering full professional courses in integrated ECD, with the only possibility external studies. The University of Victoria in Canada sort to address this gap in capacity and ECD leadership in Africa through development of the Early Childhood Development Virtual University, of ECDVU programme that was launched in 2001, with 4 Tanzanians trained to degree and 5 to certificate level in ECD to date. However, for the vast majority in the field, training and capacity development opportunities in ECD are few. Nearly all ECD practitioners hold education and/or health qualifications, as with network member organizations; who they themselves identify the 'knowledge gap' and urgent need for relevant and affordable training in ECD in Tanzania at all levels, in order to ensure better outcomes for all Tanzania's young children. However, there are increasing ECD training opportunities in the Tanzania tertiary institutions e.g. University of Dodoma, UDSM, OUT, Aga Khan University, Tanzania Early Childhood Dev Teachers' college etc together with ECDVU. Recent data indicate that four participants have recently graduated from ECDVU-cohort three.

Specifically, limited ECD capacity across the government sector has slowed progress in development of ECD related policy, guidelines and allocation of adequate budgets with recent efforts at national level to develop a set of Integrated ECD Standards and Guidelines further highlighting capacity development needs of ECD stakeholders. At district level, collaborative efforts can be frustrated by lack of national level guidelines for cross-sectoral social service delivery, with councils' capacity also limited by inadequate funding and staff shortages. However government stakeholders are identifying the need for capacity development in ECD and participatory planning processes also. For example, capacity development for national level teams in order to be able to lead the development and implementation of an Integrated ECD policy, which is a key opportunity for supporting government and strengthening participation of CSOs in ongoing processes.

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A key area of concern is also teacher training, given that current primary programmes are already not successfully supporting a high proportion of young children's early success in school. According to the Tanzania Education Network (TEN/MET) there is only one Teacher Training College in the country that focuses on training in pre-primary and without specific pre-primary teacher training and capacity development, the trend for pre-primary programmes being run as 'downward extensions' of primary programmes will continue. Furthermore there is high demand for training for ECD teachers and facilitators working in community-based initiatives and also private sector to improve teaching and learning of young children however these are very few and mostly fee-paying which limits opportunities, especially for community teachers and facilitators.

Overall, ECD training and capacity development is a key challenge and obstacle to improving ECD in Tanzania, and must be addressed in order to affect positive change for ECD at all levels. TECDEN will therefore seek to work in collaboration to design, develop and implement relevant ECD training and capacity development programmes to address some practitioners in need in their districts, and to access quality training to strengthen and sustain their network member organizationship.

4.2.5. Law, Governance and Accountability Issues: Impact on Families and Young Children

Summary of Key Issues:

- Limited implementation of Children's Rights: Much work on children has been done but is often not grounded in the Convention on the Rights of the Child (CRC) framework, and there is little coordination on children's rights in different sectoral ministries and institutions.
 - Birth registration remains very low, with an indication of 2.7% of birth rate in rural areas. Concrete update data can further be followed up from RTA.
 - Although the Children's rights Act has been finalized and operational since 2009, the general public is still not aware of the contents of the Act and how to operationalize it.
 - School-aged children want more opportunities to express their views and be publicly heard 'Views of Children' survey, (URT /RAWG, 2007),
 - Increasing incidence of alcoholism and sexual abuse is undermining many children and families' sense of social protection, public safety and security.
- Resources Constraints in Local Government Authorities
 - ECD funding allocation to District Councils is inadequate;
 - Health and Education sectors are prioritized in funding, leaving other ECD issues such as nutrition, day care support, parenting education, child-rights and protection, as well as other relevant cross-cutting issues such as gender and HIV/AIDS with little or no resource allocation;
 - Shortage of staff in rural Councils is severely limiting the improvement and expansion of ECD services.

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- Citizen's participation in public affairs in Tanzania is limited and in a recent survey only 53% believed that citizens publicly expressing their views makes any difference anyway (REPOA, 2007)
- There is low public awareness and limited access to polices, even in Ministries (REPOA, 2007)
- Representation of women in local government remains very low. Whilst Tanzania moves close to gender equity in senior levels of civil service and Parliament, the representation of women in local government is very low, with only 5 % of elected District Councilors being women (URT/RAWG, 2007 cited in national level situation analysis, 2008)

TECDEN in collaboration with other stakeholders will strategically address these key issues such as resource constraints and exclusion of women and children in decision-making through evidence-based policy engagement and advocacy at national and local levels, as well as sensitisation and capacity development programmes, and wider communication campaigns on young child rights and needs, in the context of early care and education contexts.

