PROMOTION OF CHILD CAPACITY ON SWEET BABY CARE CENTER AT MPENDAE SHEHIA IN ZANZIBAR IN 2016 BY IMPROVING INSTITUTIONAL SERVICES

NASBUU SEIF MOHAMED

A DISSERTATION SUBMITED IN PARTIAL FULFULMENT OF REQUIREMENTS FOR THE DEGREE OF MASTER OF COMMUNITY ECONOMIC DEVELOPMENT OF THE OPEN UNIVERSITY OF TANZANIA

2016

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation entitled **"Promotion of Child Capacity on Sweet Baby Care Center at Mpendae Shehia in Zanzibar in 2016 by Improving Institutional Services"** in partial fulfillment of the requirements for the Degree of Master in Community Economic Development of The Open University of Tanzania.

…………………………..

Dr. Hamidu. A. Shungu

(Supervisor)

…………………………

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, Nasbuu Seif Mohamed, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

……………………………….

Signature

…………………………………….

Date

DEDICATION

I dedicate this work to all who assist me for doing this work including my office Public Services Commission of Zanzibar to sponsor me on competing my study and a special thanks to my loving Husband Balu Lada Balu, and my family like mother Masika Khairallah, Father Mr. Seif Mohamed and sisters Ms. Saada Seif, Ms Reiyye Seif, Ms. Stara Fadhil and Ms. Sabra Fadhil for their encouragement and tolerance during my studies.

ACKNOWLEDGEMENT

This successful preparation of project report is a result of contribution and very hard work by many individuals, groups, several institutions government, non government and authorities; all of whom deserve my appreciation and gratitude, not it will take huge resource to cite all of them, however, I take this opportunity to assure them of my felt heart gratitude and that I value most their cooperation and contribution. For the whole period of my study I am indebted to The Open University of Tanzania lecturers for their guidance, commitment, technical and material support to attain the desired goal in this paper.

I am particularly indebted to Sweet Baby Care Center as well as Mpendae community members for their support. I would like thank you a village head of Mpendae Mr. Haji Seti for his willingness to welcome with good cooperation during my research work. Technical support from Department of kindergarten Nursery School under the Ministry of Education and Vocational Training, Department of cooperative union of Zanzibar, Office of chief government statistician of Zanzibar for allowing to documentary review, my work office Zanzibar Public service commission for giving me permission as well as financial assistance.

Special thanks to Dr. Hamidu A.Shungu, for his tireless effort constant mentoring, encouragement and support the whole time of preparing this work. I highly appreciate and recognize his useful guidance and comments, which led the completion of this study within the defined time. Additionally, I would like to thank

Dr. Ngaruko, Dr. Mutasa and my Corse coordinator Dr. Harieth Mtae. Also my family member's and best friends and alls who always keep encouraging and offering their valuable support during the whole period of study. Those thanks should go to Ms. Zubeida A. Khamis and Ms. Ghania Jaffar.

ABSTRACT

Baby care is the important things in our society because enable to improve the knowledge of our children also capability of doing work for parents increased. But among the constraints include poor teaching materials, lack of modern tools, poor play ground, and unsatisfactory payment for the school fee, low salary, low income produced and lack of appropriate knowledge on teaching pre nursery school skills. As results most of caregiver/teacher in rural and small town in Tanzania feel disappointed by established the baby care center. In rural and urban areas of Tanzania baby care center is the important things due to work by effectively and efficiency. This is because when the parents have guaranteed the safety of your baby so you work by confidence without worry. Lack of experience and skilled teacher and uses of local tools during the teaching and learning process which causes poor performance for students, lower income and services delivery at the center. Despite the mentioned constraints baby care center is found in almost rural and Urban area in Tanzania, Through the capacity building on training to teach pre nursery school on required for care and teach the students also to build the child on a good behavior at all also develop the necessary attitude, knowledge and skills for developing the sector.

TABLE OF CONTACT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

CBO   Community   Based Organization

CED   Community Economic Development

CAN   Community Needs Assessment

DMT   District Management Team

FGD   Focus Group Discussion

MCED   Masters in Community Economic Developments

NGO's   Non Governmental Organization

SRS   Simple Random Sampling

SWOT   Strength, Weakness, Opportunities and Threat

URT   United Republic of Tanzania

SPSS   Special Statistical Package for Social Science

ECD   Early Childhood Development

UNICEF   United Nation Children's Emergency Funds

UNESCO   United Nations Educational Scientific and Cultural Organizations

ICT   Information Communication Technology

SBCC   Sweet Baby Care Center

TP   Teaching Practice

TZs   Tanzania Shillings

MKUZA   Mpango wa Kukuza Umaskini Tanzania

SWOT   Strength Weakness Opportunity and Threats

AAA   Assessment Analysis and Action

OVI   Objectively Verifiable Indicators

MOV   Means of Verification

DCCs   Day Care Centers

CHAPTER ONE

PARTICIPATORY NEEDS ASSESSMENT

1.1   Background Information

Participatory Need Assessment (PNA) is the assessment of people in a participator way. It is a first step of the project cycle during development or designing of available project. It is a point of entry between a facilitator and project beneficiary. PNA is important as it enables the target group to participate fully in identifying, designing, appraising, implementation and evaluation of the project activities. This makes people to have a sense of ownership towards implementation of the desired project activities (Kaufman, 1992).

The aim of conducting participatory needs assessment for the present study was to collect information about Sweet baby care at Mpendae Shehia in Urban west Zanzibar Tanzania identifying the problems that facing community and formulate a project to address the main problem based on their ranking. This community needs assessment (CNA) was concerned on promotion of child capacity by improving institutional services of Sweet Baby care center, It was established in 2002 with 10 babies; 7 was girl and 3 was boys, two care givers, little toys and two classrooms.

Baby care plays a major role in providing correct knowledge to children and giving a room for parents to participate in economic and income generating activities to rich the targeted millennium development goal and sustaining the livelihood of the majority of community members within the study area.

Baby (Child) means a person less than 18 years of age who is being provided care and supervision in a child care center. or A new born or recently born child infant, a child in the earliest period of life, especially before he/she can work. Child care or day care is the care of a child during the day by a person other than the child's legal guardians, typically performed by someone outside the child's immediate family. Day care is typically an ongoing service during specific periods, such as the parents' time at work.

According to Robin McClure Definition: A family child care provider is a person who uses their residence to provide paid child care on a regular, ongoing basis. Children are brought to the caregiver's home for care (vs. a caregiver who goes to the child's home to provide care). States limit the number of children who can be cared for in a home environment. Home child care providers should be licensed by the state and the care providers should have basic training in first aid, safety and child care.

According to LoseyskyPayel; Day care refers to the care provided for infants and toddlers, preschool and school aged children, either in their own homes, in the home of relatives or other caregiver or in a center-based facility. The CNA found out that there were two main activities conducting by Sweet baby care Community. One is teaching the pupils on various subjects from baby class to nursery class and the second activity is to care the baby. The CNA approach intends to provide the highlights of existing situation to the concerned community by addressing their core potential needs and found alternative strategies to develop them.

Figure 1: Observation of Income Generating Activities of Sweet Baby Care Center

Source: Research Survey (2015)

1.2 Community Profile

Sweet baby is a Day baby care center located at Mpendae village in Urban West Zanzibar, and is a short distance from the volunteer house. Sweet baby care is containing six (6) caregivers that's are all are women from different ward focusing on care all babies that reached on their center. The center itself holds 55 children over 2 classrooms, 2 bedroom, beds and toys. There are 31 children in Nursery class and 24 children in the babies/toddlers class; they have no primary class in this center.

Figure 2: Observation of Income Generating Activities of Sweet Baby Care Center
Source: Research Survey (2015)

Each baby paid Tsh 30,000/= per month. The reporting time is from 06:00am to 04:00pm, the working day from Monday up to Friday and the Public holidays they are not working. If the parent will late to carry back his/her baby, he/ she must pay the penalty fee for centre. The penalty fee is TZS 10,000 per day.

1.2.1 Geographical Location

The centre is located at Urban west Region, Urban District, Mpendae electoral constituency. The Shehia is bordered by Mombasa and Migombani in South, Magomen and Mwanakwerekwe in North, Jangombe in West and Mombasa kwa Mchina in East.

1.2.2 Population

According to 2012 census, Mpendae Shehia had a total population of 13,252 people out of that figure, male were 6362and 6,890 were females. It is estimated average household size was 5.5 % members per household.

1.2.3 Economic Activities

Since the Shehia is located at Urban area, Main economic activities of include business activities, at small scale and medium scale, employment in formal sectors and informal sectors it constitute mainly on tourism and on Government Sectors.

1.2.4 Social Services

The area is in best provision of social service named as education, healthy delivery of safe water which are very important aspect in the Shehia, are also possess conventional banking services, mobile banking services, Hospitals and clinical

services, educational services, Oil communication centers, Educational services such as pre schools, primary school and secondary schools, the Shehia either possess some vocational training centers and professional centers.

1.2.4.1 Availability of Water

Area enjoy safe and clear water from central government source from different water source, even thaw there is water shortage the community some time fetches water from the well so as to complete their needs.

1.2.4.2 Education

There is availability of pre nursery, nursery, primary school, secondary school and the collage in village of Mpendae, although the University level has to travel to search for neighboring village of Kiembe samaki.

1.3 Community Needs Assessment

Community Needs Assessments (CNA) was carried out in Mpendae village on urban district of Unguja - Zanzibar. The CNA aimed at collecting information about strength, weakness, opportunities and challenges (SWOC) of the community and determine potential concerns; the identified options based on ranking were used to build agenda aimed at community change. The community needs assessment (CNA) was concerned on promotion of child capacity by improving institutional services of Sweet Baby care center at Mpendae Shehia. The CNA adopted a participatory approach in which survey method and group discussion was used. In application of SWOC analysis, the internal and external factors were addressed and identified as depicted from every area.

Figure 3: Observation of Learning and Playing Activities of Sweet Baby Care Center
Source: Research Survey (2015)

Figure 4: Observation of using the Learning Material (Toys) on Sweet Baby Care Center
Source: Research Survey (2015)

1.3.1 CNA Overall Objective

The main objective of the study is to collect information that may attribute the enhancing to examine the promotion of child capacity at Sweet baby care center by improving the institutional services.

1.3.1.1 The Specific Objectives

(i)   To assess the teaching capacity of the teacher at baby care centre.

(ii)   To examine community awareness to support the Sweet baby care centre.

(iii)   To examine an enable environment of baby care centre for babies.

(iv)   To identify positive alternatives to boost the centre in relation to child capacity.

1.3.2   CNA Questions

(i)   What is the teaching capacity of the Sweet baby care centre?

(ii)   What is community awareness to support the Sweet baby care centre?

(iii)   Do the environment of Sweet baby care centre support performance of babies?

(iv)   What challenges and opportunities do Sweet baby care centre faces?

(v)   Identify positive alternatives to boost the child capacity at sweet baby care centre.

1.3.3   CNA /Research Methodology

This section describes research methodology employed in the carrying out the study. The study methodology focuses on the study design, sampling procedures, data collection with data Analysis techniques.

1.3.3.1 Research Design

This is an arrangement of conditions for collection and analysis of data in form that aim to combine relevance to research and the economy in the procedure. During community needs assessment both qualitative and quantitative research methods were used.

The study employed a cross section design survey to pick the sample. The cross sectional research design allows data to be collected at a single point in one time and used in descriptive study and for determination of relationship of variable (Bailey, 1998); the design provides a snap shot of variables in the study at one particular point of time.

As a result of cross section the study was cheap and taken in a short time it also allowed effective interaction between researcher and respondents. The study focus on finding the information on high pressing needs of group members and come out with priorities based on the existing problems.

1.3.3.2 Sampling Technique

The study employed across section design survey to pick the sample of 56 respondents. Those 50 the parents of the students and 6 the teacher/ caregivers from Sweet baby care center. The cross sectional research design allows data to be collected at a single point in one time and used descriptive study and for determination of relationship of variables in the study area (Bailey, 1998) the design provides a snap shot of variables in the study area at one particular point of time. As a result of section the study was cheap and taken in reasonable of time it is allowed effective interaction between researcher and respondents.

1.3.3.3 Data Collection

Both primary and secondary data were collected during the survey process. Primary data were collected through questionnaires, semi-structured interview, Observations and secondary data were obtained through various documents include District profiles, household budget survey and document of census and other document with relevant data.

