

Factors Affecting the Enrolment in Formal Pre-Primary Education in Tanzania: A Case of Arusha City

Geneveva Petro Balilemwa
Institute of Accountancy Arusha
Department of Education
genevevabalilemwa@gmail.com

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Abstract: *The purpose of this study was to examine the factors influencing low enrolment in formal pre-primary education in Tanzania, focusing on Arusha city. The study aimed to identify social, cultural, economic, and institutional reasons that lead many children to begin standard one without attending pre-primary education. A qualitative research design was employed using a phenomenological approach to explore the lived experiences of parents, pre-primary teachers, head teachers and ward education officers. Participants were selected purposively, and data were collected through in-depth interviews and focus group discussions. Data were analyzed thematically to identify key patterns and factors affecting enrolment. The findings revealed that enrolment in formal pre-primary education is affected by limited parental awareness, long distance from home to school, overcrowded classrooms, inadequate facilities, teacher shortages in public schools, weak enforcement of pre-primary education policy, and children's involvement in household and pastoral duties. These challenges reduce participation in early learning and lead many children to start primary school without foundational literacy, numeracy, and social skills. The study concluded that improving access and quality of pre-primary education requires both policy enforcement and community engagement. It is recommended that the government expand pre-primary centres, improve school infrastructure, strengthen awareness campaigns, increase teacher recruitment, and reinforce policy implementation to ensure that children enroll before joining standard one.*

Keywords: pre-primary education, enrolment, factors, challenges, education policy.

INTRODUCTION

Pre-primary education provides an essential foundation for children to develop intellectual, emotional, and social abilities. It helps learners to acquire early literacy and numeracy abilities that prepare them for formal schooling (Crouch, 2020). Research indicates that children who attend pre-primary classes perform better in academic and social areas compared to those who start directly in primary education (Ifiezibe, B., 2025). The development of communication and

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reasoning abilities at this stage supports better participation in later learning activities. Early exposure to organised learning promotes curiosity, confidence, and positive attitudes toward education. Studies also show that children who begin education at an early age demonstrate stronger school readiness and better performance in the first years of primary education (Ndijuye, L. G. 2025). Therefore, pre-primary education serves as an important entry point for building the overall quality of education and human development.

The global education community recognises pre-primary education as a vital part of the learning process. Reports by international organisations indicate that many countries have integrated at least one year of pre-primary education into their basic education cycles (Murray, J,2023). The inclusion of this stage reflects a commitment to promote inclusive and equitable education for young children. Evidence from African countries such as Ghana, Kenya, and Rwanda shows that policy reforms have made pre-primary education compulsory as a means to expand access and improve early learning outcomes (Zaw et al., 2021). The expansion of early learning opportunities has been linked to improvements in enrolment, retention, and academic achievement in the early grades. These international experiences demonstrate the growing recognition of pre-primary education as a key stage for reducing inequalities in learning opportunities.

In Tanzania, pre-primary education is part of basic education and is provided for one year before children join standard one. The programme aims to ensure that every child begins formal education with the necessary learning abilities and social readiness. National education reports indicate that access to primary education has increased in recent years, but participation in pre-primary education remains low (Amani et al., 2021). Less than half of eligible children are currently enrolled, which limits equal opportunity for school readiness and early learning (World Bank, 2022). Despite the government's efforts to ensure that each public primary school has a pre-primary unit, there is evidence that a significant number of pupils join standard one without having passed through pre-primary education. The enrolment data of pupils in pre-primary and primary education from 2020 to 2024 present a picture as shown in Table 1.

Table 1: Pupil enrolment in pre-primary and primary education in Tanzania (2020 to 2024)

Year	Pre-Primary Enrolment	Primary Enrolment (Next Year)	Additional Pupils in Primary (Not from Pre-Primary)	Percentage of Direct Entrants
2020	1,377,409	1,756,310	378,901	21.60
2021	1,390,825	1,847,674	456,849	24.70
2022	1,543,843	1,916,878	373,035	19.50
2023	1,679,542	1,978,904	299,362	15.10

Source BEST (2024; 2023; 2022; 2021; 2020)

The table presents the enrolment pattern in pre-primary and primary education between 2020 and 2023. Pre-primary education in Tanzania is designed to be compulsory for one year before children enter standard one. However, the data show that a notable number of pupils join primary school without attending pre-primary education. In 2020, 378,901 pupils, or 21.6 percent of those entering primary, did not have pre-primary experience. This number increased to 456,849 pupils, or 24.7 per cent, in 2021. The percentage of direct entrants declined slightly in the following years but still remained 19.5 percent in 2022 and 15.1 percent in 2023. This trend raises concerns about the effectiveness of the compulsory pre-primary education policy in Tanzania. Therefore, this study sought to investigate the reasons behind skipping pre-primary education and suggest the best strategies for increasing enrolment of pupils in pre-primary education in Tanzania.