4.3. Internal Assessment of TECDEN.

This section presents an internal assessment of TECDEN, in relation to the development or historical perspective of its formation, followed by an analysis of the strengths and weaknesses, opportunities and threats (S.W.O.T) with implications for organizational and sustainability

4.3.1 Historical Perspective of TECDEN Tanzania Group

Initiative to start ECD network in Tanzania dates back to 2000. Following series of ECD inter-organisational meetings which included both government and Non- Government Organisations (NGOs) in developing ECD strategy for influencing change in ECD policy in the country, in particular the contents for PRSP II and NSGRP (MKUKUTA I), TECDEN was founded.

The network was formally registered on 30th June 2004 by the Registrar of Societies, Ministry of Home Affairs under the Societies Ordinance, 1954. This collaboration of representatives from government and non-government ECD stakeholders identified eight objectives for supporting ECD in Tanzania, one of which being 'To develop and maintain an active ECD network through strong institutional links between ECD related organizations through networking, information exchange, awareness raising and advocacy with the view of:

- Influencing policy and programme development.
- Providing Leadership role in ECD initiatives.
- Contributing to ECD Curriculum Development and Training.
- Contributing to ECD capacity development of CBOs.
- Promoting inter-sectoral collaboration.
- Surveying, Researching, Documenting and Disseminating Information.
- Piloting, documenting and disseminating information about community-based ECD experiences in order to influence future sectoral development.
- Establishing links with ministerial sectoral development planning, etc.

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4.4 S.W.O.T. Analysis:

4.4.1 Strengths

- TECDEN is a national network with fourteen regional chapters across Tanzania mainland and Zanzibar.
- TECDEN is recognized as the Civil Society organizations' representative to the High level government forums on ECD.
- TECDEN members work with grassroots communities on different ECD interventions
- TECDEN members have a wider technical knowledge in the field of ECD
- TECDEN is strategically placed to influence the ECD agenda in Tanzania and beyond
- There is clear commitment of network member organizations to strengthen ECD technical capacity in the country
- Realization that TECDEN members have to collaborate through pulling efforts and influence for change.

4.4.2 Weaknesses

- Inadequate human resources to manage the network planned activities.
- Lack of comprehensive research and documentation on ECD in within the network and Tanzania as a whole. This limits understandings of ECD/young child rights, especially those working with/for young children from conception to 4 years and the quality of interactions with children.

4.4.3 Opportunities

- Government of Tanzania's Regional and International commitments to ECD including: EFA Goal Number 1: ECCE, CRC - Convention of Child Rights, MDGs -Millennium development Goals;
- Increasing number of professional training courses and ECD capacity development opportunities emerging such as: Tertiary level courses in ECD in Tanzania (i.e. Dodoma University, Aga Khan University, UDSM, ECDVU certificate course, Tanzania Early Childhood Education Teachers' college),
- Donors interested in improving education outcomes of children;
- Good relations with key ECD related ministries at national and local levels:
 - At national level with key government ministries responsible for ECD leading participatory development of integrated ECD Policy framework, Operational Guidelines and Minimum Standards, and the Integrated ECD service delivery initiative.
 - At local levels on development of community and school-based ECD Centres

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- Existing government plans and commitments to ECD, such as Primary Education Development Plan, PEDP II (identifies need for flexible options to pre-primary), Review of ETP 1995, Children's Act of 2009, the Integrated ECD policy to be finalized.
- TECDEN is strategically placed to influence the ECD agenda in Tanzania and beyond such ADEA WG, ACEI, Mauritius Africa Initiative (MAI) etc.

4.4.4 Threats

- The National Steering committee is too big and costly to manage given its expected expansion to all 26 regions.
- Inadequate financing given the fact that TECDEN activities rely very much on external funding with few donor agencies ready to ECD activities.
- There is lack of integrated ECD policy something which is hampering efforts of the network to influence for holistic ECD approach in the country.

CHAPTER 5

5. STRATEGIC ISSUES, OUTCOMES AND STRATEGIES

Considering TECDEN's scope and mandate of its work and based on the analysis of external and internal environments, stakeholders came up with six strategic issues that will be addressed in the next five years. It is worth noting that TECDEN stakeholders consider these issues as a yardstick but flexible instrument for planning and implementation frameworks throughout the defined period. The issues may be revised from time to time depending on the unforeseen circumstances that may arise in Tanzania and the Globe at large. TECDEN stakeholders went through a thorough analysis and were able to chart the future possible areas; short listed various issues and crystallized them into the following strategic issues, strategic outcomes and strategies:

5.1 Evidence Based policy engagement and advocacy

In view of the ECD supportive environment framework, analysis of government documents in Tanzania related to ECD indicates clearly that poor rural famers, especially women are the human face of poverty in Tanzania. About 39% of women are under the basic needs poverty which undermines their capacity to adequately take care for their children.