(i)   Questionnaires

The questionnaires were used in this to determine options and studies of the respondents on problems facing community members who involved in Sweet Baby care center and their parents. In this study semi structured questionnaires and opened questions were included to enable the respondent to state his/her case freely and possibly give reasons as well. Questionnaires and interview are methods commonly used instrument in the survey of which consist of questions and instructions, technical questions mainly used to acquire information related to care the baby/ teach the students and background information of each individual ranging from social to economic information. Structured questionnaires are a primary data collection method that was used to collect more information from different targets. Researcher will provide sample of 56 respondents to get their views.

(ii)   Interview

Interview is among the techniques of data collection in which information was obtained in face-to-face situation. The interview was done for each caregiver to get detailed information about the operation of centre it will either be used to other

respondent who are needed to give more clarification separately using semi structured questions.

(iii)   Observation

The survey engaged at the target group and observes physically without direct participating on the business. This method helped the researcher to understand the situation and content of the teaching operations, teaching environment and other important aspect.

(iv)   Focus Group Discussion

Focus group discussion was used by collecting data which were very important, discussing with care givers with community leaders by the aim of increasing quality of data by giving out ideas, provided their experiences on knowledge regarding their background on opportunities, challenges regarding bay care operation, income generating and how to overcome those challenges. Participants were holding discussion at interacting situation, which were highly encouraged by group members.

(v)   Documentary Review

This is the one of the secondary method of data collection instrument. Documentary review can be done anywhere provided the documents to be reviewed are made available to the researcher. In this method written materials such Sheha report, parents of the students, Ministry of Education and vocational training and teacher of **Sweet baby care center** who employed to obtain information and data pertaining to the study problem. The purpose of the documentary review is to see from the literature how others responding to the study and its context.

1.3.3.4   Data Analysis Methods

The collected data were processed and analyzed by using SPSS computer program and fair wise ranking tool and by tabulation using Microsoft excel. The analyzed data were presented by using tables, charts and qualitative data were thematically analyzed to make meaningful interpretation.

1.4   Community Needs Findings

This section presents findings of the CNA where tables and figures illustrate the findings discusses the demographic issues of the respondents include social economic-services with other important needs were identified, prioritized, ranked and suggest a solution to a particular problems.

1.4.1   Age of Respondent

Table 1: Age of Respondents

Variables	Age group	Age group	Age group
	21-30	31-40	41and above
Age group of respondents in %	37.5%	50%	12.5%

Source: Survey Data 2016
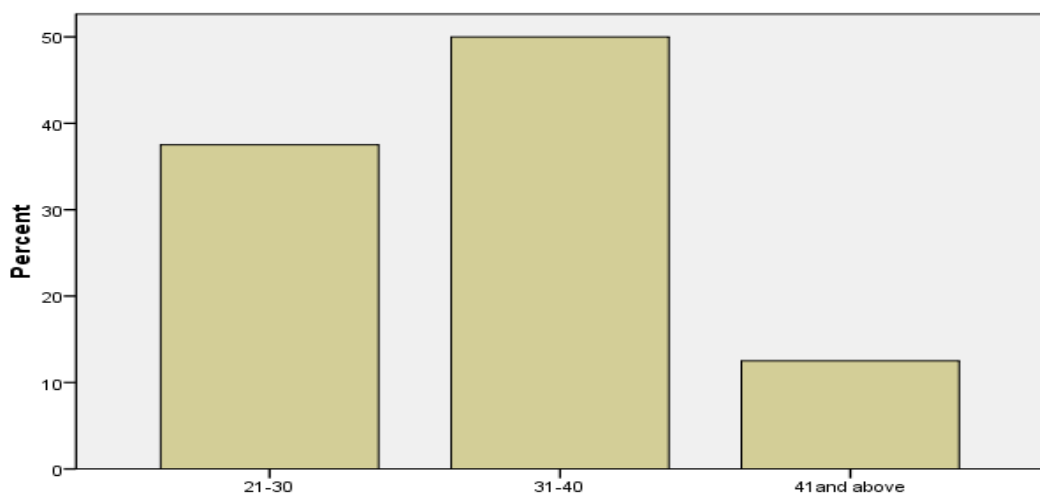
Figure 5: Age of Respondent
Source: Survey Data 2016

Table 1 and histogram above show that 37.5% of respondents aged 21-30, 50% of respondents aged 31-40 and 12.5% of respondents aged 41 and above, this implies that high percentage of respondent aged 31-40. Age affect experiences, wealth and decision making all of which affect how one works and have influence individual productivity (Singh et, 2003, Hoppe, 2002).

Table 2: Level of Education of Respondent

	Respondents level of Education			
Variable	'O' Level	'A' Level	University	Informal Education
Respondent	14%	22%	56%	6%

Source: Survey Data (2016)

Table 2 indicate that 56% of respondents has University level of education, 22% has advanced level of education, 14% of respondent and 6% has informal education, this imply that majority of respondent are educated persons and have no problem to invest on education or providing idea that could improve the performance of Sweet baby care centre. URT (2003b) Education is always valued as a means of liberation from ignorance, developing human skills and knowledge empowers the community to participate in certain activities.

Table 3: Gender of Respondents

	Gender of Respondent	
Variable	Male	Female
Respondent sex in %	40%	60%

Source: Survey Data (2016)

Table 3 indicate that 60% of respondents are female and 40% of respondents are male, this imply that there is a greater contribution of woman in this baby care and also imply that majority of female reached their bays at the center in order to get the education and to participate in income generating activities.

Table 4: Marital Status of Respondent

	Marital Status of Respondent		
Variable	Marriage	Divorce	Widow
Respondent status	86%	8%	6%

Source: Survey Data (2016)

Table 4 indicate that 80% of respondent are married, 08% were divorced and 06% were widow, this means that all respondents have responsibility on their families and have high probability of having chilled either are good costumer of the baby care centre.

Table 5: Source of Income for Respondent

	Source of Income for Respondent		
Variable	Below 200,000	Between 200,000 and 500,000	600,000 and above
Respondent Income	34%	62%	4%

Source: Survey Data (2016)

According to this study 34% of respondents earned below of 200,000 per monthly as a source of income, 62% of respondents earned between 200,000 and 500,000 per monthly as a source of income and 4% of respondents earned of 600,000 per monthly as a source of income. This result amply that majority of respondent has not

get a sufficient income for benefited themselves and lead to delay to pay monthly

school fee of their babies.
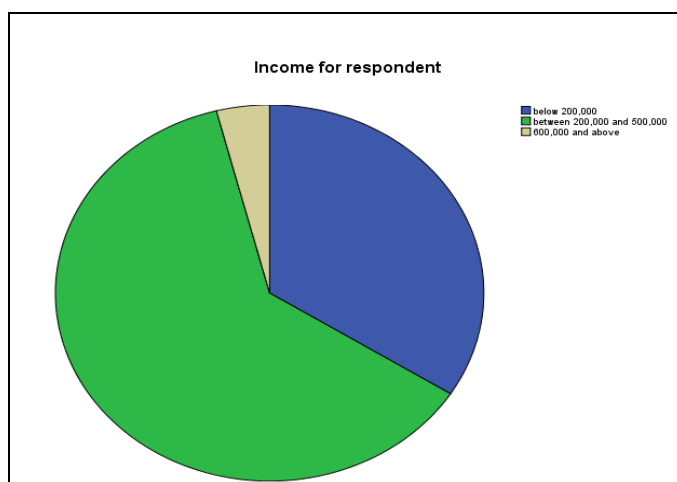
Figure 6: Source of Income Respondent

Source: Survey Data (2016)

Table 6: Training of Teacher for Respondent

	Training for teacher	
Variable	Yes	No
Respondent view in %	25%	62.5%

Source: Survey Data (2016)
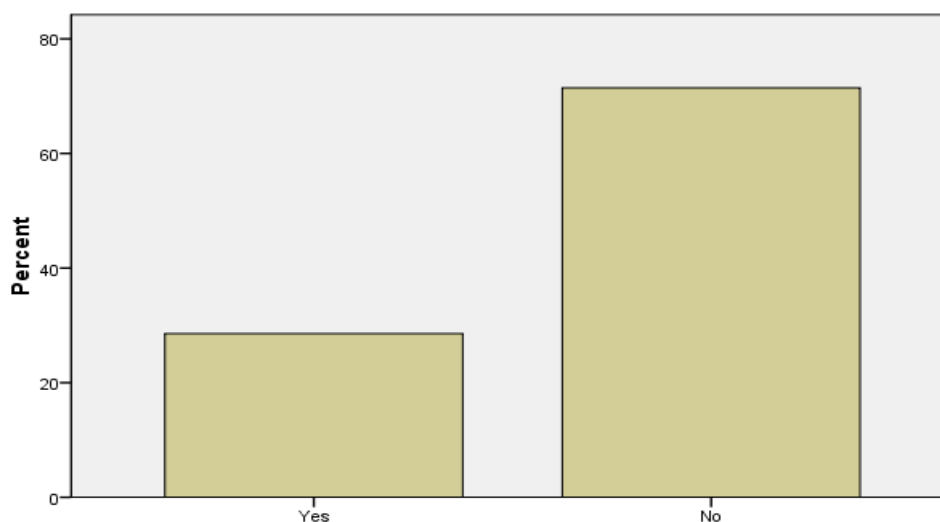
Figure 7: Training of Teacher for Respondent

Source: Survey Data (2016)

Table 6 and bar-chat indicate that 60.5% of respondent are satisfied for the teacher to get the training of teaching pre nursery school, 25% they are not satisfied for the teacher to get the training of pre nursery school/ kindergarten. This imply that majority of the teacher on the school/center have not got the training of teaching pre nursery school.

1.4.1   Identified Problems

Four problems were identified by the community members as summarized in Table below. Of the four identified problems based on the pair-wise ranking which involved community members it was revealed that Inadequate knowledge for the teacher on teaching pre nursery school, lack of learning and playing materials, parents delaying on paying monthly fee and absence of school bus in the center.

1.5   Community Needs Prioritization

Table 7: Below, show Pair Wise Ranking of the Identified Community Problems

Identified problem	absence of school bus in the center	lack of learning and playing materials	Parents delaying on paying monthly fee.	Inadequate knowledge for the teacher on teaching pre nursery school,	Score	Ranking
absence of school bus in the center		lack of learning and playing materials	Parents delaying on paying monthly fee.	Inadequate knowledge for the teacher on teaching pre nursery school	1	4
lack of learning and playing materials	lack of learning and playing materials		lack of learning and playing materials	Inadequate knowledge for the teacher on teaching pre nursery school	3	2
Parents delaying on paying monthly fee.	absence of school bus in the center	Parents delaying on paying monthly fee.		Inadequate knowledge for the teacher on teaching pre nursery school	2	4
Inadequate knowledge for the teacher on teaching pre nursery school,	Inadequate knowledge for the teacher on teaching pre nursery school	Inadequate knowledge for the teacher on teaching pre nursery school,	Inadequate knowledge for the teacher on teaching pre nursery school		6	3

Source: Field Survey Findings, 2016

1.4.1 Suggested Solution

Based on participants of this survey they came up with the following suggestions here bellow:

(i) Conduct capacity building for the teaching and learning pre nursery school

(ii) To increase monthly fees for each students.

(iii) To set monthly meeting with parents of the students.

(iv) To buy the school bus.

1.5 Chapter Conclusion

This chapter on partivcipatory Needs Assesmentwas reveal at identifying the Community needs,the approach was participatory which envoloved getting the view of the group members. This has been a good opportunityof getting them to understandeach other. The researcher and the members depend on one another to full fill their goals. The community and the to start a project of this natureand to the various problemwhich are encountered by the familieswith regard to children's care.

The process evaluated from from the findingswhich portayed the needs to administer the pair wise ranking with the view to at the appropriate projectto be established. The pair wise ranking which was a result of CNA focused on adresing and improving the knowledge of the teachers inorder to get better quality of students at the center through teaching process, learning and playing materials.

CHAPTER TWO

PROBLEM IDENTIFICATION

2.1   Background to Research Problem

This chapter reviews the community problems where the project intends to address. According to the participatory assessment which was conducted at Mpendae village found at Urban west district; various challenges were identified include; inadequate knowledge for the teacher on teaching pre- nursery school, lower level of education for the teachers, lack of learning and playing materials, lower number of children which register on this school, low family income, lack of extension services / class room, parents delaying on paying monthly fee, absence of school bus, lower income per month which inter in school, lack of capital which used to continue the daily rotten activities in this school. Group then identified proposed solutions to these problems among others led to the core problem to be intervened by implementing a proposed project.