METHODOLOGY

This study adopted a qualitative research design to explore the reasons why pupils skip enrolment in formal pre-primary education in Tanzania. A phenomenological approach was employed to capture the lived experiences of participants and understand their perceptions, beliefs, and experiences in depth (Bush et. al,2019) . This approach allowed the researchers to uncover social, cultural, and institutional factors influencing pre-primary enrolment. The study population consisted of pre-primary teachers, head teachers, ward education officers, and parents of children eligible for pre-primary education.

A purposive sampling strategy was employed to select participants with direct experience and knowledge of pre-primary education. Selection included representation from both urban and rural areas to capture varied viewpoints. Data collection continued until data saturation was reached, meaning no new themes or information emerged from additional interviews or discussions (Braun, V., & Clarke, V., 2021). Data were analysed thematically, following systematic coding and categorisation to identify recurring patterns and factors influencing enrolment. Ethical principles, including informed consent, confidentiality, and voluntary participation, were strictly observed.

Data were collected through in-depth interviews with pre-primary teachers, head teachers, and ward education officers. This method allowed participants to share detailed personal experiences, challenges, and observations regarding pre-primary enrolment (Bawani, E. L., & Mphahlele, R. S., 2021). For parents, focus group discussions were conducted to generate collective views on decision-making processes, perceptions of pre-primary education, and community factors affecting enrolment. One group of four parents was selected from the rural areas, and one group of four parents was selected from the urban areas.

FINDINGS

Analysis of the interviews revealed a number of factors affecting enrolment of pupils in pre-primary education. The main factors include the presence and accessibility of pre-primary centers, distance to schools, limited parental awareness of the importance of formal early childhood education, inadequate facilities and teachers in public pre-primary schools, weak enforcement of policy, and children's engagement in household and pastoral duties.

Presence of Pre-Primary Centers

During interviews with education stakeholders, the availability and accessibility of pre-primary centers emerged as a major determinant of children's enrolment in formal pre-primary education in Tanzania. It was discovered that, while some schools offer pre-primary sections, many communities rely on small informal centers that are not officially registered or recognized by educational authorities. These informal centers are often closer to households and perceived as convenient alternatives, especially in rural areas. This was evidenced as one of the ward education officers explained;

Statistics show that many pupils begin standard one without passing through pre-primary education. This happens because most children attend small holding centers which are not registered. Those who complete these informal centers move directly to standard one without official pre-primary records. (Interview with a ward education officer, September, 2025.)

Another education officer said the following

You can find a child learning at a neighbor's home or in an informal center which is not registered, yet they still receive some early lessons. But those centers do not follow the national curriculum or offer full early learning experiences as required. (Interview with a ward education officer, September, 2025.)

Responses from these key informants mean that there is a large number of children who just attend informal or unregistered centers and do not have formal pre-primary education. This implies that these pupils enter standard one without the necessary foundational skills in literacy and numeracy and without the social interaction needed for school. These pupils in Tanzania may struggle to adapt to the structured learning environment of primary school, and their early learning outcomes are likely to be limited. The findings suggest that convenience alone does not ensure readiness for formal education and highlight the need for accessible and officially recognized pre-primary centers across communities.

This was further supported by one pre-primary teacher who added;

Some parents avoid government pre-primary classes because they are overcrowded. They choose nearby private daycare centers instead, where they believe their children will get more attention and care even if the learning there does not meet national education standards. (Interview with a pre-primary teacher, September, 2025.)

The response from this teacher means that there are parents who just take their children to these centers without knowing whether the centers provide formal pre-primary education according to the national curriculum. This implies that many children attend informal or private daycare centers that focus on care and supervision rather than structured learning. As a result, these pupils in Tanzania may begin standard one without adequate preparation in literacy, numeracy, and social skills. The findings suggest that parental choice based on convenience or attention given to children does not guarantee readiness for formal education.