Women's low levels of education in Tanzania weaken family and community care and provide education environment for young children. Malnutrition is perverse contributing to early deaths and stunted children accounting for 38%. Pre-primary teacher is yet to be mobilized and not all 7 year old children are enrolled in standard one. National public plans and budget overlook children issues. Birth registration remains very low (2.7%) in rural areas (URT, 2004). School water, sanitation and hygiene are almost non-existence (47%), it is

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even worse in rural areas. Physical environment in which young children live, especially the vulnerable ones is not child friendly. Child violence is on the increase, with girl child being at the most disadvantaged position. Patriarchal relations, especially between men and women of men's superiority and women's inferiority weaken supportive community efforts to uphold holistic ECD programmes.

So much has been said that represent very positive ways forward, however, to date the follow-up action is negligible with children's issues often overlooked in public plans and budgets, and poverty reduction (MKUKUTA I) reporting. Thus the need for evidence-based advocacy to call on politicians and high level decision makers to be accountable for what promises have been made, and to act now to make sure that policies, guidelines and legal frameworks are in place to support and protect young children, and that these are followed up by ECD issues being included in LGAs and national plans, with time-framed targets set and budgeted for.

Strategic Outcome 1: ECD policy, guidelines and budgets informed by evidence based advocacy.

Strategies:

- 5.1.1 Facilitate coordinated chapter managed ECD advocacy by targeting policy and key decision makers at local and National levels.
- 5.1.2 Support and organize for chapter managed ECD advocacy work
- 5.1.3 Facilitate documentation of indigenous knowledge and practice to inform advocacy work

5.2 ECD Research, Information, communication and networking

This strategy addresses the issues of being unaware of ECD policies both on national and global context on matters that affect children lives. It also answers the issue of lack of concrete up-to-date and reliable information that can be used for disarming opponents during the advocacy work.

The organization finds means and ways to gather and access different policy issues and document them. Action research will be required using methods to investigate new solutions to ECD problem, usually through pilot study and document them. ECD Policy analysis approach will be opted in this case, to provide the advocacy and facilitation work to share results with the right audience and in the right way. The intention is to contribute to the professional policy debate, and eventually making the policy process more transparent, increasing accountability and generally democratizing the way decisions are taken and ECD policies put into practice. Publication and documentation of various experiences resulting from the facilitation, advocacy work will be a key instrument for information development.

For Tanzania to address its ECD and human development issues in its own way, sound documentation, research, analysis and data management systems are urgently needed to provide the local evidence required to inform all planning and programme development processes. To significantly contribute to the building of a

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research community, the network members have prioritized quality ECD research, documentation, and timely dissemination of key information to support evidence-based ECD initiatives, including the current limited access to information about ECD, and how critical the early years are in children's development, and providing the foundation of all later learning.

Strategic Outcome 2: Reliable and up-to date information on ECD policies, legal and issues of practice for the purpose of facilitation, advocacy, lobbying and promotional activities gathered.

Strategies

- 5.2.1 Establish a user-friendly database system including website for effective documentation and retrieval system on various ECD policies, publications and research findings.
- 5.2.2 Establish a mechanism for use of print and mass media.
- 5.2.3 Establish mechanism to access facilities for publication.
- 5.2.4 Develop communication policy for TECDEN
- 5.2.5 Promote TECDEN locally, nationally and internationally

Strategic Outcome 3: Stakeholders informed and empowered by improved ECD research, analysis, documentation and timely dissemination of Information

Strategies

- 5.2.6 Facilitate capacity of member organisations and chapters to carry out participatory ECD research
- 5.2.7 Establish and maintain a vibrant and effective chapter managed resource centres.
- 5.2.8 Establish appropriate work relationship with institutions and colleges involved in ECD research and advocacy work

5.3 Organizational Capacity Building of Network members

TECDEN is a national network, with 14 Chapters Tanzania mainland and Zanzibar. The chapters are based in Country geographical regions making it easy to coordinate member organizations in the respective chapters. This strategic issue aims at teasing out organizational issues especially on the roles and responsibilities within the framework of TECDEN governance structures. TECDEN seem to have clear organizational structure in place with AGM at the apex, where the National Steering Committee is responsible for coordination role supported by the Coordination Team of three staff.