2.2   Problem Statement

Both in Tanzania mainland land and Zanzibar baby cares plays a major role in socio-economic development. It is a source of getting more development in the country this is because many people have employed in government and private sectors, and employ themselves. In order to get changes must have our babies get the special care for reliable person and excellent situation like baby care center. As we know every baby must have given the food, learn and all good treatment for expand their knowledge and development for their parents. It is estimated that the sector generates about one million (1,000,000) each year from the school fee which payer. Baby care

center is very important generating activities in Urban and Rural area for improving income especially for communities that have employed.

Baby care also plays a major role in improving the knowledge of the pupils and increases the income of the teachers and also gives the opportunities of employment. However, Sweet Baby care center has in-adequate knowledge for their teacher on care of the babies, lack of learning and playing materials.

2.3   Project Description

The title of the project is **"Promotion of child capacity at Sweet Baby Care center at Mpendae shehia in Zanzibar in 2016 by improving institutional services.** It targeted 55 community members of parents of students who live in different places and 6 (teaches/caregivers of the target community) at Mpendae village are the primary beneficiaries. But in the course of project development other beneficiaries such as students/pupils, parents of the students, toys/ learning materials, transport, class-room and all materials that facilitate for teaching and learning for the child are also affected indirectly by the project.

This project will strengthen the Mpendae economy and scaling up skills arrangement by capacity building through training on teaching the baby care class, and through field visits to the successful story. Baby care is provided in orher sectors in Zanzibar like Mkunazini in Urburn region Unguja, Bububu in Urburn West region Unguja where the same project has carried out so many years. The training consists of 6 teachers from sweet baby care centre and field visit consist all students and their

teachers. Focus group discussion will be conducted from 15 participants from the concerned area aimed at to identify other challenges and solutions that may not being spoken during the interview sessions and will be noted and considered for the improvement of the project.

The project description designed to look account some important principles, including community capacity building, educational Policy and Principles, equity participation, cooperation and collaboration, self-reliance, independence, diversity, and the use appropriate indicators. In gender wise the project at first phase have both beneficiaries (60% females and 40% males) who were the most in marginalized groups from parents of the students and teachers with aimed at improving their income and services delivery in the center. The project has less teaching and learning materials especially the modern play ground for play the pupils and well trained project members and engagement like study tour, field visits by valuing their traditional undertakings as the learning process.

2.3.1   Target Community

The target communities of this project is Sweet baby care center at Mpendae Village in Urburn west district it is about 3 km from Zanzibar stone town a total of   61 community members "55 the students" and "6 teachers/care givers" who were primary beneficiaries whereas 4 were also community leaders as indirect beneficiaries. Due to awareness raising the knowledge on teach baby class this project will be a pilot for the teachers of the baby care center, parent of the students, students but also national level as a whole.

2.3.2 Stakeholders Analysis

The community in collaboration with the researcher identified key stakeholders those who play significant role in community development who are: Caregivers/teachers, education officer, Community leaders, Ministry of Education, parents of the students. All these organization play a great role in its area of operation to contribute to the community sustainable development goals. The following is the summary of their role in the communities.

Among indirect beneficiaries include Urban district by contributing to capacity building of the teacher/ caregivers of Sweet baby care center at Mpendae area. The center is register and provides the good services for its pupils. The stakeholders that were jointly identified were:- Education officers provided the curriculum of baby class and some head of mistress of kindergartens schools provided how to teach the babies class and advisory about the good environment of teach the baby.

Table 8: Stakeholders Analysis

Stakeholders	Awareness on the project	Roles on the project
Ministry of Education and vocational Training	-Well involved in the project design and implementation	-National technical advisor on Education - Providing policy and guidance on teaching process
District Educational officers	- Participate and Supervises the project design up to implementation	- Provide educational services
Community leaders	-informed during designing of the project and participate fully in the processing period	Project Board Member
Teachers	-Participate fully in the processing period	- Provide educational services
Parents	-Customers	-Receive services from community
Surrounding community	-Provide extra market for services delivery	-Provide Extra Market

Source: Fieldwork (2015)

2.2.3   Project Goals in CED Terms

The goal of the project is to contribute towards on improved income and service delivery that can be provided on Sweat Baby care center at Mpendae village, through baby and nursery class. Before the commencement of the project "sweaty baby care center" " Teaching and to care the baby is the better activities which has increase the knowledge of the pupils and also increase the national income and make the parents of the students to be comfortable and done their work for efficiently.

Project Objectives

Main Objective

The project aims is improving income and services delivered by promotion of child capacity at Sweet baby care center and the institutional services. Through appropriate knowledge for the teachers and modern playing, teaching and learning and materials in order to increase the capacity level of the students as well as their teachers of the Sweet baby care center at Mpendae area. Also to increase standard of living of the teacher and the parents of the students which concern on that school. The project intends to increase knowledge of the teachers and service delivery for their pupils to create conducive and safe environment when child are valued in every respect.

Specific Objectives

(i)   To ensure five (5) teachers/caregivers are experience, qualified, caring and professional on teaching pre nursery school by the end of September 2016

(ii) To protect and encourage 55 children on conducive environment and focus on positive behavior by December 2016.

(iii) To increase the income of Sweet baby centre for 100% at January 2017.

2.4 Host Organizational Profile

It was established in 2002 with aim of to care and teach the baby/students in order to provide the good manner as well as to improve their income. The teacher is pays around 150,000 per month through the monthly fee which payer by the parents of the students. Each baby is payer sh. 30,000 per monthly. The center/school is registered village under the local government village Education Act 2012 of Urbun west district Unguja. It has a total of 55 children/students who active and were all living in the different village in Zanzibar among the 30 wards.

2.4.1 Organizational Structure

THE ORGANIZATION STRUCTURE OF SWEET BABY CARE CENTER
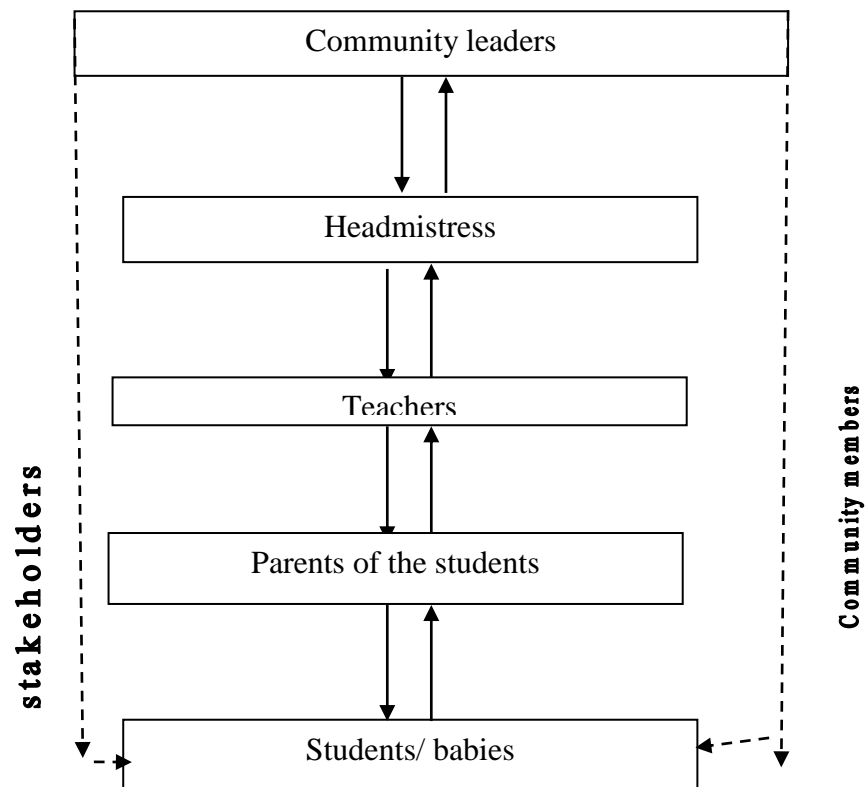
Figure 8: Organizational Structure

Stakeholders that were jointly identified by the group were: Ministry of Education and vocational Training, Educational officers, Community leaders, Parents of the Students, teachers/ care givers, (CBO) and Shehia council, Teaching/care of baby activities is the one of the activity that done on the sweet baby care center at Mpendae village basically were shifted from Furaha baby care center to sweet baby care center under the another head teacher. The head teacher of sweet baby care center is formed this center after sick the job and decide to employee herself.

2.4.1.1 Vision Statement

Better services provided for the students and decent living on safe environment.

2.4.1.2 Mission of Sweet Baby Care Centre

The Sweet baby care center of Mpendae village intend to provide the better services to their students/babies after teachers/caregivers getting the knowledge of pre and nursery school in every respect and pretend to increase the number of the pupils at the center as well as school and personal income like salaries and student fee.

2.4.2 Swot Analysis

In this community project a SWOT Analysis tool used to ensure successfully and sustainability of this project. Through directive of facilitator participants analyzed their situation in term of Strength, weakness; opportunities and challenges were conducted in relation to this "Sweet Baby care center" in improving income generating activities in a community of Mpendae village Urban District in Unguja.

2.4.2.1 Strength

This is the internal factors of the community that might be used to capacitate the development of the community goal.

(i)   Presence of teachers/caregivers.

(ii)   Presence of students/ babies.

(iii)   Presence of parents.

(iv)   Presence of school/center.

(v)   Presence of teaching, learning and playing materials.

(vi)   Knowledge of the teacher.

(vii)   Presence of good and safe environment.

(viii) Paying of school fee on time.

2.4.2.2 Weakness

This factor internally affects the community and possibly may hinder the developmental progress of the community. Among the factors revealed include:

(i)   Delaying of paying monthly school fee (Some parents have too late to pay the school fee)

(ii)   Inadequate of teaching, learning and playing materials.

(iii)   Lack of skilled teachers on teaching pre and nursery school.

(iv)   Poor communication skills between teachers and parents of the students.

(v)   No first aid and emergence evacuation for injured the pupils.

(vi)   Low price of school fee for month.

(vii)   Un-disciplinary business (some parents have too late to return back their children at home).

(viii) Not uniformity (proper uniform and smart) for teachers.

(ix) Poor play ground.

2.4.2.3 Opportunities

These are those external forces that hopefully might bring the positive performance or results once are well utilized. The study find out the following should be considered to be among the genuine opportunities:

(i)   Availability of teaching, learning and playing materials

(ii)   Availability of experience teachers on teaching pre and nursery school.

(iii) Presence of students in the school

(iv)   Availability of safe environment for child on learning process.

(v)   Presence of registered of the center.

(vi)   Participation of parents of the students on learning process

(vii) Presence of village development committee

(viii) Presence of District, Municipality and Shehia

(ix)   Ministry of Education and Vocational Training.

(x)   Community awareness on presence of Sweet baby care center.

2.4.2.4 Challenge

(i)   Some parents have too late to pay the school fee

(ii)   Low amount Price of school feel per month.

(iii) Some time students are not richer on the center.

(iv)   Some parents have too late to return back their children at home.

2.5 **Chapter Conclusion**

This chapter presents the main problem that contributes to other existing problems for group members. Initiating of teaching/care the babies activities to produce the knowledge for the pupils in order to increase the number of educated in our community and to increase economic development among community members has been seeing a solution. The Researcher therefore advised the school/center leader members to keep safe environment for children in order to improve the student's skills up to rich the goals through playing and teaching materials.

CHAPTER THREE

LITERATURE REVIEW

3.1　　Introduction

This chapter is divided into four parts namely; Theoretical Literature Reviews, Empirical Literature Review, Policy Reviews, and the fourth part deals with Literature Review Summary. In theoretical reviews, the emphasis is to describe the theory behind on ways of care/teach the baby on the center. In empirical review, the objective is to narrate on work done by others on similar project elsewhere, detailing on the approach used, outcomes, experiences and lessons learnt and their similarity and relevance to baby care centers. The last chapter ends by analyzing policy issues as they impact the project. Concomitantly books, professional journals, reports from school departments and institutions, Internet sites and personal experience were used in gathering information.

3.2　　Theoretical Review

Before going implementation of the project 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.

3.2.1　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 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. 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 years old child, and there is relatively little experience with running programs for 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 include in the curriculum. It is also necessary to understand the parents' knowledge and attitudes concerning child development.

Child development has been defined by different scholar 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. (1998) has argued that, "Stimulation means the variety of opportunities which a child can get to experience, explore and play with things around her. It involved 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 process

whereby one stage builds on the previous one. A child in these circumstances in 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).

3.2.1.1 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 for 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 while 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, social- 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 cannot develop in motor skills, as he is not exploring. This further affects his cognitive development. Lack of primary health care such as vaccines lean and safe water, or presence of disease can hinder the development.

The development is mult - 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-/micro 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 nest 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. Pieget, a psychologist, believed that through interaction with the environment, a child construct the knowledge and develop (Gates, 1994).

