

ELY SCHOOL

PROPOSED OPERATIONAL PLAN TO ESTABLISH A KINDERGARTEN AND PRIMARY SCHOOL IN ARUSHA.

Soon after independence in 1961, Tanzania declared war against three development enemies namely: Ignorance, Diseases and Poverty. Various plans and programs were formulated and implemented aiming at improving, strengthening and expanding social services such as education, health, water, communication, transport, agriculture and the economy at large.

By the early 1980s over 90 % of Tanzania school age children were able to enroll in primary schools. However, these achievements were negatively affected from the late 1980s, by the economic decline attributed to the collapse of commodity prices in the International market for exported goods (largely raw materials). This in turn affected farmers' income and the country's foreign exchange earnings, thus weakening the ability of the government to provide basic social services, one being adequate and quality education.

However, in the 1990s, the economic recovery enabled the Government to set new social policies which were, to a large part, dependent on foreign donors.

During this period, substantial internal and external changes took place in terms of internal social and political needs, coupled with global science and technology advancement; globalization policies, global economic adjustment policies and programs, as well as global political changes. All the above necessitated the need for Tanzania to revisit and adapt a new education policy in order to cope with this century's social, political and economic hurdles; and put itself in a better economic development position. The current education policy was thus formulated in 1995.

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The Mission of the Policy is stated as:-

“Realizing Universal Primary Education (UPE), eradicating illiteracy and attainment of tertiary education and training commensurate with critical high quality human resources required to effectively respond to the development challenges at all levels”

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The Policy's Vision is stated as:-

“To make Tanzania a nation which produces quality and quantity of educated citizens sufficiently equipped with the relevant knowledge capable of solving the society's problems in order to foster the national social, political, and economic development”.

The Policy set the following Goals:-

- To increase gross and net enrolment of boys and girls, including children with disabilities, in primary schools from 90.3 % in year 2004 to 99 % in year 2010.

- Increased proportion of orphans and other under-privileged children enrollment, attending, and completing primary education from 2 % in year 2000 to 30 % in 2010.
- Increased percentage of girls and boys with disabilities and who qualify for secondary education being enrolled and complete secondary education by year 2010.
- At least 50% of boys and girls aged 14 -17 years are enrolled in ordinary level secondary schools by year 2010.
- At least 60% of girls and boys (in primary schools) pass standard VII examinations by 2010.
- At least 25% of boys and girls are enrolled in Advanced Level secondary education by 2010.
- Increased enrolment in higher and technical education in Universities and Technical colleges to 30,000 full time students, 10,000 part time and 15,000 distance learners by 2008.
- Improve knowledge on entrepreneurship skills amongst youth.
- Effective HIV/AIDS education skills programs offered in all primary schools, secondary schools and teachers training colleges.
- At least 80% of adults, especially women in rural areas are literate, through adult and non-formal education.
- Reduce the number of illiterate adults from 3.8 million people in 2004/2005 to 1.5 million in 2007/2008.
- Increase numbers of students/youth who are service oriented.

Shortfalls in the current Policy

The current education policy could be viewed as dominated by political influences. The policy vision, mission and goals are well stated and geared to solve the problem of insufficient and in ineffective educational services in the country. But the objectives have never been realized since the inception of the policy in 1995.

In general the education policy of 1995 is surrounded by the problem of poor planning and administration. The targets which were set were too unrealistic and surrounded by political motives. For example, the program to increase the number of secondary schools, by each ward building its own secondary school, did not take in consideration the provision of sufficient teachers, teaching materials like text books, laboratory equipments, etc. As such these secondary schools do not have enough teachers, and 98 % of these schools have acute shortages of text books as well as laboratory equipment. The academic performance of these schools has never been good, and the achieving of low grades in final form four examinations has been the order of the day. Over 85% of form four leavers had to go back to the village or to the urban towns, becoming jobless and later ends up in informal criminal groups.

Not only the problem of poor planning and administration affected the secondary school education, but has affected and lowered the quality of education in all levels of education

system in Tanzania. The Universal Primary Education (UPE) program has led to the enrollment of excessively huge number of children to start primary school education. The enrollment had not matched with the development of the necessary infrastructures e.g. teachers, text books, classrooms, desks, toilets, etc. The learning environment in almost 90 % of the primary schools in the country, especially in the rural settings, is pathetic. The same situation applies even in colleges as well as universities.