However, there are still challenging issues particularly on how to organize and coordinate network activities. One of the challenges is that TECDEN constitution clearly puts in place the National Steering Committee with one representative from each chapter. This arrangement makes the National Steering committee too big and costly to manage especially so when more chapters will be recruited in the near future making the issue of both organizational and programme sustainability at stake. Currently there are 14 chapters and the motive is to recruit chapters from all twenty six (26) regions in Tanzania. It would be wise to constitute the National

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Steering Committee in such a way that it is small in size with the think tank role. The AGM can elect the National Steering Committee members who will be voted for.

There are two major areas for TECDEN as an organization to grow in a sustainable manner. One is internal growth in terms of having well seasoned resourceful humans. Second, is to do with the external growth of the emerging member organizations managed by chapters as an outcome of capacity strengthening and facilitation work. Training programs will be developed and beneficiaries will accrue based on the organizational capacity needs assessment.

Strategic Outcome 4: Improved organizational performance and programme sustainability of TECDEN

Strategies

5.3.1 Establish sound network coordination mechanism

- i) Carry out Organizational Capacity Assessment of TECDEN member organizations and its chapters
- ii) Put Network policy development in place
- iii) Review the constitution to meet the current situation especially on Executive Committee to become small in size and more of a think tank for the network and not ceremonial representation.

5.3.2 Organizational capacity building of TECDEN Chapters and member organizations

- i) Put in place and operationalize member organisation capacity development plan

5.3.3 Network member organizations and Resource mobilization

- i) Identify and inventories organizations for strategic network member organizationship and for resource mobilization
- ii) come up with winning write ups for resource mobilization and fund raising

5.4 Technical ECD capacity development

There has been inadequate ECD professional capacity in Tanzania and an overall gap in stakeholder capacity which impacts on all levels of decision-making regarding ECD: from family to national levels. Although the demand for training is rapidly increasing there were few in-country tertiary institutions offering full professional courses in integrated ECD up until recently, with the only possibility of external studies that can be accessed by few. At local levels the situation is equally challenging to improve teaching and learning of young children, with high demands for training from community-based ECD initiatives and private sector but with very few and mostly fee-paying training options, community teachers and facilitators have limited opportunities to access these. The recent opening of the Tanzania College of Early Education marks a breakthrough in the field of ECD and TECDEN will need to capitalize in this initiative if intends to influence in the holistic ECD.

Outcome 5: ECD stakeholders from grassroots to national level have improved their knowledge, skills and practices in early care, education and successful transitions.

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Strategies

- 5.4.1 Proactively initiate ECD awareness raising programmes for civic engagement and action against child violence, abuse and child labour including community ECD blind spots in realization that teenage pregnancies is a social problem.
- 5.4.2 Equip member organisations with ECD professional and technical skills

5.5 Physical environment and quality learning investment

Quality investment in early learning is yet to be conceptualised in Tanzania. Within the context of Tanzania's Development Vision 2025, the Government's Composite Development Goal for Tanzania recognizes that whilst the concept of Early Childhood Care and Education was new in Tanzania: pre-school is vital to moulding of human resource at an early stage, and that, the impact of pre-school education on primary education is positively advantageous. But efforts towards investing in improving physical environment and quality learning do not go hand in hand with this recognition. In most cases ECD supportive services are in shambles. For example shelter and living spaces that are safe, clean and secure are horrifying, especially for the vulnerable. Children have limited access to safe and clean play environments with unreliable clean and sanitation facilities.

Available data show that today 41% of children worldwide are in pre-primary school, and the rates of growth in coverage are highest in developing countries. But pre-primary programs in Tanzania are still rudimental. Supportive ECD service is confronted with loose coordination of policies, planning and budgeting with no clear milestones for tracking progress in this important area of human development. It would be relevant for the network member organizations to learn from outside experiences on how to go to scale of the existing models without losing quality.

Outcome 6: Physical environment in which young children live and quality learning investment improved

Strategies

- 5.5.1 Facilitate scaling up of locally appropriate ECD models for quality early learning
- 5.5.2 Member organisations initiate programmes that promote improved physical environment such as supporting simple housing programmes.
- 5.5.3 Facilitate households' economic empowerment for investing in ECD for improved Health and wellbeing to minimize security risks associated with poor physical environment.