Distance to Schools

Distance to schools offering pre-primary education emerged as another factor influencing parents' decisions regarding enrolment. Interviews revealed that many children live far from schools, making it challenging for parents to accompany them daily. In rural villages, pre-primary sections are often available only at central schools, forcing children from surrounding sub-villages to walk long distances. The lack of safe and reliable transportation or older siblings to escort young children discourages enrolment. Stakeholders indicated that parents often delay school entry until children are old enough to walk independently, which negatively affects early learning exposure in Tanzania. This was pinpointed as one of the head teachers said;

Children here walk long distances to reach school, and parents find it hard to escort them every day. Most prefer waiting until the children are old enough to walk on their own before they begin schooling, and this is why most of them wait until the children are at the age of and register him or her directly to standard one. (Interview with a head teacher, September, 2025.)

This was further supported by a pre-primary teacher who said:

Some of the children are too young to walk alone. Parents fear for their safety because the distance is far, as they fear wild animals and other dangers. They choose to keep them at home until they are bigger and can manage the journey without much supervision. (Interview with a pre-primary teacher, September, 2025.)

These responses highlight that long distances to pre-primary schools create a barrier to early school attendance, limiting children's participation in structured learning activities during critical developmental years. In Tanzania, this implies that children who are kept at home due

to accessibility challenges may enter standard one without adequate preparation, affecting their ability to cope academically and socially.

The same reason was mentioned by ward education officers, as one of them stated:

In my area, only the main school has a pre-primary class. Parents from other hamlets find it difficult to bring their children. Some even say it is better to delay schooling than struggle with long daily walks for such young children. (Interview with a ward education officer, September, 2025.)

One of the pre-primary teachers supported this view by saying the following:

Some children could have joined school earlier, but the distance discourages parents. A few start late because they must wait for older siblings to take them along when they begin standard one at the same school. (Interview with a pre-primary teacher, September, 2025.)

Responses from these key informants mean that distance from home to school remains a challenge and one of the major factors affecting children's enrolment in pre-primary education. This implies that the schools are a bit far for pupils at that age to walk alone. The condition is worsened by the absence of transportation facilities in public schools for pupils who live far away. In Tanzania, this situation limits access to early learning opportunities for many children, especially in rural areas where schools are sparsely located (Baum, Hernandez & Orchard, 2019). The findings suggest that without accessible and nearby pre-primary centers, many parents prefer to delay enrolment until their children are old enough to walk long distances or join their older siblings. Consequently, distance continues to affect the timely participation of children in early learning, creating unequal opportunities for foundational education across communities.

Limited Awareness on the Importance of Formal Pre-Primary Education among Parents

Interviews with stakeholders revealed that many parents in Tanzania do not recognise the importance of formal pre-primary education, resulting in children starting standard one directly from home. Some parents perceive pre-primary as limited to basic reading and writing, unaware of the broader curriculum and developmental skills offered at this level. Stakeholders emphasized that low awareness contributes significantly to low enrolment rates and affects children's preparedness for structured learning environments in primary schools.

For instance, one of the pre-primary teachers mentioned:

Some parents do not have the understanding or motivation to see the importance of taking their child to pre-primary education. Others believe that the child can start standard one directly from home, so they do not enroll the child in pre-primary. (Interview with a pre-primary teacher, September, 2025.)

Another pre-primary teacher added:

Many parents think that pre-primary is just learning to read and write, without realising that there are many other subjects that should be taught. That is why they prefer to keep the child at home until they reach the age for standard one. (Interview with a pre-primary teacher, September, 2025.)

These responses mean that a large number of parents lack awareness of the importance of pre-primary education, and this misunderstanding causes many children to start standard one without attending pre-primary. The findings imply that parents perceive pre-primary as unnecessary since they assume learning begins at the primary level. In Tanzania, this situation weakens the foundation for children's learning and development. Pupils who skip pre-primary miss essential early childhood experiences that build readiness for formal education. As a result, they often face difficulties adapting to structured school routines, communication, and foundational academic expectations once they reach standard one.

Even in urban areas, awareness gaps persist, as one of the parents said:

Even in urban areas, some parents do not have enough understanding. They know the child will go to standard one, so they do not see why pre-primary is necessary. Sometimes the child is brought directly to standard one without any pre-primary preparation. (Interview with a Parent, September, 2025.)