3.2.1.2 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 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 issues, play also has been used as a therapy to children in difficult situations like illness, development delay, in orphaned children, war and other distress conditions. Play has been proved to be an efficient as well as a 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.

3.3   Empirical Review

It is somehow difficult to get empirical reviews on this area, especially on Zanzibar 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) were established since 1989. The day care centre continued providing quality childcare to School aged children at Beaumont elementary Day. In 1999, the day care license was expended 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 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;

(i)   Provide ongoing and continuous care for the children and families. The objectives under this goal were:

    (a) To obtain a secure long – term day care facility.

    (b) To provide an opportunity for long term planning for staff and enrollment.

(ii)   The second was to maintain financial viable day care facility with the following objectives;

    (a) To show due diligence in managing financial operations of the day care center.

    (b) To provide competitive salary and benefit package to staff.

(iii)   To pursue find raising activities and apply for a available grants and subsidies.

(iv)   The last goal was to offer of a developmentally appropriate curriculum for the children. The objectives under this goal include;

    (a) To provide stimulation and varied programming by use of games, storied, art and crafts.

    (b) To provide ample space for gross motor play

    (c) 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 accommodation 69 children (4 infants, 20 pre-school/ kindergarten and 45school age). New location has 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:

(i)   Full time care (infant/pre – school)

(ii)   Part – time or nursery school.

Home day care includes:

(i)   Day care in residential homes (1 care giver with a maximum of 8 children)

(ii)   Group day care in homes (2 care givers in one home with maximum of 12 children)

(iii)   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:

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

(ii)   Fund raising events: - Fund raising efforts throughout the year such as hot lunches, wine raffles and bingo bowls and application of grants, subsides and loans were various options used to raise additional funds.

(iii)   Proposal writing to secure funds, either through loans or grants from financial institutions or any relevant organizations.

(iv)   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 Day Care Centre

Professional guides to start a care center is given that, stating 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 software 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 pear 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 day care center on the ground, it is now 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 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 throughout 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 somebody has to think on the above mentioned parameters.

3.4 Policy Review on Education and Day Care Centres in Zanzibar

3.4.1 The Past Experience in Zanzibar

Until recently the government of Zanzibar was not really committed to finding 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 village areas and at least commonly consumed services in urban centers and in settlement with elite classes of people. The pre-nursery school education system was stated from 2 years to 6years in government school and private center.

3.4.2 The Current Experience in Zanzibar

Early childhood education is provided to children from 0 years to 5years, this provided by the Government, private organizations, associations and individuals. According to Ministry of Education and vocational Training data, currently, there are 181 schools providing early childhood education. These include 24 government and 157 privately owned schools of which 65 are community based Madrassa initiated by the Aga Khan Foundation. The whole sub-sector currently has an enrolment of 15,601, or only 13.8% of the children of this age group. The education provided

gives more attention to the acquisition of basic literacy and numeracy skills and paying little attention to other aspects of early childhood development.

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 or 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.

Policy Statements

According to Ministry of education and Vocational Training there are many policy statement on establishing baby care center among them are as follows;

(i)   Early childhood education for children aged between 4 and 5 years shall be formalized and integrated into the formal education system and shall be a component of basic education.

(ii)   Partnership with parents, communities, NGOs and other stakeholders shall be promoted and strengthened to improve child's health, nutrition, growth and development.

(iii)   A comprehensive policy and guidelines to promote an integrated multispectral approach to early childhood development shall be prepared.

(iv)   Communities and NGOs shall be fully involved in all the operational activities of early childhood education and shall be encouraged to establish ECE centers especially in rural areas.

(v)   The curriculum of pre-primary education shall include Information Communication Technology (ICT).

(vi)   Special affirmative action's shall be taken to make early childhood education/pre-primary education accessible to children with special needs.

Strategies

(i)   Merging the existing strengths reflected in the government infrastructure and teacher qualification with those strong good practices in community-based schools especially in modes of delivery and teacher-pupil interaction.

(ii)   Determining the entry age into primary school.

(iii)   Improving training facilities at this level.

(iv)   Encouraging the establishment of satellite preschools.

(v)   Providing guidelines for ECD centers so as to cater for the total development needs of the child and to ensure quality control.

(vi)   Conducting studies on the possibility of using Quran schools.

(vii)   Ensuring that the community fully participates in the management of the school with regard to both enhancement of curriculum content and management of resources.

(viii) Providing relevant and appropriate early childhood education with particular regard to vulnerable children and children with special educational needs.

(ix)   Creating programmes to acquaint children with ICT as early as possible.

(x)   Ensuring gender parity is maintained in all districts.

(xi)   Developing an effective partnership between the Ministry, health care providers, communities, NGOs and various government agencies in the provision of education, health, nutrition, and other early childhood needs especially for the 0 – 3 age group.

The aims and objectives of pre-primary education of Zanzibar

(i)   To encourage and promote overall personality development of the child that is physical, mental, moral and social.

(ii)   To identify children with abnormality patterns of development or educational potentials and devise special program for them.

(iii)   To mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behavior.

(iv) 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.

(v) To provide the child with opportunities to acquire and develop communication, numerical and manipulative skills.

(vi) To prepare the child for primary school education. This is help the student as well as teacher for teaching and learning for smoothly way.

3.5   Literature Review Summary

Government shall promote pre-school education for children aged 0-5 years and must be formalized in formal school system. This education shall ensure set to maintenance of our cultural values and norms. The pre education in our country is very important due to improve the capacity of the children, talent also the improvement of their parents in order to get the development changes in school as well as community in all.

CHAPTER FOUR

PROJECT IMPLEMENTATION

4.1   Introduction

Implementation means carrying out what has been planned. In this chapter report implementation of project that took period of nine month, in generally implementation is the flow of result from community needs assessment which identified several issues, key of them is poor services provided for the students of SBCC due to the inadequate knowledge for the teacher on teaching pre and nursery school, It also explain project product and output, project planning, staffing, budget and implementation to project it also report what was accomplished at the end of project.

4.2   Products and Outputs

At the end of the project the SBCC is expected to be trained and intended to:

(i)   Improved skills on teaching pre and nursery school.

(ii)   Increase number of skilled teacher.

(iii)   Provided Safe environment for learning.

(iv)   Increased number of students.

(v)   Increased income level and saving.

(vi)   Reduction of poverty at family level.

4.3   Project Planning

Project planning is the central component in the project development process. The project planning involved the following major steps: Identifying activities,

sequencing activities, developing timeframe for activities. And assigning responsibilities for carrying out the activities lastly but not list is assessing facilities equipment's and service needed.

(i)   Identifying Activities

Identifying project activities is the most important step in the project-planning phase. Time and effort invested in this specific step guaranteed the success achieved. Identification project activities were carried out in a participatory way by involving all the CBO members basing on the project objectives and taking into consideration the resource and constraints.

(ii)   Sequencing activities

After having identified the activities then they were sorted out as some of them had to be completed before others source of the activities had to conducted concurrently with others, hence sequencing them was imperative.

(iii)   Time frame

After identifying and sequencing activities of the project, the next task was to determine the duration of the activity by determining the activity start date completion date.

(iv)   Assigning responsibilities

Assigning Responsibilities for different activities to specific individuals was done in a systematic manner involving all the CBO members. The criteria for assignment of the tasks were the individuals' possessed skills and the demands of the activity.

(v)   Facilities, Equipments, Materials and Services

Carrying out activities of project requires various kinds of facilities, equipment materials and services. The communities' members have agreed collectively to determine the facilities and services needed for each activity in the project.

(vi)   Preparation of the Budget

Preparation of budget is critical in project planning. A budget is generally a statement of income and expenditure. In community development projects budgets can take many forces. In certain projects, priority is given to preparing an estimate of expenditure for project activities, because the money will be provided by a funding agency or a development organization. However in this particular project the funder where CED student and CBO members.

4.3.1   Implementation Plan

Table 9: Implementation Plan.

Objectives	Activities	Output	Input	Responsible	Time frame
(1.) To ensure five (5) teachers/caregivers are experience, qualified, caring and professional on teaching pre nursery school by the end of June 2016.	-Conduct short training practical and theoretical on pre nursery school.	-Increased awareness to 5 caregivers. -Performance of student increased. -Confidence of teacher increased. -Number of students increased. - Center have perform well on their doing works.	-Proper knowledge -Teachers. -writing materials. -Hire venue. -Hire facilitator. -Group members. -Applicable	**-**Group members (5 caregivers) -community leaders -facilitator **-**CED student	**-**1st week of June 2016

		knowledge. -Food and Refreshment			
	Field visits(study tour) to other successful baby care center to see their Strength and weakness	-Broad knowledge on proper way of care the baby to caregivers. -Performance of student increased. -Confidence of teacher increased.	-Hire facilitator. -Group members. -Transport. -Venue.	-Group member. -Community leader. -facilitator. - CED student	-2nd week June 2016
	-Presentation on Generalization of knowledge after field tripe conducted.	-awareness created theoretical, practical and observation from Successful baby care center activities.	-Hire facilitator -Group members -Venue -Manila sheet. -Maker pen	-Group members -community leaders -facilitator -Successful caregivers -CED student	-3rd week of June 20016.
(2) To protect and encourage 55 children on conducive environment and focus on positive behavior by July 2016.	-To encourage teacher to use the teaching materials during the teaching process. (teaching tools)	-Awareness of using tools for babies/students increased. -accident will decrease. -learning materials (toys) stay for a long time. -Students talent increased.	-Teachers. -students/babies -toys - Manila sheet. -maker pen. - Note book, pencils and pens.	-Group members CED student.	1st week of July 2016
	To buy the different toys in order to simplify the teaching and learning process.		-Different Toys -Manila sheet -Maker pen. -Pencils and pens. -Rulers and rubbers		2nd week of July 2016
	To train the teacher on using tool (toys) on the right way.	Awareness of teacher and students increased on using toys proper.	-Toys -Maker pen -Manila sheet. -Chalk. -White	-Group member -CED Student. -Facilitator.	3rd week of July.

			board/black board. -Chairs and Tables. - Note book -Pens and pencils. -Facilitation allowance.		
(3) To increase the income of Sweet baby centre for 100% at January 2017.	To conduct meeting for community member and surrounding community for 100 people.	-Number of students increased. -Parents attracted with school environment. -Experience of teacher increased on teaching and learning environment.	-Manila sheet -Maker pen. -Tables. -Chairs. -Camera.	-Facilitator. Community members. -Community leaders. CED Students. -Cameraman.	4th week of July 2016.
	Demonstration of uses instruments/toys which have belonging to the center/school through the Parent day ceremony.	-Students awareness and confidence on using toys increased. – Number of Toys increased. -Students become strong, active and willable confidential. -Theoretical and case sturdier interred in their practice -	- Pupils/babies -Gift for successful and participated student. -Different tots -Camera. -Venue. -Food and refreshment. -Certificate. -Radio. -Speaker -Tape recorder (CD). -Tables -Chairs. -Note book. -Pens. -letters	-Educational officer -Facilitator. -Community members. -Community leaders. -CED Students. -Cameraman. -Teacher from other baby care centers. -Surrounding community	1st week of August 2016
	To encourage the participate /audience to register their child in Sweet baby care center through meeting.	-Number of students increased. -Income of the school increased. -Salary of teacher/caregivers increased. - Number of toys increased.			

Table 10: Project Log Framework

Narrative Summary	Objectively Verifiable Indicators (OVI)	Means of Verification (MOV)	Assumption /Risks
GOAL: Income and services delivered improved by promotion of child capacity at Sweet baby care center and the institutional services.	• Average of house hold income among the school group member. • Number of performed students.	• Progress Report and final results. • Survey report.	Group members are satisfied about their income.
Objective 1: To ensure five (5) teachers/caregivers are experience, qualified, caring and professional on teaching pre nursery school by the end of June 2016.	• % number of teacher trainee. • % Number of students. • % number of Performance of students. • Environment of school.	• Progress and final results. • Survey report.	Community is willing to use new techniques in teaching pre nursery school.
Objective :2 To protect and encourage 55 children on conducive environment and focus on positive behavior by July 2016.	• Health of students. • Ethics and character of the students. • Daily children meal. • % number of toys.	• School quarterly report. • Attendance of the student.	• Community members and community leaders.
Objective :3 To increase the income of Sweet baby centre for 100% at January 2017.	• Salary of teachers. • Better life for teachers. • Standard of technology uses in school.	• Survey report	• Community is satisfactory about the increases part • Political will from leaders is guaranteed.
Output:1 Awareness, performance and confidence increased to 5 caregivers about to care and teach the baby after get the proper knowledge. **Main Activities to output :1** 1.1 Conduct short training practical and theoretical on pre nursery school. 1.2 Field visits (study tour) to other successful baby care center to see their Strength and weakness. 1.3 Presentation on Generalization of knowledge after field tripe conducted	• Performance Number of students. • Number of new students who register.	• Progress and final result.	• High status for community members.

