



# Summary of findings and recommendations

## Fursa kwa Watoto (FkW)

# Outline

- Fursa kwa Watoto
- The Learning Agenda
- Tanzania policy and pre-primary 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



# Summary of findings: The context of pre-primary

- **What impedes the delivery of quality pre-primary education?**
  - Across both districts, intervention and control schools experience high enrollment, and shortages in teachers, infrastructure, and resources.
- **How is the pre-primary context changing? What does it mean for quality?**
  - Pre-primary is increasingly challenged as communities aim to reach enrollment targets, the teacher shortage persists, and capitation grants remain low.
  - Challenges are particularly grave in Mwanza.
- **How are School Management Committees, district and ward education officials supporting pre-primary?**
  - It varies by district and ward.
  - Support was greatest among officials that participated in FkW because they had a strong sense of the value of pre-primary education.

In September 2017, the average teacher in this study had a class of:

**12** 3-4 year olds,

**69** 5-6 year olds

**10** 7 year olds

In November 2018, for 1 teacher,

**51** students in Kilimanjaro

**105** students in Mwanza

# Summary of results: The financial situation

## What is the financial situation of pre-primary with capitation grants and family contributions?

- Schools receive capitation grants monthly.
- Grants do not cover basic costs (e.g. operations, management, materials, exams, utilities, and maintenance and renovations.)
- Family contributions vary by region.
- Education officials educate parents on the need for contributions to pay for food, materials, volunteer teachers, and infrastructure.

## What are the financial challenges that schools and teachers face in delivering quality pre-primary?

- Schools have more students, fewer teachers, and stagnant capitation grants with decreased family contributions. Thus, the pre-primary financial situation is worsening.

## Are schools able to provide quality pre-primary given the current financial situation?

- These factors severely strain schools ability to provide quality pre-primary. The situation is particularly problematic in Mwanza where family contributions are low, there is a shortage of primary schools, and enrollment is exceptionally high.

Capitation grants have remained steady but do not cover all costs. Head teachers report inadequate resources for pre-primary.

The grant averaged:

- TSh 455 in Kilimanjaro
- TSh 547 in Mwanza
- TSh 833 official monthly grant (approximately 1/3 of grant retained by district for textbooks)



# Summary of results: Instruction, classrooms, schools



## How did FkW effect pre-primary instruction and education?

- FkW had a powerful impact on the provision of quality pre-primary education despite the challenging context.
- FkW catalyzed increased attention and priority to pre-primary.
- Teachers adopted FkW components
  - (i.e. Evidenced based instructional practices, lesson planning, assessment, reflection, child centered participatory approaches, learning areas, and supportive teaching and learning materials.)
- FkW demonstrated how once trained, head teachers and SMCs can develop and implement school action plans.
- Stakeholders sensitized on the foundational value of ECE, enabling WEOs and QAOs to mentor teachers and DEOs to establish pre-primary trainings.
- FkW demonstrated how parents and other stakeholders can be mobilized to support pre-primary
  - (i.e. Material production, classroom transformation, and infrastructure improvements such as latrine renovation and establishing hand-washing facilities.)

# Summary of results: Instruction, classrooms, schools

## Is there evidence that FkW approaches “spilled over” to control schools?

- Quantitative and qualitative evidence of widespread spillover from intervention to control schools.
  - In both Mwanza and Kilimanjaro, DEOs and WEOs reported implementing FkW components district-wide because the model represented a promising and tested approach to quality pre-primary.
- Stakeholders uniformly attributed improved instructional practices in both study groups to FkW.
- FkW experiences informed TIE Pre-Primary curriculum development and teacher training (16,129 teachers). FkW teachers were champions and facilitators.

## Is FkW sustainable?

- Sustainability varies by component, region, and school.
- Sustainability is severely challenged by teacher and classroom shortages, and insufficient resources and family support.
- Ongoing professional development is necessary for impacts to be sustained.





# Summary of results: FkW program

## **Was the FkW intervention able to overcome the challenging context of pre-primary?**

- In some schools yes, in some schools, no.
- We observed and respondents reported:
  - Improved instructional practices, however:
  - Significant challenges which undermined quality instruction and student learning.

## **What challenges may have contributed to FkW's modest impacts?**

- Enrollment skyrocketed.
- Teacher shortage worsened.
- Capitation grants did not cover needs of pre-primary.
- Infrastructure shortages worsened.
- Learning material shortage.