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CHAPTER 6

6. Outcome and Output Indicators Matrix for TECDEN Strategic Plan

Guiding TECDEN members in monitoring, evaluation and documentation and aggregating information at the programme level will be important functions of the national secretariat. One of its first tasks will be to work with chapters to further develop the Monitoring and Evaluation system, based on the output indicators below:

Outcomes	Outcome Indicators	Outputs	Output Indicators
Outcome 1 Government ECD policy, guidelines and budgets informed by evidence based advocacy.	<ul style="list-style-type: none"> Percentage increase of key ECD stakeholders participation in ECD policy development forums and meetings. Relevant and legalized ECD Policy framework % increase of ECD budget allocation at local and National level for provision of support and services for young children 	<ul style="list-style-type: none"> Increased use of evidence based ECD advocacy by stakeholders targeting policy and key decision makers at local and National level. Enhanced community capacity in managing ECD advocacy Increased ECD resource teams in policy and budgeting process Appropriate Advocacy models for evidence based policy engagement documented and utilized by network member organizations Plain language English and Kiswahili versions of the policies developed and disseminated for use by government and 	<ul style="list-style-type: none"> % of ECD stakeholders using evidence to influence policy at local and national level Number and type of ECD issues included by different authorities in their relevant documents, in support of advocacy strategy Number and type of community leaders involved in ECD advocacy Number, and composition of, local ECD resource teams (men and women) trained and active at local level in policy and budgeting process Number of Advocacy models documented and utilized for policy engagement Plain language versions of policies disseminated and used at community level;

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Outcomes	Outcome Indicators	Outputs	Output Indicators
		non-government ECD stakeholders. <ul style="list-style-type: none"> Budget allocation for services for young children at national level, district and school and community levels. 	<ul style="list-style-type: none"> Degree to which free pre-primary education is implemented in the districts; Amount and % increase in budgetary allocation for ECD by Government of Tanzania for ECD service provision at national, district and school levels.
Outcome 2. Reliable and up-to date information on ECD policies, legal and issues of practice for the purpose of facilitation, advocacy, lobbying and promotional activities gathered.	<ul style="list-style-type: none"> % increased of evidence based advocacy. % increase in policy engagement % increase in advocacy programmes 	<ul style="list-style-type: none"> Established resource centres both in Chapters and Network Headquarter media programmes both print and mass media 	<ul style="list-style-type: none"> Number of participatory action research conducted Number of media programmes Number of advocacy events Number of policy debates on ECD
Outcome 3 ECD Stakeholders in TECDEN chapters informed and empowered by improved ECD research, analysis,	<ul style="list-style-type: none"> ○ Increase in number of ECD research, documentations produced and information made accessible by TECDEN by 2015 	<ul style="list-style-type: none"> Enhanced collaboration with ECD professional Institutions in training, research, documentation and dissemination of ECD information. Enhanced skills and practice in research and documentation Intervention models informed by good 	<ul style="list-style-type: none"> Number of ECD professional Institutions effectively collaborating with TECDEN for ECD programming. Level of utilization of documented research findings in ECD practices and policy at different level Number of research based documentation

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Outcomes	Outcome Indicators	Outputs	Output Indicators
documentation & timely dissemination of Information.	<ul style="list-style-type: none"> • Level of utilization of ECD research findings among TECDEN and other key ECD actors • % increase of TECDEN organizations influencing policy, budgets and guidelines development at local and national level 	<p>ECD practices contained in research based documentation.</p> <ul style="list-style-type: none"> • Increased use of evidence based ECD information in development and formulation of policies at local and national level • Research and studies undertaken, published and disseminated on ECD strategic issues • Information and communications designed, implemented and dissemination to communicate to different audiences on successful models for ECD, and create public demand. 	<p>produced and disseminated on good ECD practices.</p> <ul style="list-style-type: none"> • Number of research studies collaboratively designed and implemented • Number and type of communications published and disseminated to key ECD stakeholders in partner districts and beyond.
Outcome 4: Improved TECDEN organisational performance and programme sustainability at all levels.	<ul style="list-style-type: none"> • Increased ECD knowledge and other skills amongst TECDEN members for ECD quality programming including models of learning to scale up ECD interventions. • Percentage increase in resources mobilized for ECD by TECDEN 	<ul style="list-style-type: none"> • Increased management capacity of TECDEN to support design, development of ECD support services and interventions • Enhanced Monitoring and Evaluation skills for Effective management of ECD data • Increased knowledge and practice on monitoring and implementation of ECD policies, standards, and curricula among TECDEN 	<ul style="list-style-type: none"> • % of ECD services and interventions effectively supported • Existence of ECD models of learning for scaling up ECD interventions • Existence of readily available of ECD data and other relevant planning information by all TECDEN member organizations. • number of user friendly documents to support ECD programming produced. • Number and type of achievements and