Output:2 Awareness and talent of students/babies increased by using tools during learning and playing process also lead to decrease accident. **Main activities to output 2** **1.1** To encourage teacher to use the teaching materials during the teaching process. (Teaching tools). **1.2** To buy the different toys in order to simplify the teaching and learning process. **1.3** To train the teacher on using tool (toys) on the right way.	• % Number of accident decreases during teaching, playing and learning process. • % Number of talent of student's increased. • % number of Performance of students. • % number of toys	• Survey report.	• Community member improved knowledge of using toys.
Output:3 Salary of teachers and number of students increased due to the Parents of students attracted with school environment after the Teacher have uses the applicable skills on teaching and learning environment. **Main activities to output 3** **1.1** To conduct meeting for community member and surrounding community for 100 people. **1.2** Demonstration of uses instruments/toys which have belonging to the center/school through the Parent day ceremony. **1.3** To encourage the participant /audience to register their child in Sweet baby care center through meeting.	• % number of new students increased. • % number of income of school and house hold increased. • Number of meeting.	• Demon stration of ceremo ny. • Survey results.	Community members satisfied and fulfill their desire.

4.3.2 Project Inputs

Inputs referred to all drivers that when interred in the process will result to get the intend output during the project implementation included and particularly for this project will include, human resources, financial resources and materials. Human

resources were group members, district officers and government personnel such as Educational Officer, expert, partner' s from different baby care center, facilitator's. Financial resources which were used for capacity building and during consultation were contributed by the district and group members.

4.3.3   Staffing Pattern

Implementation of the project lies upon the CBO members, assisted by the CED student. All together were participating fully in implementing the project. The Group so far has no technical person due to its inability or rather low capacity to recruit, pay and maintain technical staff. However, the implementation to a great extent was assisted by group member themselves using their traditional ethics.

Training Needs

All CBO members performing daily duties are scheduled to be trained in teaching of pre nursery class as well as skills on care the babies.

4.3.4   Project Budget

Total project budget was TZS **2,975,000**/= All resources and inputs necessary to implement the project were itemized accordingly. Costing of items and contribution by different stakeholders was done in collaboration with group leaders and members, and local leaders.

53

Table 11: Inputs

Specific Objectives	Activity	Input	Description of Input	Number of Units	Unit Cost	Total Cost
1. To ensure five (5) teachers/caregivers are experience, qualified, caring and professional on teaching pre nursery school by the end of June 2016.	Conduct short training practical and theoretical on pre nursery school.	Pen	pcs	5	500	2,500
		Notebook	pcs	5	1,000	5,000
		Food& refreshment	days	2	80,000	160,000
		Facilitation allowance	days	4	50,000	200,000
		venue	days	4	40,000	160,000
	Total					**527,500**
	Field visits (study tour) to other successful baby care center to see their Strength and weakness.	Facilitation allowance	day	2	60,000	120,000
		Transport allowance	trip	2	100,000	200,000
		Venue	day	2	100,000	200,000
		Food & refreshment	day	2	120,000	240,000
	Total					**760,000**
	Presentation on Generalization of knowledge after field tripe conducted.	Facilitation allowance	day	1	10,000	10,000
		Venue	day	1	5,000	5,000
		Manila sheet	psl	2	500	1,000
		Maker pen	pc	2	1,000	2,000
	Total					**18,000**
Sub total						**1,305,500**
2. To protect and encourage 55 children on conducive environment and focus on positive behavior by July 2016.	To encourage teacher to use the teaching materials during the teaching process. (Teaching tools).	Toys	pc	20	5,000	100,000
		Manila sheet	psl	2	1,000	2,000
		Maker pen	Pc	3	3,000	9,000
		Note book	psl	1	12,000	12,000
		Pens	box	1	10,000	10,000
		pencils	box	2	8,000	16,000
	Total					**149,000**
	To buy the different toys in order to simplify the teaching and learning process.	Toys	pc	10	5,000	50,000
		Manila sheet	psl	2	1,000	2,000
		Maker pen	Pc	1	3,000	3,000
		Note book	pc	1,0	500	5,000
		Pens	pc	5	500	2,500
		pencils	box	2	8,000	16,000
	Total					**78,500**
	To train the teacher on using tool (toys) on the right way.	Chalk	box	2	1,000	2,000
		Maker pen	pc	5	3,000	15,000

		Note book	Pc	5	1,000	5,000
		Pens	Box	2	10,000	20,000
		Pencils	box	2	8,000	16,000
		Facilitation allowance	day	2	60,000	180,000
		toys	pc	15	5,000	75,000
	Total					**313,000**
Sub total						**540,500**
3. To increase the income of Sweet baby centre for 100% at January 2017.	To conduct meeting for community member and surrounding community for 100 people.	Manila sheet	psl	5	1,000	5,000
		Maker pen	pc	1	3,000	3,000
		Food & refreshment	people	100	5,000	500,000
		Camera and photographer	trip	1	100,000	100,000
	Total					**608,000**
	Demonstration of uses instruments/toys which have belonging to the center/school through the Parent day ceremony.	Toys	pc	25	5,000	125,000
		Pencils	box	3	8,000	24,000
		Note books	pcs	10	1,000	10,000
		Pen	box	1	10,000	10,000
		Venue	day	1	100,000	100,000
		CD	pc	2	1,000	2,000
		Gift of students	pc	20	10,000	200,000
	Total					**471,000**
	To encourage the participant /audience to register their child in Sweet baby care center through meeting.	CD	pc	10	1,000	10,000
		Pen	Box	2	10,000	20,000
		A4 paper	Ream	2	10,000	20,000
	Total					**50,000**
Sub total						**1,129,000**
Grand Total						**2,975,000**

4.4   Project Implantation

The life cycle of a community development project consists of three major phases: Planning, implementation and evaluation. Implementation means carrying out what has been planned. Among the major activities in project implementation are securing community participation, coordination of activities, monitoring and taking care of contingency situation. Constant coordination has been done to prevent duplication of activities, to promote efficiency and to reduce costs. Monitoring was carried out for

checking whether the work is proceeding according to the plan, and in case of shortcomings to take stock of the situation and effect the necessary correction actions.

4.4.1 Project Implantation Report

According to implementation plan, implementation of the project was scheduled to come to an end by September, 2016. However, the project has been progressing well at satisfactory level.

The project had three major implementation areas namely; community capacity building including training has been conducted with five (5) group members (caregivers), the use of skills during teaching process after getting appropriate training during the end of the year 2016 since most preparations of' the key items have been done. The members have been equipped with relevant skills to run the income generating activities in their baby care center the demand for their product is increased and become reliable market.

4.4.2   Project Implementation Gantt Chart

A Gantt chart is a type of bar chart that illustrates a project schedule. Gantt charts illustrate the start and finish dates of the terminal element (activity done) and summary elements of a project. Terminal elements and summary elements comprise the work breakdown structure of the project. Gantt charts can be used to show current Schedule status using percent-complete shadings and a vertical.

ID	Task Name	Start	Finish	Duration	2015			2016							
					Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1	Visibility study of Mpendae area	10/1/2015	10/30/2015	4.4w	▮										
2	Identifying Community Need Assesment	11/2/2015	11/30/2015	4.2w		▮									
3	Identifying the problems of Community Needs Assessment and questioner of Mpendae area	12/1/2015	1/29/2016	8.8w			▮▮								
4	Project design, planning and Methodology uses to facilitate the project	2/1/2016	3/30/2016	8.6w					▮▮						
5	Project Implementation on conduct Training, Visits, meeting, field trip Demonstration and Parent day ceremony through teaching and learning process.	4/1/2016	8/30/2016	21.6w								▮▮▮▮			
6	Participatory Monitoring and Evaluation	4/4/2016	8/30/2016	21.4w								▮▮▮▮			
7	Project report writing.	10/1/2015	8/31/2016	48w	▮▮▮▮▮▮▮▮▮▮▮▮										

Figure 9: Project Implementation Gantts Chart

CHAPTER FIVE

PROJECT PARTICIPATORY MONITORING, EVALUTION AND SUSTAINABILITY

5.1   Introductions

At the end of the quarter the format for participatory monitoring and evaluation is used to compare the planned with the actual achievement and evaluate them. In this study monitoring of project activities was done to assess whether the project activities were conducted as planned and if the available recourses were used efficiently during the project implementation. Monitoring provides the management with current situation, identify the implementation problems and find solutions, discover trends and pattern, keep project activities on schedule, measure progress towards achievement of project objectives. It helps to formulate revise future goals and objectives and finally make decisions about human, financial and material resources.

5.2   Participatory Monitoring

Monitoring is the regular observation and recording of activities taking place in a project or program. It is a process of routinely gathering information on all aspects of the project. It involves in giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project. Monitoring is a systematic and continuous process of collecting and analyzing information about the progress of a program (Boerma J.T. 1991). According to CEDPA, monitoring is the process of routinely gathering information on all aspects of the project. Participatory Monitoring and Evaluation (M&E) is a collaborative process that involves

Stakeholders at different levels working together to assess a project or policy, and take any Corrective action required. The direct beneficiaries of the project play an active role in monitoring; they maintain records at the community level, analyses progress and use this information to make decisions about project implementation. Monitoring is usually conducted as an ongoing activity throughout the life of a project. The Monitoring was done during implementation level to ensure that every activity is done as planned in the activity schedule. Project monitoring was done through regular meeting and learning session. Week attendance was good almost all member attend in every meeting, when member is on commitment he/she will contribute to other meeting.

Monitoring of Objectives

(i)   Determining whether the inputs in the project are adding value.

(ii)   Ensuring all activities are carried out properly by the right people and in time;

(iii) Determining whether the way the project is carried out is in line to with the plans.

(iv) Analyzing the situation whether there is occurring challenges in the project implementation and finding solutions.

5.2.1   Monitoring Information System

The following are important issues in monitoring information system.

5.2.1.1 Recording Information

Maintaining records is the first step in developing a monitoring system. Unless there is a regular update on key activities and selected indicators, it is not possible to build

a monitoring system. The following issues were considered during the design data recording system; Unit of analysis information was collected at the individual level.

5.2.1.2 Maintaining of the Record

The mechanism employed for monitoring included, the use of attendance sheets to every meetings conducted. Normally leaders record their names in every meeting or during consultations. Likewise in trainings all participants sign the attendance sheets. Follow up on the agreed activities is made by both the group members. During monitoring, the issue of time was a bit a challenge because some of children were crying, The training has going well because every teacher have understand well.

There are six (6) caregivers, but only 5 were able to follow training to the end. Most of the implementation takes place at the community level data recording starts in the community. The author in collaboration with group leaders was given responsibility for data collection and recording. The group members were provided with note books and pens to record their own information. The Note book was used to record observations, problems encountered, questions, concerns, suggestions and anything related to project. Project coordinator (author) was her responsibility of collecting the information which will be analyzed at the end.

5.2.1.3 How often Information was Gathered

At community level individuals were collecting data daily while at project level data were monthly collected from the individuals the fact that these groups is used to meet once in a month.

5.2.1.4 Aggregating Information

Data aggregation refers to compiling all of the information on various indicators and activities from all of the teachers and communities where the project is implemented.

5.2.2 Participatory Monitoring Methods

Monitoring was conducted on monthly basis through different methods such as reviewing of reports, focus group discussion, project visit and observation. The monitoring were carried out for the planned activities which include training on teaching pre nursery school, field trip, demonstration of using toys and parents day meeting.

5.2.2.1 Methods

The project use participatory approach, in these methods, both the inductive and deductive methods are applied and conclusions drawn. Observation, description, demonstration, personal study, interview, etc. are put to a qualitative test. Through observation, qualitative observation of events takes place. Through the description and interview method, the experience, emotions and the reactions of the subjects are listened to like a story and certain conclusions drawn on the basis of their narration. In respect of implemented activity 5 teachers where able to follow training from the beginning to the end, also 55 students members were participate on different plays and demonstration of the ceremony.

5.2.3 Participatory Monitoring Plans

According to participatory monitoring plan the project has planned to conduct summative evaluation in the first week of October 2016.

The table below summarizes the monitoring plans as per goal, objectives, activities, indicators, data sources, tool applied to collect data, person responsible and the time frame.