# Summary of results:

## Student learning and development outcomes

- In Kilimanjaro FkW positively impacted:
  - **Name writing**
  - **Understanding feelings**
  - **Executive function**
- In Mwanza, there were no statistically significant impacts
- Students demonstrated the strongest gains in pre-numeracy, likely given the ease of teaching skills with counters and other learning materials.
- Given that district officials recognized the value of FkW and tried to implement practices in control schools, the spillover of FkW to control schools may have improved student outcomes among students in both intervention and control schools.





# Summary of the long-term benefits of FkW investments

- **Direct contact**
  - 180 schools, 233 teachers, head teachers, deputy head teachers, plus spillover across districts
  - 37,000 students directly, other students through spillover
- **Contributions to**
  - TIE pre-primary curriculum, training, infrastructure, and human resources
  - School Based-Continuous Professional Development (SB-CPD) INSET modules
- **Knowledge transfer on**
  - Classroom transformation (simple renovation); Learning materials largely from local resources
  - Mobilising parents to support material production (when successful)
- **FkW model demonstrates quality pre-primary**
  - With a PQTR of 1:45 (>1:25 target)
- **Stakeholder engagement at different levels to mobilize existing resources**
  - SMC (school action plans); Ward (ward development plans); District (e.g. latrine renovation; establish hand-washing facilities)
- **Catalysed district councils and increased attention and priority to pre-primary**





**Recommendations  
and priority actions**

# Recommendations and priority actions: Continuous teacher training on FkW approaches

## Given:

The success of FkW approaches:

- Improved classroom management and climate, use of classroom space
- Improved instructional strategies, lesson planning, and daily routines
- Use of learning areas and materials
- Child participation and interactive lessons

## To achieve quality pre-primary education, we recommend:

### Government

- Continuously train teachers (FkW components) as part of **School Based-Continuous Professional Development (SB-CPD)-INSET Modules.**

### Districts, wards, schools

- Continue knowledge transfer
- Prioritize communities of practice
- Organize professional development to continuously develop instructional practices





# Recommendations and priority actions: Tackle the extreme teacher shortage

High impact, pre-primary requires trained teachers, classrooms, and other resources

## Given:

- The extreme teacher shortage and hold on civil servant recruitment;
- The pre-primary teaching pool has insufficient qualifications and training; and
- Teachers have insufficient mentoring and support.

## To achieve quality pre-primary education, we recommend:

### Government

- Priority action to relieve the teacher shortage
  - Recruit and place qualified teachers.
  - Avoid moving untrained secondary teachers.
  - Provide ongoing teacher training to continuously develop instructional practices.

### Districts, wards, schools

- Identify co-teachers to free time for lesson planning, implementation and individual student support
- Reduce teacher workload to focus on one grade.
- Organize and build communities of support.
- Trained teachers, head teachers, WEOs, QAOs to mentor.

# Recommendations and priority actions:

Increase education spending and confirm inclusion of pre-primary in capitation grants

## Given:

- The declining resources (as a percentage of the overall budget) allocated to education;
- The extreme lack of resources for pre-primary education; and
- The fact that head teachers perceive that pre-primary is not included in capitation grants.

## To achieve quality pre-primary education, we recommend:

- Striving towards the 20% target allocation for education within Tanzania's overall budget.
- Timely inclusion of pre-primary in capitation grants (and communication of inclusion) so resources can be allocated to learning areas and materials, building safe classrooms, and other infrastructure.
- Officials and schools to work closely to educate communities on the need for contributions for infrastructure, materials, and feeding programs.





# Recommendations and priority actions: Build and expand successful partnerships

## Given:

- The importance of collaborative partnerships between schools and education officials and the fact that these are not consistent across schools;
- The importance of parent and community involvement in pre-primary and the lack of current support and engagement.

## To achieve quality pre-primary education, we recommend:

- Stakeholders should share lessons, expand successful collaborations (teachers, head teachers, SMCs, WEOs, QAOs, VEOs, and parents) to support action plans and increase engagement and support. Plans may focus on:
  - Community and parent education on registration to ensure students are at right age and developmental stage for pre-primary.
  - Creating adequate learning environments and classroom space
  - Funding feeding programs to alleviate hunger, inability to concentrate, and absenteeism.
  - Engaging parents on the importance of pre-primary, learning materials, reinforcing lessons at home, attendance.





# Recommendations:

## Target pre-primary to 5-year-olds

### Given:

- The importance of quality pre-primary education;
- That children have different age-based developmental needs;
- The national curriculum was designed for 5-year-olds; and
- Severe overcrowding and a wide-age range is undermining quality instruction in pre-primary classrooms.

### To achieve quality pre-primary, we recommend:

- Target pre-primary education to 5-year-olds with specified enrollment dates.
- Clarify at the national, regional, district, and local levels children 6+ years should proceed to standard 1.
- Further develop early learning and care options for children younger than age 5.

