



# Fursa kwa Watoto

(Opportunities for Children)

A model of quality pre-primary education

# Executive summary

- Tanzania has made **excellent strides** improving pre-primary **access**
- Building on this success, the collaborative aimed to develop a **scalable pre-primary model** focused on improving **quality**
  - FkW presented a **unique opportunity** to develop a pre-primary model in one lower and one higher resourced region, using **monitoring, evaluation, and learning** methods at every stage
- Pilot and rollout data indicate “proof of concept” demonstrating that the FkW model has effective components
  - **Improved instructional practices**
  - **Use of locally sourced teaching and learning materials**
  - **Sustainability** in instructional approaches
  - **Spillover** because of popularity
- We found some **positive signs of student learning** and development, however
- The extreme **teacher shortage** and other challenges undermine success
- By building on strengths, **investing further**, we believe Tanzanian schools will see improved student outcomes wherever FkW is implemented with fidelity.

# Key Messages

- A comprehensive evaluation provides evidence that FkW had a powerful and measurable impact on the provision of quality pre-primary in public schools.
- Tanzanian teachers and education officials can implement key components to produce sustainable improvements in instructional practices at a low cost.
- The FkW approach is based on Tanzanian Frameworks, Curriculum, Syllabus, and the Education Sector Development Plan.
- The FkW approach provides a road map to operationalize and implement key tenets of these guiding education plans to move from concept to action.
- FkW can help education officials meet their professional development requirements.



# Outline

- **Fursa kwa Watoto: the model**
- The Learning Agenda
- Tanzania context
- Effects of FkW on instructional practices and learning environments
- Effects of FkW on student outcomes
- Financing for pre-primary
- Summary and policy recommendations
- Scaling quality pre-primary: 15 reasons why FkW should be adopted



# The promise of pre-primary education



Wide recognition and evidence of the critical role quality pre-primary education plays in improving learning outcomes and development.

Evidence shows that investments in early childhood education (ECE) for vulnerable children yield an estimated return of 7 to 16 percent annually.<sup>1</sup>

Further, earlier investments in children are cheaper and more impactful than programs implemented later in life.

“Learning begets learning”

ECE maximizes critical developmental periods. Mastering skills in early childhood prepares students to acquire skills from STD 1 through adulthood.

<sup>1</sup>The Lancet. “Advancing Early childhood development: from science to scale.” October 4, 2016. <https://www.thelancet.com/series/ECD2016>

# The FkW Collaborative

## Implementation partners

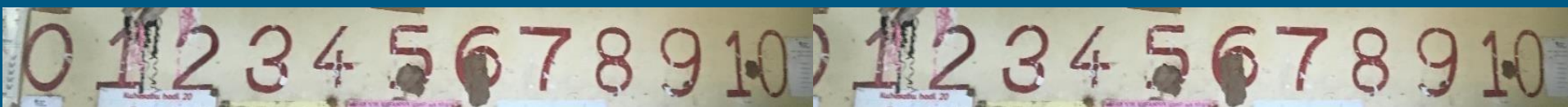
- Children in Crossfire (CiC)
- Aga Khan University (AKU)
- UNICEF Tanzania
- Maarifa ni Ufunguo
- Tanzania Home Economics Association (TAHEA)

## Evaluation partners

- Mathematica Policy Research
- Corporate Social Responsibility Africa

## Funding partner

- Dubai Cares
- Hewlett Founding (pilot phase)



Sustainable

# Fursa kwa Watoto

Purpose: Build a pre-  
primary model that is:

Cost-  
effective

Effective in overcrowded,  
resource-constrained  
conditions

Scalable

# FkW model: Key components

## Training and mentoring

- Teachers trained on improved instructional skills and practices.
- Head teachers, school management committees, and education officers at the ward, district, and regional levels sensitized on the importance of pre-primary, supporting teachers and classrooms, and collaborating to improve pre-primary.