Table 12: Participatory Monitoring Plan

Plan Objectives	Work plan activities	Monitoring objective	Objective verifiable Indicators	Importance of monitoring	Monitoring information	Person responsible	Time frame
1. To ensure five (5) teachers/ caregivers are experience, qualified, caring and professional on teaching pre nursery school by the end of June 2016.	Conduct short training practical and theoretical on pre nursery school.	To have training practical and theoretical.	Number of training. % Number of students.	Having a knowledge, experience and awareness.	Practical and theoretical training with report.	CED Student, group member and facilitator.	1st week of June.
	Field visits (study tour) to other successful baby care center to see their Strength and weakness.	To study by action and to see the actual environment.	Environment of school.	To see the actual environment and to know the strength and weakness.	through Study tour.	CED Student, group member.	2nd week of June.
	Presentation on Generalization of knowledge after field tripe conducted.	To see their understanding	Performance number of students.	Having to know their understanding after field tripe conducted.	Interview and observation.	Community leaders, community members, CED student and facilitator.	3rd week of June.
2. To protect and encourage 55 children on conducive environment and focus on positive behavior	To encourage teacher to use the teaching materials during the teaching process. (Teaching tools).	To rise the specification of the students.	% Number of talent of student's.	Enable the teacher and students to teach and learn on smoothly way	Attendance of students	community members, CED student	1st week of July 2016
	To buy the different toys in order to simplify the	To increase number of teaching	% Number of toys	Simplify the teaching and	survey reports	community members, CED	2nd week of July 2016

by July 2016.	teaching and learning process.	and learning materials.		learning process		student	
	To train the teacher on using tool (toys) on the right way.		Number of accident decreases during teaching, playing and learning process.		Quarterly reports	community members, CED student	3rd week of July 2016
3. To increase the income of Sweet baby centre for 100% at January 2017.	To conduct meeting for community member and surrounding community for 100 people.	To assess the students.	% Number of meeting.	To see the students capabilities of their study.		Educational officer, Facilitator, Community members, Community leader, CED Students, Cameraman, Teacher from other baby care centers and surrounding community.	1st week of August 2016.
	Demonstration of uses instruments/toys which have belonging to the center/school through the Parent day ceremony.	To show the capability of teacher on teaching the students.	Standard of technology uses in school.	-To have the long memory for students. -Parents lead to know the awareness, capability and talent of their child.			
	To encourage the participant /audience to register their child in Sweet baby care center through meeting.		% number of new students, number of income of school and house hold.				

Source: Project Monitoring and Evaluation, (2016)

5.2.4 Actual Monitoring Results

The actual monitoring plans carried out during the implementation of the project included:

(i) Data recording.

(ii) Case studies.

(iii) Interpretation of the action plan.

5.3   Participatory Evaluation

According to CEDPA (1994), Participatory evaluation refers to the process of evaluation where all project partners, community participants and project staff are involved. In participatory evaluation, all key decisions regulating the evaluation are made by the project partners. These include:

(i)   Timing, showing that when to carry out the evaluation.

(ii)   Process the indicators and carryout analysis.

(iii) Sharing and reporting and using the findings.

The purpose of this evaluation was to see whether the stated objectives have been achieved in relation to planned activities, to find out the effectiveness of the project, that is, to assess the extent to which things were done as per project plans. Furthermore evaluation was used to inform what to be done in the future as the result of experience and the work which have been done. Two evaluations (Formative and Summative) were conducted within the designated period to the project. Evaluation of the project success was done in reference to the planned schedule and activities.

5.3.1   Performance Indicators

Indicators are quantitative or qualitative criteria for success that enable one to measure or assess achievement of project objective. Feuerstein (1986) distinguished nine common types of indicators which includes its availability, relevance, accessibility, utilization, coverage, quality, effort, efficient and impact. Indicators are

also defined as a specific, observable, and measurable characteristic or change that shows the progress a program is making toward achieving a specified outcome. Indicators to measure the success of the objectives were designed from the project inceptions. The indicators were put into three categories, which include input, output and impact indicators. The indictors were developed in such a way that, it measure changes that can be linked to the project undertaken. The indictors are also defined as a specific, observable, and measurable characteristic or change that shows the progress a program is making toward achieving a specified outcome. Appropriate to measure what is important as well as qualitative and quantitative change. The indicators are targeted in terms of quality, quantity and timing. Input indicators such training, funds used, hand out distributed, consultation meeting were done to Sweet baby care center. The impact of the training was increase the knowledge of the teacher as well as students in teaching and learning process, the teacher and management know the proper skills, school become proper and uses high technology, number of students increased and income of school and income of teachers increased. In a process of implementing capacity building project following indicators were evidenced.

(i)   Input indicators

A total amount of Tanzania shillings **2,975,000**/= were spent in the implementation of capacity building project to date which include facilitation of training sessions, cost of practical materials such as: stationeries, food and refreshment, payment of facilitator allowance, transport, buying of some teaching and learning materials (toys).

(ii)   Output Indicators

Five (5) caregivers of Sweet baby care center /school were trained and all of them have started practicing the acquired knowledge in different levels.

(iii)   Impact Indicators

The target impact was to increase income of the group members and improve the services delivery of Sweet baby care center at large, and this will be seen in the future.

Table 13: Three Categories of Indicators

Objectives	Input indicators	Outcome indictor	Impact indicator
1. To ensure five (5) teachers/caregivers are experience, qualified, caring and professional on teaching pre nursery school by the end of June 2016.	• Number of training conducted • Type of training conducted • Funds used	• Number of people with skills on teaching pre nursery school. • People involved	Increase of income of entire group members.
2. To protect and encourage 55 children on conducive environment and focus on positive behavior by July 2016.	• Strategies and instruments/tools(toys) uses • Ways uses. • Funds used • Cultural, Ethics and norms	• Number of pupils/baby practicing on using toys. • Number of teachers with skills on using toys. • People involved • Adopted with cultural environment • Increase talent of students. • Accident decreases	Increase of knowledge awareness, and talent of entire group members.

3. To increase the income of Sweet baby centre for 100% at January 2017.	• Number of meetings conducted • Number of new students register • % Number of income • Funds used • Technology uses on teaching and learning process.	• Number of students increased • People involved • Decrease in poverty. • Number of people practicing technology	Increase of income of school and personal income of entire group members.

5.3.2 Participatory Evaluation Methods

Participatory method was applied by the CED team. This method enabled assessment of the impact of the exercise to the local community to generate and analyze data relating to their own situations. This method entailed the street development committee to extract and analyze the data and make recommendations to the sweet baby care teachers and the street at large and district Council and the host organization. Impact is not yet to be realized but indications show that capacity building on teaching pre nursery school has contributed to the improvement of services delivery in the/ school community.

Also there is good relationship between the other developed pre nursery school and sweet baby care due to the visit. During monitoring the following indicators were observed; five (5) caregivers were able to follow training on teaching the baby class, and 55 babies did participate fully on showing the demonstration of the capabilities of their knowledge, also the training on visit, practical and demonstration were prepared and member group were able to follow and show through the parent day ceremony. The monitoring team observed that there is some improvement in

teaching and learning in Sweet baby care center, number of students increase on the

center also the parents was observed the capability of their children.

Table 14: Evaluation Summary

Narrative summary	Performance indicator	Expressed outcomes	Actual outcomes
GOAL Improving Income and services delivered by promotion of child capacity at Sweet baby care center and the institutional services.	Baby care Established and functional.	Established group/center and functional	Established and functional Sweet baby care center.
Objective 1 To ensure five (5) teachers/caregivers are experience, qualified, caring and professional on teaching pre nursery school by the end of June 2016.	Number of training session conducted	Four (4) days training session	Four (4) days training session
	Number of members attending the field visits	5 community members attending the field visits for 2 trips	All 5 community member attend the field visits for 2 trips
Objective2. To protect and encourage 55 children on conducive environment and focus on positive behavior by July 2016.	Number of group member improving the knowledge	41 pupils of nursery class enable to use the toys and become with a good manner.	23 student of baby class does not capable well on using toys.
	% Number of talent of student's.	41 students of nursery class knowing their specialization.	23 pupils also prepare to know their specialization.
	Number of accident decreases during teaching, playing and learning process.	Caregivers supervise their pupils during playing time.	Awareness for group member increased
Objective 3 To increase the income of Sweet baby centre for 100% at January 2017.	Number of students who graduate	20 students start std one.	20 students graduate.
	%of personal income of community member	The personal income of group member increased from 200,000 to 300,000 per month.	Group member increase income by January 2017.
	Number of new students register.	30 new student register on nursery class and 20 in baby class and start class on January2017.	50 new students will attend class on January 2017

5.3.3   Project Evaluation Summary

Project evaluation summary, is a list of major achievements in short form. The valuation summary indicates that the followings have been accomplished. For example; group members have been trained on teaching pre nursery school, through visit, practical and theoretical skill. Monitoring and evaluation tools and plans have been developed and being used by group members, group leaders were trained in leadership, group management and entrepreneurships. The purpose of summative evaluation is to assess a mature project's success in reaching its stated goals. Summative evaluation (sometimes referred to as impact or outcome evaluation) frequently addresses many of the same questions as a formative evaluate, but it takes place after the project has been established and normally at the end of the project. It collects information about Outcomes and related processes strategies activities. It is an appraisal of worth or merit. Usually, this type of evaluation is needed for decision in making.

5.4   Project Sustainability

Sustainability is referred as a characteristic of a process or state that can be maintained at a certain level indefinitely. The project is community bases. It is the community members' initiative through participatory process which led to the existence of the project. The most needed things for the project sustainability is clarity and ownership of goal to the groups' members. So far the group leaders as well as their members are on the top in implementation of the program me to attain the goal. Currently the author will continue to collaborate with group leaders for more encouragement on transparency and accountability.

5.4.1 Sustainability Plans

There are concrete steps considered to ensure the sustainability of the project: First step was, developed clear stipulated goal of the project to both Urban West, Educational Officer, Ministry of Education, CBO, Group leader and groups members at Mpendae ward at Sweet baby care school have big roles in development and sustainability of this project. The second step was, building capacity of leaders in leadership skills and group dynamic hence they will be able to enhance mutual understanding among the group members. Third step is the development of the annual operation plan and operational plan acts as the guide and map toward the goal achievement. This means, internal and external resources will be geared to the accomplishment of what was stipulated in their strategic plan. The group Changes, study visits are among the key areas during training as the mechanism to update and equipped group's members with ability to review their plans accordingly.

5.4.2 Economic and Financial Sustainability

The center contribute the **Tsh. 30,000**/= per monthly for each baby as a school fee also the center procedure of contributing **10,000** per day as a penalty fee stay as a school profit, this opportunity occur after the parents of student have too late to return back her/his baby at home.

5.4.3 Political Sustainability

Tanzania has been experiencing and still experiencing both social and political peace. Community leaders such as Sheha of Shehia, District officer, Regional officer and ward executive officer were well involved from the project inceptions and throughout implementations process. To avoid tensions among the existing political

parties within the ward. The project is in line with the key reforms that the government is pursuing with donor community support such as the macroeconomic and structural Reform.

5.4.4 Institutional Sustainability

The Urban West municipal council organization has been in front line to ensure what was initiated is coming into reality. As mentioned earlier, the Mpendae shehia organization is still operation within that community hence they will work hand in hands with groups for goal accomplishment. District educational development project coordinator is part and parcel in all training conducted to groups' members at Sweet baby care center. The trained groups leaders and members as per evaluation are aware and capable to lead their members to attain their goals.

5.4.5 Social Intervention

Development of Sweet baby care project through CBO member is viable primary beneficiaries, key stakeholders and group members and Mpendae community are genuinely given realistic opportunity to participate and own implementation processes.

5.4.6 Project Sustainability

Sustainability of this project to continue functioning, supported by its own local resources (human, material and financial), 5 community members were trained on teaching pre nursery school, training on proper uses of teaching and learning materials like (toys) and study tour to see how developed school can run their business. Advisory board established under local and district members, National

counterparts of whom Ministry of Education and Vocational Training, Department of Community development, nearly school, CBO and village leaders have a big roles in development and sustainability of this project. Educational Policy favors the development of baby in pre nursery school level. The project processing for Sweet baby care at Mpendae center is likely to be sustainable both financially and institutionally. As pointed earlier on by different literature and evidenced by survey during CNA, caregivers is found in most of household. Moreover, caregivers/ teachers have been using traditional methods on teaching and learning process without any -external support, without use of equipments /tools/ toys but the issue here is when the teacher use the modern equipment it can be simplify her lesson and the students understand well.