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Outcomes	Outcome Indicators	Outputs	Output Indicators
	•	<ul style="list-style-type: none"> Increased capacity of TECDEN to design, implement and monitor key programme strategies (e.g research with children, evidence-based ECD advocacy approaches, IEC communications, etc) Increased funds available for TECDEN programme activities. 	lessons learnt in implementation of Key strategies.
Outcome 5: TECDEN members and other ECD stakeholders from grassroots to national level have Improved their knowledge, skills and practices in holistic development of all infants and young children	<ul style="list-style-type: none"> % increase of ECD stakeholders applying ECD knowledge, skills and practices % increase in children receiving quality early care and education at home, in ECD centres, preschools, preprimary and primary schools 	<ul style="list-style-type: none"> ECD capacity development programmes among ECD stakeholders implemented Appropriate models for ECD centre, pre and lower primary school education designed and implemented Establishment of models to cater for children with special needs in ECD service provision. Caregivers and communities increased understanding and practices of holistic quality care to young children. 	<ul style="list-style-type: none"> Number of ECD capacity development programmes designed and implemented Number of ECD stakeholders adequately trained and utilising knowledge % of children enrolled in appropriate ECD pre and lower primary education; % of children with special needs enrolled in appropriate ECD, pre and lower primary education. Number and % of parents and community members with basic understanding on ECD and child rights
Outcome 6: Physical environment in which young children live and	<ul style="list-style-type: none"> % of families that use portion of increased financial means for child care and education. 	<ul style="list-style-type: none"> Increased community based credit facilities for supporting ECD activities Increased community knowledge 	<ul style="list-style-type: none"> Number of participating household realising income from IGA Number of established community based credit facilities supporting ECD

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Outcomes	Outcome Indicators	Outputs	Output Indicators
quality learning investment improved	<ul style="list-style-type: none">• Percentage increase in community resource mobilization for ECD• % increase in budget allocation by local and central governments in improving the physical environment for young children	<p>and entrepreneurship skills</p> <ul style="list-style-type: none">• Increased community participation in development planning and budgeting at all levels.	<ul style="list-style-type: none">• % of established viable IGA• Number of community members applying adequate entrepreneurship skills• Number and % of parents and community members with basic understanding on ECD and child rights• Number of participating communities and organization in development planning and budgeting at all levels.

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7. Risk Analysis

Assumptions	Risks	Measures taken to prevent negative impact - Mitigation measures
Outcome 1. Government ECD policy, guidelines and budgets informed by evidence based advocacy.		
There will be financial stability to support ECD	Financial inflation may weaken government capacity to meet the targets. Change of policies Vs ECD.	<ul style="list-style-type: none"> • Foresee inflation and flexibly review the budget. • Evidence based advocacy for ECD to be policy priority, highlighting the impact of ECD for children and future economy.
Space for CSOs to actively engage in participatory planning of policy, budgets and guidelines, as key TECDEN highlighted Tanzania's poverty reduction strategy MKUKUTA (2005 – 2010).	Inadequate capacity of government and also CSOs to effectively engage in ECD planning.	<ul style="list-style-type: none"> • Sensitization and Capacity building programmes for key stakeholders • Advocate for development of the locally informed policy, guidelines and budgets for ECD
Outcome 2. Reliable and up-to date information on ECD policies, legal and issues of practice for the purpose of facilitation, advocacy, lobbying and promotional activities gathered.		
Families and communities recognize the need to address childcare at community level and need additional financial resources in order to do this.	Poor families may not be able to address the need for childcare if resources are depleted due to additional stresses caused by inflation/price rises, disasters, poor harvests,	<ul style="list-style-type: none"> • Target most vulnerable families for inclusion in economic empowerment activities • Address drought and other common disasters in planning economic activities and diversify activities to avoid potential affects.

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3. ECD Stakeholders in TECDEN chapters informed and empowered by improved ECD research, analysis, documentation and timely dissemination of Information.		
Interest and capacity in universities and research institutions to conduct and train CSOs in ECD research.	Interest and capacity in universities and research institutions to conduct and train CSOs in ECD research.	Interest and capacity in universities and research institutions to conduct and train CSOs in ECD research.
<ul style="list-style-type: none"> • Network member organizations able to design and implement locally relevant and compelling communication programme to inform and empower stakeholders • Media interest in children's issues 	<ul style="list-style-type: none"> • Network member organizations able to design and implement locally relevant and compelling communication programme to inform and empower stakeholders • Media interest in children's issues 	<ul style="list-style-type: none"> • Network member organizations able to design and implement locally relevant and compelling communication programme to inform and empower stakeholders • Media interest in children's issues
4. Improved TECDEN organisational performance and programme sustainability at all levels.		
<ul style="list-style-type: none"> • Programme Coordination Unit is capable of supporting the strategic plan • Adequate ECD technical support available 	<ul style="list-style-type: none"> • If coordination unit is weak in its role. • If ECD technical support is not sufficient to support ongoing capacity building as needed at organizational and network member organization levels. 	<ul style="list-style-type: none"> • Season the management capacity of Steering Committee to ensure thorough and participatory recruitment procedure. • Define clear roles and responsibilities of the technical personnel (Coordination and ECD), and adequately plan for securing these key positions considering options and potential difficulties.
Managing Agent is capable of handling the programme Hub and committed to the TECDEN vision.	The managing agent may have alternative agenda that affect the performance of the unit.	Contractual agreement and ToR for both the managing agent and the programme Hub to be well articulate.
There will be positive support from other key	If key actors intrusively have negative attitudes	Increased information sharing on what TECDEN