This was further supported by pre-primary teachers, as one of them stated:

Parents do not see why the child must go through pre-primary before starting standard one. They often think the child will manage at standard one without pre-primary, not realizing that missing it can create challenges in learning later. (Interview with a pre-primary teacher, September, 2025.)

The statements from these informants mean that low parental awareness of the value of pre-primary education is not only a rural issue but also exists in urban areas. These findings imply that many parents in both settings lack understanding of the developmental and academic benefits of early education. In Tanzania, this situation contributes to children entering standard one without essential readiness skills in communication, numeracy, and classroom behavior (Williams & Lerner, 2019). It further shows that awareness campaigns about the role of pre-primary education are still insufficient, leaving many parents unaware of how this stage supports a smooth transition and success in primary schooling.

Lack of Facilities and Teachers in Public Pre-Primary Schools

Interviews revealed that overcrowded classrooms and insufficient teachers in public pre-primary schools discourage parents to a large extent discourage parents from enrolling children in pre-primary education. Stakeholders emphasized that the lack of adequate facilities reduces

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opportunities for individualized attention, which is critical for early learning. Parents often opt for private or informal centers where children receive closer supervision, even if the educational content is not fully aligned with national standards.

This was pinpointed during the interviews as one of the ward education officers said:

Sometimes parents bring a child to pre-primary, but the classroom is full. One teacher is assigned to many children, and the child does not get the attention needed. Parents see this and choose to keep the child at home or send them to daycare centers instead. (Interview with a ward education officer, September, 2025.)

A similar observation was made by one pre-primary teacher by saying the following:

The classrooms in government pre-primary schools are often small, with very few teachers. Parents feel that their child will not learn properly in such conditions. Many prefer daycares where children get more supervision, even if the educational quality is lower. (Interview with a pre-primary teacher, September, 2025.)

These responses mean that overcrowding and a shortage of teachers in public pre-primary schools significantly discourage parents from enrolling their children. The findings imply that insufficient human and physical resources weaken the quality of early education and reduce parents' confidence in public schools. In Tanzania, this situation leads to unequal access to effective early learning as children from low-income families cannot afford private options. It also affects pupils' readiness for standard one since overcrowded classrooms hinder individual guidance and developmental monitoring.

Pre-primary teachers and ward education officers also pointed out the lack of physical and human resources as one of the barriers for perfect enrollment of pupils in pre-primary education. This was evidenced as one of the pre-primary teachers said:

Many parents know that pre-primary in public schools is free, but they see that classrooms are overcrowded and teachers are few. They feel their children will not benefit much and choose alternatives, even if they have to pay. (Interview with a pre-primary teacher, September, 2025.)

Similarly, one ward education officer added:

Facilities like toilets, play areas, and learning materials are often inadequate in public pre-primary schools. Parents compare this with private or community centers and sometimes think it is better to wait or use other options. This situation

affects enrolment and learning outcomes. (Interview with a ward education officer, September, 2025.)

These statements mean that many parents in Tanzania are discouraged from enrolling their children in public pre-primary schools because of poor facilities and limited teaching staff. This implies that inadequate learning environments and shortages of resources reduce parents' trust in the quality of public education. As a result, pupils either delay enrollment or attend alternative centers that may not follow the national curriculum. The findings further imply that unless the government improves infrastructure and staffing in public pre-primary schools, early education participation and preparedness for standard one will remain low across many communities in Tanzania.

Policy on Pre-Primary Education

During interviews, stakeholders revealed that although pre-primary education is recognized in policy documents in Tanzania, there is limited enforcement compelling parents to enroll their children. The policy emphasizes age eligibility for standard one, but does not provide strong mechanisms to ensure that pre-primary attendance occurs before children enter primary school. Education stakeholders highlighted that this policy gap contributes to delayed enrolment, and in some cases, children bypass pre-primary entirely. The lack of enforcement, combined with minimal community-level awareness, means that parents often consider pre-primary attendance optional, despite its crucial role in preparing children for formal schooling.

This was revealed out as one of the ward education officers stated:

Regarding policy, if you look closely, there is no direct requirement that forces a parent to take a child to pre-primary education. Instead, the policy emphasizes more on enrolling the child in standard one when they reach the required age. That is, if a child fails to enroll in standard one it becomes a problem, but if they do not attend pre-primary, there is no insistence.

Similarly, a pre-primary teacher added:

What I can say is that the problem lies in the fact that the policy states pre-primary education is mandatory, but at the same time, it does not provide any push to enforce its implementation. That is why the situation continues as it is.