## Tanzania policy

- All components aligned with and operationalize national policies

## Instructional components

- Interactive teacher training and mentoring on writing, using, and reflecting on lesson plans
- Teachers use of student assessments, reflective practices, time management
- Teachers create and implement an interactive, child-centered, and stimulating learning environment
- Use of child led activities and participatory classroom approaches
- Use of daily routines and learning corners
- Use of locally sourced teaching and learning materials that complement lessons
- Partnerships with all stakeholders to support pre-primary



# FkW Theory of Change

Components	Actions	Outcomes	Impact
<p><b>Component 1, Model 1: Quality-Enhanced Pre-Primary Classes in Primary Schools</b></p>	<p>Pre-primary teachers trained and mentored on child development and effective instructional practices</p> <p>Mentors and supervisors trained to support quality pre-primary education</p> <p>Pre-primary classrooms transformed into stimulating learning environments.</p> <p>Families sensitized to participate in activities that support children's education at school and home.</p>	<p>Children in Tanzania demonstrate improved school readiness and learning outcomes.</p> <p>The Government of Tanzania has costed and proven models for equitable expansion of access to quality Pre-Primary Education in accordance with the 2014 Education and Training Policy.</p>	<p>Tanzania builds a citizenry that is <i>educated, knowledgeable, skilled and proficient to contribute to national development.</i></p> <p>(Education and Training Policy, 2014)</p>
<p><b>Component 2: Effective Local-Level Planning and Management for Quality Pre-Primary Education</b></p>	<p>District and ward officials oriented on the importance of pre-primary education.</p> <p>Communication campaigns on the importance of quality pre-primary are implemented.</p> <p>Head Teachers and School Management Committees are trained on school planning and resource mobilization, with emphasis on pre-primary.</p>		
<p><b>Component 3: National Policy and Programme Development, Planning and Budgeting Processes Support Quality Pre- Primary Education</b></p>	<p>A National ECE Action Plan in line with the 2014 ETP is developed with cost-effective models for expansion of quality pre-primary.</p> <p>Innovative and cost-effective models of quality pre-primary education are designed and tested for scale-up.</p> <p>Pre-primary teacher and mentor training materials are updated and customized in line with national pre-primary frameworks.</p> <p>Ongoing evidence-based policy advocacy for early childhood and pre-primary education.</p>		

# FkW Phases

## FkW Pilot & Evaluability Assessment: 2014 - 2015

- Pilot intervention schools in Mwanza and Kilimanjaro selected
- Teachers trained and mentored, education officers sensitized to FkW
- Evaluability assessment conducted to inform implementation and assess changes in teachers' instructional practices 2014-2015

## FkW Roll out: 2016 - 2017

- Teachers, head teachers, ward education officers, quality assurance officers, village executive committees, district education officers, communities and parents trained

## FkW Learning Agenda: 2017 - 2019

- Schools were randomly assigned to the intervention (n=65) or control group (n=65) in late 2016
- We observed classrooms from 2017 through 2018
- We assessed instructional practices, the learning environment, learning materials, spillover, and sustainability



# The Learning Agenda

Monitoring, evaluation and learning to understand the key components of Fursa kwa Watoto

# Outline

- Fursa kwa Watoto
- **The Learning Agenda: monitoring, evaluation and learning at every stage**
- Tanzania context
- Effects of FkW on instructional practices and learning environments
- Effects of FkW on student outcomes
- Financing for pre-primary
- Summary and policy recommendations
- Scaling quality pre-primary: 15 reasons why FkW should be adopted



# The Learning Agenda: Key questions

## What is the TZ context?

- What challenges impede the delivery of quality pre-primary?
- How is the context changing?
- What are the implications for quality?
- How are district and ward officials, SMCs, parents and communities supporting pre-primary?

## Instructional practices, classrooms, schools

- How did FkW effect pre-primary instruction?
- Is there evidence that FkW “spilled over” beyond intervention schools?
- Is FkW sustainable?

## Student learning outcomes

- What impact does FkW have on early reading?
- What impact does FkW have on early numeracy?
- What impact does FkW have on social development, health knowledge, and executive function?