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actors to CSOs involved in ECD	towards network member organizations' programmes, will suffocate the pace of programme implementation	do. And actively involve the actors to own the programme processes
BvLF funding flows as planned	Inconsistence in flow of funding and lack of alternative funding.	Diversify sources of funding beyond BvLF and TECDEN organizations timely submit reports on status of programme implementation.
5. TECDEN members and other ECD stakeholders from grassroots to national level have improved their knowledge, skills and practices in holistic development of all infants and young children.		
Professional institutions have capacity and time available to take leadership roles in strengthens of ECD capacity and training activities.	Limited capacity and time will reduce quality and quantity of planned outputs	Prioritize universities and institutions in Tanzania launching ECD courses and/or strong field experience. Also network with CSOs, coalitions and INGOs to identify ECD resource people with track record in training in Tanzania, and also look in the region or internationally as needed.
Partner organizations are able to support and promote ECD capacity and training		Network member organizationship capacity development programme to be implemented at organizational and network member organizationship levels.
Participants in training will be able to practice 'new' knowledge developed in ECD capacity and training	<ul style="list-style-type: none"> Lack of wider support for participants 'new' knowledge attained in training will prevent improved practices (i.e. from decision-makers and others) Limited knowledge and experience in ECD is a barrier to changing participants' 	<ul style="list-style-type: none"> Careful planning of ECD training and capacity development programmes so stakeholders from family level through to management and decision-makers at all levels are involved to support (teachers and women and others) design and carry out quality early care and education.

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	practices in the short-term.	<ul style="list-style-type: none">• Training will be regular (ongoing) and viewed as a long-term strategy (connected with ECD communications, research etc) to impact on behavior change and improved practices in ECD.
6. Physical environment in which young children live and quality learning investment improved		
<ul style="list-style-type: none">○ The Government realizes that the national pre-primary programs are failing the most disadvantaged kids	<ul style="list-style-type: none">○ The government both central and local is not planning for and setting budget for pr-primary programmes that focus on investing in improving physical environment and quality learning	<ul style="list-style-type: none">○ Influence for change through evidence based advocacy, policy engagement and advocacy work.

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8. **Leverage:** How will TECDEN member organizations bring others on-board?

The Strategy and grant is expected to have leverage in the following respects:

a) Finance: **Will it attract resources from others?**

With our strategic plan, it appears that the outcomes stated in the strategies will win confidence of the local organizations, LGA in particular to support local initiatives in line with the five year strategic plan.

Given the trend in the country and the development of NSGRP that calls for development partners to support ECD initiatives, it is possible for the five year strategic plan or part of it to be funded by other organizations; especially development partners such as UNICEF, UNESCO, World Bank and other local and international funding agencies such as Bernard van Leer foundation, Children in Cross Fire, Better Way Foundation, Foundation for Civil Society and Clinton Global Initiative, ADEA WG, CGI etc.

Finally, scaling up positive experiences and leveraging funds for this will also come from government and/or external donors.

At community level, financial support to ECD centres as contributed by communities and district will be further strengthened and leverage by TECDEN efforts to sensitize, build capacity, and document and share success and experiences that can further secure support for local ECD efforts.

b) Social: **The extent to which the proposed interventions in the strategy publicly recognized?**

ECD issues are already taking space in the government policies and programmes and TECDEN have continued to play key roles and efforts in the past and current policy development and advocacy initiatives. For example, TECDEN in collaboration with other key stakeholders facilitated consultative processes from the community to national levels, and engagement of the media, that led to the significant inclusion of ECD in Tanzania's National Strategy for Growth and Reduction of Poverty (NSGRP 2005-2010) and have since been following up government NSGRP and related commitments for development of ECD policy and services for ECD.

Overall, the development of ECD policy and the national initiative on ECD service delivery to pilot an integrated approach to ECD are both key opportunities to be realized in this five year strategic plan. In view of TECDEN five year strategic plan, greater support is highly expected from both the government and non-government stakeholders.

c) Political: **the likelihood of the proposed interventions being taken up by policy makers?**

The five year strategic plan outcomes support current national policy goals for education, health and development of the country, such as contained in Development Vision 2025, and MKUKUTA/NSGRP that addresses EFA Goals number 1 and 2 and the MDGs. Specifically the strategy targets improved access to

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quality education for young children as addressed in PEDP II (2007-2011) and Education and Training Policy (1995 under review), highlighting the importance of preschool and pre-primary education for realizing the human development potential of young children.