Sustainability in this research report is built on a meaningful involvement and participation of the primary beneficiaries, key stakeholders and community at large in all stages of project design, implementation, and monitoring and evaluation through contribution in kind and labors. Sustainability also involved gender equity, and empowerment of in marginalized groups to participate. In this project, sustainability is possible when considering three areas during implementation process as discussed.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter resent the conclusion and recommendations of the study and project undertaken at Sweet Baby Care Center found at Mpendae village Urban West Unguja, Zanzibar Tanzania. This chapter provides conclusion of every aspect performed in this project report, experienced issues for recommendation for other researcher who may have concerns in undertake research studies which with similar to this one.

6.2 Conclusion

The project dealing on improving income and services delivery by promotion of child capacity at Sweet Baby Care Center at Mpendae shehia. The promotion on child capacity is done through Capacity building on teaching the pre nursery school skills has made a great impact to both targeted group member and whole community at Large and to the author also the source of improve the income and institutional services.

Conclusion baby care, groups members and through stakeholders contribution could play a major role in providing quality education, genius and awareness students, extra income and employment to Urban Population. There is a need to improve urban income generating activity which is operated badly because unemployment in Urban is higher than rural area due to the overpopulation compare to Urban imply the poverty. It can therefore be concluded that baby care play

important role in providing employment opportunity on urban area on group societies which play a major role in poverty alleviation and that the benefits are likely to be realized with increased support from income, government and non-governmental organizations (NGOs) as well as CBOs technically and capitally assisted.

Conclusion on the findings of participatory assessment

The major findings of' the study was that the caregivers had use poor rules of teaching as well as lack of relevant and appropriate knowledge on teaching and learning process, lack of teaching and learning material, lack of playing materials and income generating activities surrounding the Mpendae people.

There is a need for intervention on income generating activities, which is mainly by using modern technology of teaching, and use of appropriate play materials like toys to improve this option. Based on the survey findings it is obvious that it's difficult for the students to succeed well when the teacher if she/ he doesn't use the knowledge of the subject concern or the way of archiving the goal as we know the improvement is come after using modern appropriate technology.

There are many factors affecting productivity of Sweet baby care member in the area of study such as lack of skilled teachers, lack of teaching material (toys), poor play ground, lack of appropriate technology on teaching process, low income level of Community member and the school, absence of transport, unpaid on time the monthly fee, small amount of school fee and adequate the skilled teachers.

Conclusion to author

Learned a lot in terms of conducting the community needs assessment, prioritize and develop a problem, implement, monitor and evaluate the community base project. Based on the study and coordination of the developed project, it was realized that, Income improved at the household level requires careful study and services delivered improved, analysis as well as proper continuous capacity building for Community project.

6.3   Recommendations

In regarding too Sweet baby care center- "Teachers/ caregivers at Mpendae village", I have recommended possible things to be done by other researchers to improve the welfare of Mpendae area. This would include; more have to be done in improvement of their knowledge by getting experience of teaching on appropriate Teacher Training collage and to buy the more modern teaching and learning materials of uses modern technology of learning process like instrument (toys), free lift and modern play ground, this is because the baby can understand well by practically and demonstration rather than theory way on learning process. This will lead to improve the income of their center due to quality of their product. Also to follow the government curriculum in order to be the same with other baby care center and to set the better rules and regulation that overcome the ambiguity of parents to delay on paying the school fee on time.

There are many improvements which can be achieved by other nearly baby care center by follow the government curriculum and uses the modern tools also set the rules and regulation that follow as an instrument of doing their work.

The topics covered to improve income and service delivery, after the teacher got training have enabled the student to perform well in their subject and continue to start the standard one class (primary level). The capacity building of group can get a change on sweet baby care center for improving income and services delivery by increases the number of students, service delivery and personal income of caregivers as well as institutional. Both mobilization and training has vital role to contribute for proper management and running of the income generation activities.

I have recommended that possible measure have to be done by other researchers to improve the welfare of Community and baby care centers, it is improper initiation of the baby care center and schools without building the capacity of that particular knowledge.

The project advice that. Poverty cannot be eliminated by one method yet CED approach is vital since it gives the community members the opportunity to participate through ideas, contributions, design, implementation, monitoring and evaluation of their community based.

6.4   Areas for Further Research

This research study made a community assessment on income gap and services delivery of Sweet baby care center at Mpendae shehia in Urban west region Unguja, Zanzibar and thus through participatory assessment a number of problems were identified, Nevertheless, this study addressed the problem of lack of knowledge of teaching pre nursery school and improper uses of modern tools/ equipment during teaching and learning process that lead to hinder performance of this school.

Therefore, I recommend that there is a need to motivate and facilitate knowledge transfer by the students and teachers by study tours and demonstrations in order to get improvement.

REFFERENCE

Kaufman, R., Alicia, M. R., Hannah, M. (1993). *Needs Assessment: A User's Guide. Englewood Cliffs*, New Jersey: Educational Technology Publications.

Ngaruko, D. (2015). Lecture on Community Needs Assessment. The Open University of Tanzania, Dar es Salaam, Tanzania.

Kothari, C. R. (1990). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.

Bailey, K. D. (1998). *Methods of social Research*: New York: State University of New York.

Armani, E. C. D. (2000). Early Childhood, Care and Development in Tanzania: An Analysis of the situation of children 0 - 7 years of age in the context of families and communities UNICEF report, Arusha, Tanzania.

UNICEF, (2001). *Early Childhood, The state of World's Children*. New York: UNICEF Publications.

Werner, D. (1988). *Disabled Village Children*. New York: The Hesperian Foundation.

Young, C. A. (1997). *Social Behavior,* Washington DC: American Psychological Association.

UNESCO, (1995). *Early Childhood Care and Education: Basic Indicator on Young Children*. Paris: UNESCO.

Holt, K. S. (1993). *Child development: Diagnosis and Assessment*. London: Butterworth-Heinemann Ltd.

Gates, J. (1994). A Rapid Assessment of Child Rearing Practices Likely to Affect Child's Emotion, Psychosocial and Psychomotor Development, Tanzania. A case study of Kibaha District, Coast Region Tanzania.

Moyles, J. R, (1995). *Just Playing?* London: Open University Press.

Government of Zanzibar, (2015). Zanzibar Vision Report 2020, Zanzibar, Tanzania.

Government of Zanzibar, (2003). Zanzibar Poverty Reduction Plan Report. Zanzibar, Tanzania.

Ministry of Education, (1991). *Zanzibar Education Policy (revised edition 1995).* Revolutionary Government of Zanzibar Ministry of Education and Vocational Training

Ministry of Education, Culture and Sports, (1996). Zanzibar Education Master Plan 1996 – 2006, Zanzibar, Zanzibar, Tanzania.

APPENDICES

Appendix 1: Questionnaires for Group Discussion

THE QUESTIONER FOR TEACHERS / CAREGIVERS AND PARENTS OF THE STUDENTS OF SWEET BABY CARE CENTER AT MPENDAE ZANZIBAR IN ORDER TO GET THE COMMUNITY VIEW ACCORDING TO THERE NEEDS

I am a Master student of Open University on the Faculty of Community Economic Development (MCED) who I does my research/project for concern on community needs development. The information in card will be secrete and useful for project only.

INTRODUCTION

Please you may obey to answer the all questions for clearly in the open space for putting the tick in the blanks according to your understanding and to make clarifications when it needed. Also we guarantee that, this information does not give any one without your permission. You may emphasis that the information that be given must be secrete and do not use any one without your permission.

NAME OF SCHOOL/CENTERE……………………………………………………..

Establishment Date…………………………………………………....................

Date of fillings the questioner……………………………………….................

Region ………………………………………………………..……………

District ………………………………………………………..……………….

Street ……………………………….,……………………..………………

Shehia………………………………………………………..…..……….

IDENTIFICATION; Personal Informations

1. What is your sex?

   (a) Female   [ ]

   (b) Male   [ ]

2. How old are you?

   (a) About 15 up to 20   [ ]

   (b) About 21 up to 30   [ ]

   (c) About 31 up to 40   [ ]

   (d) About 41 and above   [ ]

3. What is your Educational level?

   (a) Primary   [ ]

   (b) 'O' Level (FIV)   [ ]

   (c) A' Level (FVI)   [ ]

   (d) University   [ ]

   (e) Informal Education   [ ]

4. What is your merrital status?

   (a) Married   [ ]

   (b) Single.   [ ]

   (c) Divorse   [ ]

   (d) Widow.   [ ]

5. Where do you live?

    (a) Shehia …………………………………………………...……………..

    (b) Street……………………………………………...…………………

6. What kind of your job?

    (a) Firmer   [ ]

    (b) Bussiness   [ ]

    (c) Office   [ ]

    (d) unemployed   [ ]

7. What is your Dependent situation on your the family.

    (a) I dependenty with husband/wife and children not more than 4   [ ]

    (b) I dependenty with husband/wife and children more than 4   [ ]

    (c) I dependenty with my parents, husband/ wifes and childrens not more
         than 4   [ ]

    (d) I dependenty with my parents, husband/ wifes and childrens more than 4
         [ ]

    (e) I do not dependently with any one   [ ]

8. What is your personal income for a month?

    (a) Below 200,000   [ ]

    (b) Between 200,000 and 500,000   [ ]

    (c) 600,000 and above   [ ]

SECTION "A": Ability of the Sweet baby care centre on running daily rotten activities.

9. Was the center register?

    (a) Yes   [ ]

    (b) No   [ ]

    If the answer' Yes' please mention the year which have registered

    …………………………………………………………………………

    …………………………………………………………………………

10. How many numbers of childrens/students are there in this school/ center?

    (a) 1 up to 10   [ ]

    (b) 11 up to 20   [ ]

    (c) 21up to 40   [ ]

    (d) 41 up to 60   [ ]

    (e) 70 and above   [ ]

11. How many numbers of teachers /caregivers are there in this school/centre?

    (a) 1 up to 3   [ ]

    (b) 4 up to 6   [ ]

    (c) 7 and above   [ ]

12. How many numbers of classrooms are there in this school?

    (a) 1 up to 3   [ ]

    (b) 4 up to 6   [ ]

    (c) 7 and above   [ ]

13. Does the school have a learning material?

(a) Yes [ ]

(b) No [ ]

If the answer is 'Yes' please mention it …………………….…..………

14. Does the school have the playground of playing the children?

(a) Yes [ ]

(b) No [ ]

15. Does the environment which have playing the children is safe and putting the

fence?

(a) Yes [ ]

(b) No [ ]

16. Do the children have eats when they stay at school?

(a) Yes [ ]

(b) No [ ]

 If the answer is 'Yes' please mention the kind of food which have getting.

…………………………………………………………………………

…………………………………………………………………………

17. Was any children have already get an accident when he/she stay on the centre?

(a)   Yes.   [ ]

(b)   No.   [ ]

If the answer 'Yes' please mention the number of children whose getting the

accident from the year 2014 to 2016…………………………….……………..

18. Was the teacher having getting the Training of pre-school?

   (a) Yes   [ ]

   (b) No   [ ]

   If 'yes' please mention, how many teachers/caregivers was getting the pre-

   school Training? …………………………………………………………..

19. Does the salary which have payer for teachers is satisfied and fulfill their

   needs?

   (a) Yes   [ ]

   (b) No   [ ]

20. If the answer is 'Yes' please mention your satisfied percent for your basic

   needs.

   (a) Fair (40%)   [ ]

   (b) Good (50%)   [ ]

   (c) Very good (75% and more)   [ ]

SECTION "B": recognizing situation

2.1 Does the school/center have got the benefit when the children reached on the

   school?

   (a) Yes   [ ]

   (b) No   [ ]

22. Does the parent have got the benefit when they reached their children on the school?

    (a)   Yes   [ ]

    (b)   No   [ ]

23. Do the teachers/caregivers have get the benefit when they reached their children on the school?

    (a)   Yes   [ ]

    (b)   No   [ ]

SECTION 'C', Economic situation on the centre

24. How much money for each pupil paid for a month?

    (a) 10,000.   [ ]

    (b) 15,000.   [ ]

    (c) 20,000 and above   [ ]

25. Does the parent have paid the monthly fees on time for their children's?

    (a) Yes   [ ]

    (b) No   [ ]

26. What is the salary of teachers/caregivers for a month?

    (a) Around 100,000 up to 200,000   [ ]

    (b) Around 300,000 up to 400,000   [ ]

    (c) Around 500,000 and above   [ ]

27. Does the school get the profit for a year?

    (a) Yes   [ ]

    (b) No   [ ]

28. If the answer is 'Yes' do you believe that the profit gated is it satisfied for

    running the daily rotten of the school?