The ultimate outcome of this policy had been to produce a vast majority of primary school leavers who do not qualify for secondary level and they had to leave school and go back to the village, quite pre-mature, to undertake self employment activities to enable them earn a living. In some cases, some even leave primary school not yet able to read and write.

The other major cause is high level of corruption and miss-appropriation of public funds, being practiced by civil servants in the education sector, as well as by civil servants in the central government. The resources/funds allocated to the education sector are by far very little compared to the actual resources/funds needed to implement the existing education policy.

Policy Evaluation

The evaluation of the current Education Policy, not only by the government officials but also private interested parties, showed that the government was incapable of delivering the service as per the above objectives. The policy has been reviewed to allow private investors in the education system. Hitherto, only religious organizations were allowed to manage what were then called private schools. The number of such schools is rapidly increasing.

To the surprise of the government officials, the quality of education being offered in these private schools, starting with kindergartens to universities, not mentioning the vocational training colleges, has surpassed the projected goals set by the Ministry of Education. This is in spite of the higher tuition fees being demanded by these private institutions.

However, the demand for such schools is still very high. Only about 3 % of those requiring such quality education manage to secure a place in a good private school, and so they are forced to attend the government schools, with their shortfalls.

It is also these private institutions that offer education to the less privileged children including orphans. In most cases, all their expenses are paid for by the school, or with the help of friendly partners. The government does not contribute any thing towards the education nor the welfare of such children.

Ely School Project Concept

After studying the development of the education system and policy in Tanzania, and the shortfalls and the gains that have been archived by allowing the privatization of the system, the founders of Ely School decided to venture into this noble cause by establishing, to start with, a kindergarten in 2009, in the premises which were being used to teach English, German and French languages to tour guides and operators. This venture has been successful and currently the school has 20 (twenty) pupils.

These have been registered for Primary One in 2010 in the same premises. An intake of 25 (twenty five) kindergarten pupils is expected in year 2010.

Among the current 20 pupils, 10 are under-privileged and orphans who cannot pay for their up-keep in the school. Ely School, with the help of a few well wishers, has managed to cater for them with difficult.

A survey done around the city of Arusha showed a high demand of the standard of education offered in the existing very few private schools. Many parents who can afford the private school tuition fees, which are very much higher than those in government schools, have opted to send their children to the private schools rather than the government ones.

Further, though the government gives assistance to orphans and those less privileged children, such assistance is reaching a very small number. Ely School will endeavor to help a few of these to receive the quality education required.

As outlined below, the activities of Ely School are geared to helping the community at large, especially the less privilege groups like women, to engage in economic ventures which will enable them to make a living, not only for them but their families. Hence, the pushing force behind the Management of Ely School to engage in this venture.

Plans show that, once the necessary infrastructure is in place, the institution will be able to run itself and make a reasonable surplus which can be used for future development.

Ely School Concept Outline

The projected activities of Ely School are:-

- a) To provide kindergarten services to at least 50 pupils for one year.
- b) To provide full primary education to the above kindergarten finalists, and others who may wish to join the School.
- c) To provide vocational training courses to youth, especially girls, to enable them fend for themselves in the community.

- d) To provide Tuition classes to Primary and Secondary School pupils in government schools to enable them acquire the education level advocated in the current Policy.
- e) To provide language classes in English, German and French to adults who may need this in their jobs. And Kiswahili for foreigners, Volunteers, Experts rates who are coming to help Tanzania in its Development.
- f) To provide training sessions, for at least 2 (two) days at a time, to organized groups of local populace, in an effort to raise their awareness of the value of the tourist attraction in Tanzania. This will be accompanied with safaris to the tourist attractions.
- g) To encourage and support women initiatives in tourism development activities as well as promoting self-help projects producing tourist souvenirs such as pottery, beadwork, weaving and knitting, cloth art, etc. These women , being mothers, teachers and mentors, will be highly instrumental in the creation of awareness of the importance of tourism among the community members.

Time Schedule

The Operational Time Schedule will depend very much on putting the right infrastructure in place. This will require land for the construction of the required buildings, the purchase of the necessary furniture, equipment and books and the acquisition of transport facility if the school moves from the current rented accommodation to own premises.

The availability of the required teachers is not a problem since there are many dedicated ones who want to do a good teaching job but the conditions in the schools they are assigned to do not allow them to. So the provision of the required teaching facilities will attract many.

The financial requirement for year 2010 is appended hereto. The projected Budget of implementing the Concept is also appended below. This initially covers a period of five year.