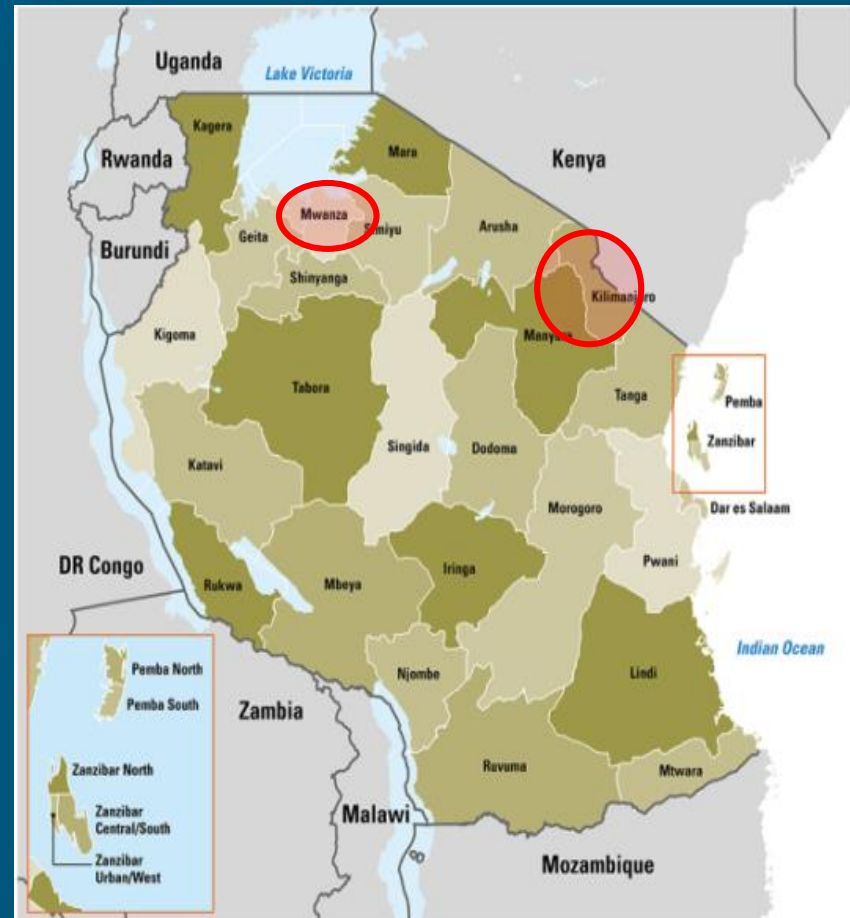
## Financing pre-primary

- What resources are allocated to pre-primary from capitation grants and family contributions?
- Do financial challenges impede quality pre-primary? How?
- Can schools provide quality in the current financial situation?

# Learning Agenda

- The FkW **implementation organizations** delivered interventions 2016-2017
- The FkW **independent evaluation organizations** conducted monitoring, evaluation, and learning activities from 2016-2018
- Focus on understanding outcomes, context, and implementation

- Robust **Randomized Control Trial** with an **intervention and control group** of schools, students **followed over time**
  - Conducted a thorough listing and mapping of all schools in selected districts
  - Stratified schools by size, student scores, geography
  - Within strata, randomly selected and assigned schools to the intervention ( $n=65$ ) or control group ( $n=65$ ), balanced on size, student outcomes
  - Randomly selected 10 student per classroom for student study
  - Further selected 40 schools per group for teacher and classroom observations
- Also followed 20 schools from pilot implementation to assess sustainability
- Mixed method, quantitative and qualitative data



# Learning Agenda monitoring, learning, and evaluation activities

## Classroom observations

- 100 classrooms observed 4 times over 2 years
  - Randomized Control Trial (RCT) with 40 intervention and 40 control schools to measure differences in instructional practices based on FkW participation
- 20 pilot schools from 2014 FkW implementation to assess long-term sustainability, 2 years post FkW, 4 years total follow up

## Student assessments

- Randomized Control Trial comparing student outcomes at 65 intervention and 65 control schools
  - Effectively an RCT in Mwanza and an RCT in Kilimanjaro with intervention and control schools in each region
- 1,259 students, approximately 10 students from Assessments conducted at 3 time points (2 in pre-primary, 1 at the end of Standard 1)

## Qualitative interviews and focus group discussions (FGDs) in intervention and control schools

- Interviews with teachers (n=40), head teachers (n=40), ward, quality assurance, district education and academic officers
- FGDs with School Management Committees, parents, and community members (n=40)

## Telephone survey of head teachers to track monthly enrollment, attendance, and school finances (n=130)

## Costing analysis using data from implementing partners and school financial data

# Learning Agenda timeline

2017

May-July

Sept.

Oct.

Nov.-  
Dec.

• **Baseline:**

- Measuring Early Learning Quality and Outcomes (MELQO) student assessment
- Classroom observations

Qualitative interviews

- Teacher & head teacher interviews
- FGDs: Parents, Community & SMCs
- Education officials at district, ward, and village level

• **Midline:**

- MELQO student assessment
- Classroom observations

2018

March

Sept

Oct.

Nov.-  
Dec.

• **Midline:**

- Classroom observations

Qualitative interviews

- Teacher & head teacher interviews
- FGDs: Parents, Community & SMCs
- Education officials at district, ward, and village level

• **Endline:**

- MELQO / Early Grade Reading and Math Assessment
- Classroom observations