    (a) Yes   [ ]

    (b) No   [ ]

29. Which benefit/profit gets the center for a year?

    (a) below 1,000,000   [ ]

    (b) Around 1,000,000 up to 2,000,000.   [ ]

    (c) Around 3,000,000 and above.   [ ]

SECTION 'D'. Challenges which faces the sweet baby care centre

30. Which challenges bellow faces the sweet baby care centre and source to hinder

    studing of the students on this centre?

    (a) Shortage of class room   [ ]

    (b) Shortage of learning materials.   [ ]

    (c) Lack of compound of tampering the children.   [ ]

    (d) Delays in the pay of the months   [ ]

    (e) Lack of the pre- school knowledge for the teacher.   [ ]

SECTION 'E' What can be done to school/centre inorder to provide better service and be developed further?

31. Does it need to increase the number of teacher/caregivers in the school?

(a) Yes   [ ]

(b) No   [ ]

32. Is there a need for training for teacher on getting pre-school?

(a) Yes   [ ]

(b) No   [ ]

33. Do you think, is it pfofit to participate the parents on the development of their children on learning proces?

(a) Yes   [ ]

(b) No   [ ]

If the answer is 'Yes' please mention the percentage (%) that parents contribute to solve the problems of their childrens?

(a) Fair (40%).   [ ].

(b) Good (50%).   [ ].

(c) Excellent (75% and more).   [ ].

THANK YOU FOR YOUR PERTICIPATION……

Appendix 2: Dodoso

HOJAJI LA WALIMU/WALEZI NA WAZEE WA WANAFUNZI ILI KUPATA MTAZAMO WA JAMII KUHUSU KITUO CHA ELIMU YA AWALI CHA SWEET BABY CARE KILICHOPO MPENDAE ZANZIBAR

Mimi ni mwanafunzi wa shahada ya uzamili katika fani ya maendeleo ya uchumi wa jamii ambae nafanya utafiti wa mahitaji ya vikundi vya kijami, taarifa zitakazokusanywa zitakua ni siri na ni kwa matumizi ya utafiti tu.

MAELEKEZO YA KUJAZA DODOSO

Tafadhali unaombwa ujibu maswali yote kwa usahihi katita sehemu ilyowachwa wazi, kwa kuweka alama ya ndiyo/vyema katika mabano [ ] kulingana na uelewa wako kwa masuala ya kuchagua jawabu na toa maelezo ikihitajika. Pia unahakikishiwa kuwa maelezo haya hatopewa mtu mwengine yeyote bila ya kibali chako.

JINA LA KITUO……………………………………………….……….…..………...

Tarehe ya kuanzishwa kituo ………………………………………….……………….

Tarehe ya kujaza dodoso………………………………………………...………………..

Mkoa…………………………………………………………………………….….

Wilaya……………………………..……………………………………………..…

Wadi………………………………………..…………………………..……

Shehia……………………………………………………….…………….…….…..

Muda Uliotumikia kikituo (miaka)……………………………………………………

UTAMBULISHO: Maelezo Binafsi

1.   Una jinsia gani?

    (a)   Mwanamke   [ ]

    (b)   Mwanamme   [ ]

2.   Umri wako ni miaka mingapi?

    (a)   15 mpaka 20   [ ]

    (b)   21 Mpaka 30   [ ]

    (c)   31 Mpaka 40   [ ]

    (d)   41 na kuendelea   [ ]

3.   Unakiwango gani cha Elimu.

    (a)   Msingi   [ ]

    (b)   'O' Level (FIV)   [ ]

    (c)   A' Level (FVI)   [ ]

    (d)   Elimu ya chuo   [ ]

    (e)   Elimu isiyo Rasmin.   [ ]

4.   Hali ya ndoa je?

    (a)   Nimeoa/Nimeolewa   [ ]

    (b)   Sijaoa/Sijiolewa.   [ ]

    (c)   Tumeachana   [ ]

    (d)   Nimefiliwa na mke/ mume.   [   ]

5.   Taja Mahali unapoishi?

   (a)   Kaya/shehia……………………..

   (b)   Mtaa……………………………

6.   Je unakazi gani?

   (a)   Mwalimu/Mlezi   [ ]

   (b)   Mkulima   [ ]

   (c)   Biashara   [ ]

   (d)   Ofisini   [ ]

   (e)   Sina kazi   [ ]

7.   Hali ya kutegemewa katika familia.

   (a)   Nategemewa na Mume/Mke na watoto wasiozidi wanne   [ ]

   (b)   Nategemewa na Mume/Mke na watoto zaidi ya wanne   [ ]

   (c)   Nategemewa na Wazazi, Mume/Mke na watoto wasiozidi wanne [ ]

   (d)   Nategemewa na Wazazi, Mume/Mke na watoto zaidi wanne   [ ]

   (e)   Sitegemewi na yeyote   [ ]

8.   Pato binafsi kwa mwezi.

   (a)   Chini ya 200,000   [ ]

   (b)   Baina ya 200,000 na 500,000   [ ]

   (c)   600,000 na zaidi [ ]

SEHEMU "A": Uwezo wa kituo cha Sweet baby care katika kuendesha shughuli zake.

9.   Je, kituo kimesajiliwa?

   (a)   Ndio   [ ]

   (b)   Hapana   [ ]

   Kama jawabu ndio, Tafadhali ainisha mwaka uliosajiliwa kituo………………

9.   Kituo kina wanafunzi wangapi?

   (a)   1 mpaka 10   [ ]

   (b)   11 mpaka 20   [ ]

   (c)   21mpaka 40   [ ]

   (d)   41 mpaka 60   [ ]

   (e)   70 na zaidi   [ ]

11.   Kuna walezi / walimu wangapi wanaohudumia /kusomesha watoto katika

   kituo?

   (a)   1 mpaka 3.   [ ]

   (b)   4 mpaka 6.   [ ]

   (c)   7 na zaidi. [ ]

12.   Je, kuna madarasa/vyumba vingapi katika kituo cha kulelea watoto cha sweet

   baby care?

   (a) 1 mpaka 3   [ ]

   (b) 4 mpaka 6   [ ]

   (c) 7 na zaidi   [ ]

13. Je, kituo kina vifaa vya kuchezea watoto?

(a)   Ndio.   [ ]

(b)   Hapana. [ ].

Kama ndio, Tafadhali vitaje…………………………………..……………

…………………………………………………………………………...……

…………………………………………………………………………...………

14. Je, kituo kina kiwanja cha kuchezea watoto?

(a)   Ndio   [ ]

(b)   Hapana   [ ]

15. Je, mazingira wanayocheza/ kulelewa watoto ni salama na yamezungushiwa

uzio?

(a)   Ndio   [ ]

(b)   Hapana   [ ]

16. Je, watoto wanapata chakula wakiwa kituoni?

(a)   Ndio   [ ]

(b)   Hapana [ ]

 Kama ndio tafadhali ainisha aina ya vyakula ambavyo wanapatiwa wakiwa

 kituoni/shule.

…………………………………………………………………………………

…………………………………………………………………………………

17. Je, kuna mtoto yeyote ambae aliwahi kupata ajali akiwa kituoni?.

    (a)   Ndio   [ ]

    (b)   Hapana   [ ]

    Kama ndio tafadhali taja idadi ya watoto ambao waliwahi kupata ajali kuanzia

    mwaka 2014 hadi 2016………………………..

18. Je, walimu/ walezi wamepatiwa mafunzo ya kulelea watoto?

    (a)   Ndio   [ ]

    (b)   Hapana   [ ]

    Kama ndio tafadhali ainisha ni walimu/walezi wangapi wamepatiwa mafunzo

    ya elimu ya awali…………………………………………..

19. Unafikiria mshahara wanaolipwa walimu/walezi unakidhi kimaisha?

    (a)   Ndio.   [ ]

    (b)   Hapana   [ ]

20. Kama jawabu ndio ainisha asilimia inayokukidhi kupata huduma zako muhimu

    za kila siku.

    (a)   Afadhali (40%)   [ ]

    (b)   Nzuri kiasi (50%)   [ ]

    (c)   Nzuri sana (75% na zaidi)   [ ]

SEHEMU "B": hali ya kujitambua.

21. Je,unafikiria kwamba kituo kina manufaa yeyote kwa watoto wanaolelewa?

(a) Ndio. [ ]

(b) Hapana [ ]

21. Je,unafikiria kwamba wazazi wanapata faida kwa kuwapeleka watoto wao katika shule hii?

(a) Ndio. [ ]

(b) Hapana [ ]

22. Je,unafikiria kwamba walezi/ walimu wanapata faida kwa kupelekwa watoto kituoni?

(a) Ndio [ ]

(b) Hapana [ ]

23. Je, unawatoto wangapi wenye umri kati ya miaka 2 hadi 6 walioandikishwa katika shule hii?

(a) 1 mpaka 3 [ ]

(b) 4 mpaka 5 [ ]

(c) 6 na zaidi [ ]

(d) Huna hata mmoja anaesoma hapa [ ]

24. Kati ya sababu zifuatazo; ni zipi ambazo zinasababisha mtoto/watoto wako wasiandikishwe katika masomo ya awali?

(a) Ukosefu wa vituo vya awali vyenye nafasi ya kutosha [ ]

(b) Kutomudu gharama za ada. [ ]

(c) Hakuna umuhimu wa mtoto/watoto kusoma elimu ya awali. [ ]

(d) Sababu nyenginezo. [ ]

SEHEMU 'C' , Hali ya kiuchumi katika kituo**.**

25.   Kila mtoto analipiwa kiasi gani kwa mwezi?

    (a)   10,000.   [ ]

    (b)   15,000.   [ ]

    (c)   20,000 na zaidi. [ ]

26.   Je, wazazi wanalipa ada ya mwezi kwa wakati?

    (a)   Ndio.   [   ]

    (b)   Hapana. [   ].

27.   Je kila mlezi/mwalimu analipwa kiasi gani kwa mwezi?

    (a)   Mnamo 100,000 mpaka 200,000 [ ]

    (b)   Mnamo 300,000 mpaka 400,000 [ ]

    (c)   Mnamo 500,000 na zaidi   [ ]

28.   Je unafikiri kituo kinaingiza faida kwa mwaka?

    (a)   Ndio   [ ]

    (b)   Hapana   [ ]

29.   Kama jawabu ndio, je unafikiria faida inayopatikanwa kwa mwaka inatosha

    kwa kuendeshea shughuli za kituo?

    (a)   Ndio   [ ]

    (b)   Hapana [ ]

30   Je unafikiri kituo kinaingiza kiasi gani kwa mwaka?

    (a)   Chini ya 1,000,000   [ ]

    (b)   1,000,000 hadi 2,000,000   [ ]

    (c)   3,000,000 na zaidi   [ ]

SEHEMU 'D'. Changamoto zinazokikabili kituo

31.   Je,unafikiria kituo kinakabiliwa na changamoto gani katika kuendesha

shughuli zake za kila siku?

    (a)   Uhaba wa madarasa ya kusomeshea/kulelea watoto.   [ ]

    (b)   Uhaba wa vifaa vya kuchezea na kujifunzia watoto.   [ ]

    (c)   Ukosefu wa kiwanja cha kuchezea watoto   [ ]

    (d)   Ucheleweshaji wa malipo ya mwezi   [ ]

    (e)   Walimu /walezi kutokua na elimu ya kulelea/kufundishia watoto   [ ]

SEHEMU 'E' Nini kifanyike ili kituo kiweze kutoa huduma bora na kiwe na

maedeleo zaidi ?

32.   Je, kunahaja ya kuongeza idadi ya walimu/walezi wa kufundisha/kulea watoto

katika kituo?

    (a)   Ndio.   [ ]

    (b)   Hapana   [ ]

33.   Je,unafikiri ipo haja ya kupatiwa mafunzo zaidi kwa walimu/walezi kuhusu

ufundishaji/ uleaji wa watoto wa elimu ya awali?

    (a)   Ndio   [ ]

    (b)   Hapana   [ ]

34. Je, unafirikiria kwa kuwashirikisha wazazi wa wanafunzi katika maendeleo ya kila siku ya watoto wao kunaweza kusaidia katika kujifunza kwa watoto wao?

(a) Ndio   [   ]

(b) Hapana. [   ]

35 Kama jawabu ni 'Ndio' kwa asilimia ngapi wazazi wa wanafunzi wanachangia katika kutatua changamoto zinazowakabili watoto hao wakiwa kituoni. (ainisha asilimia)?

(a) Afadhali (40%)   [ ]

(b) Nzuri kiasi (50%)   [ ]

(c) Nzuri sana (75% na zaidi)   [ ]

AHSANTE KWA USHIRIKIANO WAKO