These responses mean that the weak enforcement of pre-primary education policy in Tanzania allows many parents to overlook its importance without facing any consequences. This implies that although the government recognizes pre-primary education as mandatory, the absence of strong implementation mechanisms leads to low enrolment and inconsistent participation across regions. The findings further imply that children continue to start standard one without foundational learning experiences, which affects their readiness and long-term progress.

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Silence of the education policy on enforcing enrollment in pre-primary education received more attention among the study participants, as one of the ward education officers said the following:

Regarding the law, currently, if a parent does not take a child to standard one, the government can take action, but the case is not the same for those who fail to take their children to pre-primary schools. I think the government could consider setting the same procedure; if it is a legal matter, then it should be clear, just like for primary education. (Interview with a ward education officer, September, 2025.)

These statements reveal that the current policy framework in Tanzania does not provide sufficient motivation or legal compulsion for pre-primary enrolment. The lack of enforceable policy means that parents prioritize standard one entry over early childhood education, leaving many children without the benefits of structured pre-primary learning (Rahman, M. M, 2023). Strengthening policy enforcement, introducing clear legal obligations, and communicating the mandatory nature of pre-primary education are critical steps to improve early learning enrolment and prepare children for primary school.

Children Engaged in Household and Pastoral Duties

Stakeholders indicated that in many communities, especially pastoralist areas, children's involvement in household and livestock duties prevents regular attendance at pre-primary schools. Parents prioritize the contribution of children to household chores and livestock care over early education, leading to delayed enrolment or skipping pre-primary entirely. These responsibilities often include caring for younger siblings, tending cattle, goats, and calves, and assisting with domestic chores. In such contexts, even when pre-primary education is available nearby, children may remain at home to fulfil family obligations, limiting their access to formal early learning experiences.

This was segmented by one of the parents, who said:

In our community, many children are kept at home to help with household chores, such as taking care of younger siblings, and to assist in tending cattle, goats, and calves. Parents prefer children to stay and help with these responsibilities before they join standard one. (Interview with a Parent, September, 2025.)

One of the pre-teachers also had the same observation, as pointed out the following:

In some areas, especially among pastoralist families, children are used as part of household labour. They look after livestock like goats and cows, and assist in domestic tasks. Because of this, children do not attend pre-primary school and

sometimes start standard one directly. (Interview with a pre-primary teacher, September, 2025.)

Responses from these informants mean that in many Tanzanian communities, especially pastoralist ones, early childhood education is often undervalued compared to children's contribution to domestic and livestock duties. The implication is that many children delay school entry or skip pre-primary altogether because their labour is needed at home. This situation limits their opportunity to acquire foundational skills before starting standard one. It also means that such pupils begin primary school with less readiness for structured learning. The findings imply that efforts to improve enrolment in pre-primary education in Tanzania must address cultural and economic practices that keep young children engaged in household and pastoral duties instead of attending school.

The same factor was further mentioned by another head teacher who stated the following:

Even when pre-primary education is available, some children remain at home because they are needed for family chores and taking care of animals. Parents see the children as part of the household workforce, and this keeps them from attending pre-primary classes before joining standard one. (Interview with a head teacher, September, 2025.)

Responses from this informant mean that some families in Tanzania still depend heavily on the labour of young children to manage daily household and livestock activities. This implies that children's early education is often postponed until they are older and no longer required for such domestic responsibilities. The findings further imply that despite the availability of pre-primary education in some areas, cultural and economic expectations within families continue to hinder children's attendance. This condition contributes to unequal educational access and affects school readiness for many pupils entering standard one in Tanzania.

DISCUSSION OF THE FINDINGS

Concerning the presence of pre-primary centers, many parents prefer to take their children to nearby informal or private centers for convenience. However, these centers often face challenges such as overcrowding, limited teaching staff, and inadequate adherence to the national curriculum. According to Ndijuye et al. (2020), access to quality early learning opportunities is constrained when children attend centers with insufficient resources. This implies that children may enter standard one with gaps in literacy, numeracy, and social skills, which can affect their ability to participate fully in classroom activities. Expanding well-resourced centers could improve readiness and equity.