Finally, the drafting of an ECD policy that calls for holistic approach to ECD is a key part TECDEN evidence-based advocacy, that will also address the development guidelines and budgets, both at national and international, – extending to implementation of these policies.

Overall, leverage of programme successes will be promoted through TECDEN collaborative and participatory processes, and documentation and sharing that can create synergy among practice, knowledge and policy key government and non-government actors.

The programme will develop and document successful models to be leveraged including ECD service provision to scale up and inform planning among key government and non-government actors interested in child-centre learning.

9. Documentation of Learning

Documentation is a central tenet of TECDEN strategic plan to ensure good practices, successful models and programme work including lessons learnt and evidence from the field informs planning and is widely shared with stakeholders that can lead to knowledge generation.

Relevance, timely access, local needs and demands for information and documentation are guiding ‘stars’ for TECDEN documentation as well as communication strategy. By ensuring these elements are present TECDEN know they will be in a strong position to influence planning at all levels and the scaling up of successful models for ECD service provision, advocacy and communications.

Network member organizations will be encouraged to design Monitoring and Evaluation systems to strengthen existing information collation and documentation for the two-fold purpose of a) internal planning, institutional memory and improved practice, and b) to reach stakeholders at all levels of ECD. Most appropriate and compelling (diverse) information and documentation formats will be used including case studies, for two-way information sharing and consolidating of experiences for knowledge generation.

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10. Sustainability of Strategic Outcomes

Outcomes	Condition for Sustainability	Further Action Needed	Process for Monitoring	Status
Development of Government ECD policy, guidelines and budgets have been informed by evidence based advocacy.	Models and issues for evidence based are adopted in the ECD policy, guidelines and budgets for ECD Community based ECD established and integrated into council plans and budgets.	Documentation of models ECD issues and models form part of Councils and other stakeholders planning and budget. District and community ECD integrated resource teams actively engaged at local level policy and budgeting process.	Programme Coordination Unit in collaboration with partner organizations closely follows up and documents lessons learnt for wider sharing.	TECDEN programmes are integrated in the Councils programming and local practices gradually find space in policy. Contents of Holistic ECD are integrated in curriculum development. Holistic ECD issues form part of policy and guidelines.
ECD Stakeholders in TECDEN chapters informed and empowered by improved research, analysis and documentation and timely dissemination of information.	Carrying out participatory research which is likely to promote empowerment and ownership. Compelling multi-media communications stimulating interest and action for ECD	Create more space for communities, research institutions in identifying ECD agenda for research and action learning. Social mobilization on ECD	Participatory monitoring and evaluation of research findings and impact of documentation, communications	Increased government support and wider public recognition of ECD from evidence based advocacy and communications.

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Improved TECDEN organizational performance and programme sustainability at levels	Commitment to leadership ability to work in team culture. Full engagement in ongoing capacity building process of 'learn-practice-review'	Continued technical support for ECD and organizational development in terms of skills in resource mobilization, governance, network member organizations, networking	Organizing for self-critical assessment and teambuilding and reflection events. Strong coordination and facilitation from the Programme Coordination Unit is essential.	Collaborative mature partner organizations embracing diversity, and benefiting from inputs and synergies.
TECDEN members and other ECD stakeholders from grassroots to national level have improved their knowledge, skills and practices in holistic development of all infants and young children.	ECD stakeholders practicing ECD knowledge and skills to positively influence quality of early care and education environments.	Institutionalize the ECD capacity development initiatives both at local and central government and CSOs.	Network member organizations monitor to improve Training content and approaches. Participatory planning, monitoring and evaluation of ECD programmes.	ECD programmes are conducted in a more holistic way within the framework of quality early care and education.
Physical environment in which young children live and quality learning investment improved	Communities and families are mobilizing local resources and effectively managing ECD programmes	Capacity development in the area of entrepreneurship skills and access to credit facility	TECDEN organizations and community facilitators take leading role in close follow ups.	Increased household income has direct link to quality ECD service delivery programmes.

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12. Summary of Estimated Budget (to be completed after TECDEN proposals are developed)

Draft Format for Summary of Estimated Budget		5 Year Budget				
		Year 1	Year 2	Year 3	Year 4	Year 5
Outcomes	Main Strategies					
1.	1					
	2					
2	3					
3	4					
4.	5					
5.	6					
	7					
6.						

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