Distance to schools significantly affects enrolment, especially in rural areas where children may need to walk long distances. Parents often delay sending children to pre-primary because the journey is unsafe or difficult. Beatson (2022) noted that accessibility barriers reduce early

education participation, and Bray, M. (2025) emphasized that proximity to learning centers increases enrolment. This implies that children living far from schools may begin standard one with less exposure to early learning experiences, potentially affecting confidence, basic skills, and adaptation to school routines. Establishing closer centers or providing safe transport could improve access and participation.

Limited parental awareness of the importance of pre-primary education contributes to children starting standard one without prior attendance. Some parents view early education as unnecessary, assuming that literacy and numeracy can be acquired directly in primary school. Zaw et al. (2021) highlighted that lack of community understanding reduces enrolment, and Taniguchi et al. (2022) found that informed parents are more likely to send children to pre-primary. This implies that children may miss out on early development of communication, problem-solving, and social skills, which can affect their performance and engagement in primary school. Community education campaigns could help improve awareness and participation.

Overcrowded classrooms and a shortage of teachers in public pre-primary schools discourage parents from enrolling their children. Large class sizes reduce attention for each child and limit the quality of instruction. Amani (2021) reported that insufficient teachers undermine early learning outcomes, and the Education Sector Development Plan (2021) emphasises the importance of qualified educators. This implies that children in public schools may not receive the support needed to develop confidence, learning habits, and basic academic skills before entering standard one. Increasing teacher numbers could enhance learning opportunities and encourage enrollment.

The lack of physical resources, including toilets, play areas, and teaching materials, further limits the effectiveness of public pre-primary schools. Ndjuyé et al. (2020) observed that inadequate facilities reduce the appeal and quality of early education, and the Education and Training Policy (2014) stresses the need for adequate infrastructure. This implies that children may not benefit fully from early education environments, affecting their readiness for standard one and overall learning experience. Investing in facilities could improve both enrollment and educational outcomes.

Weak enforcement of the pre-primary education policy allows many children to enter standard one without attending pre-primary (Anna & Olemong'i, 2025). Policy documents emphasize age eligibility for primary school but provide limited mechanisms to ensure early education participation. Zaw et al. (2021) noted that weak implementation reduces enrolment, while the Education and Training Policy (2014) identifies enforcement as critical for compliance. This implies that children may start standard one lacking basic literacy, numeracy, and social skills, which could affect their initial adjustment and learning progress. Strengthening policy enforcement could ensure broader participation and preparedness.

CONCLUSION

The study indicates that several interconnected factors influence children's enrolment in pre-primary education and their readiness for standard one. Many parents prefer nearby informal or private centers even though in these centres there is insufficient adherence to the national curriculum, which may result in children entering standard one with gaps in literacy, numeracy, and social skills. Long distances to schools and a lack of safe transportation further delay enrolment, reducing exposure to early learning experiences. Limited parental awareness contributes to low participation, while insufficient facilities, teacher shortages, and weak policy enforcement compound these challenges. This means that many children in Tanzania start standard one without the necessary preparation, which can affect their confidence, learning habits, and academic progress.

Recommendations

Concerning the challenges related to the presence of pre-primary centers and the long distance to schools, it is recommended that the government and education stakeholders expand the number of well-resourced pre-primary centers within communities, particularly in underserved and rural areas. Establishing centers closer to households would reduce the burden on parents and encourage timely enrolment. Additionally, providing safe transportation options for children living far from schools could further increase access and participation. These interventions would help children acquire essential early literacy, numeracy, and social skills before entering standard one, promoting equitable learning opportunities.

To address limited parental awareness of pre-primary education and overcrowded classrooms with insufficient teachers, it is recommended that community-based education campaigns be implemented to inform parents about the value and benefits of early learning. Such campaigns could increase enrolment and ensure children are better prepared for primary education. Simultaneously, recruitment and deployment of additional qualified teachers to public pre-primary schools would reduce class sizes and improve the quality of teaching. This approach would provide children with more individualized attention, strengthening learning habits and foundational skills before entering standard one.

Regarding the lack of physical resources in public pre-primary schools and the weak enforcement of pre-primary education policy, it is recommended that investment in school infrastructure be prioritised. Facilities such as classrooms, play areas, teaching materials, and sanitation amenities should be improved to create a conducive learning environment. At the same time, the government should strengthen enforcement mechanisms to ensure that all children attend pre-primary education before entering standard one. These combined actions would enhance early learning outcomes, ensure children acquire necessary foundational skills, and promote consistent school readiness across communities in Tanzania.

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