



Scaling quality pre-primary education:

15 reasons why effective components of Fursa kwa Watoto should be adopted

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 components should be adopted**



The Learning Agenda evidence

- FkW had a powerful impact on the provision of quality pre-primary, *despite the extreme teacher and classroom shortage, overcrowded classes, and insufficient resources for early childhood education*
- Given that the Tanzanian government must provide pre-primary education for millions of children
 - Increase NER from 40% to target of 90% by 2025), more than doubling current enrollment. [MOEST Performance Report 2018](#)
- And, given FkW's encouraging results, **we urge policymakers to adopt key FkW model components.**



Key components of FkW

1. Hands-on training and mentoring on writing, using, and reflecting on lesson plans
2. Training and mentoring on using student assessments, reflective practices, time management
3. Use of locally sourced teaching and learning materials to complement lessons
4. Classrooms transformed into stimulating learning environments
4. Trainers model how to create interactive, child-centered, participatory classrooms
5. Use of daily routines
6. Daily use of learning corners for child-led learning
7. Partnerships with all stakeholders to support pre-primary



1. FkW helps achieve ESDP performance indicators

1. The [Education Sector Development Plan](#) (ESDP) 2016/17–2020/21 identifies strategies to meet key performance indicators (KPIs) for pre-primary. FkW components provide guidance to achieve the KPIs including *specifically how to*:
- Strengthen pre-primary teachers' professional development
 - Transform classrooms into cognitively stimulating environments with locally sourced learning materials
 - Stimulate community engagement to improve pre-primary
 - Further develop quality standards
 - Initiate collaborations between head teachers, SMCs, and communities to generate resources, fill financial gaps.



2. The Pre-Primary National Curriculum and Syllabus

2. Key FkW components are aligned with- and based on- Tanzania's Ministry of Education, Science and Technology (MoEST) [Pre-Primary Education National Curriculum and Syllabus 2016 \(PPE NCS\)](#).

The FkW approach helps **operationalize** the curriculum and syllabus so teachers progress from concept to **actionable instruction**, ultimately improving student learning.



3. FkW aligned with Tanzanian Institute of Education's Teacher's Guide for Pre-Primary Education (TIE GPPE)

3. FkW and the Tanzanian Institute of Education's [Teacher's Guide for Pre-Primary Education](#) (TIE GPPE) 2016 are also aligned.

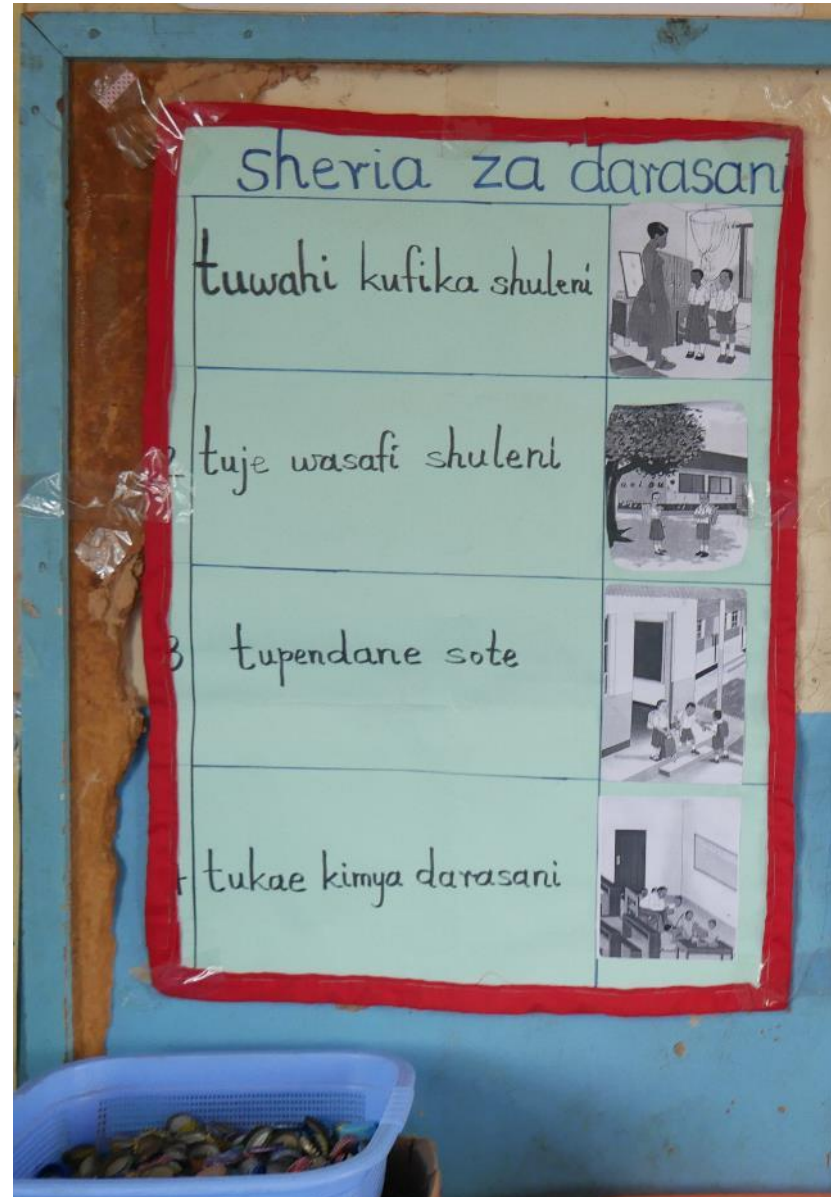
FkW training provides **concrete examples**, modeling **how to** effectively implement:

- Competency based pre-primary education
- Create an inclusive class
- Use age appropriate methods including daily routines and learning corners

The FkW package **builds teachers' skills, motivation, and competency** in using:

- Instructional and learning materials
- Completing schemes of work
- Conducting regular assessments.

FkW trained teachers can show peer teachers how to create an environment that fosters child development, enabling students to learn pre-literacy, pre-numeracy, and social skills.



4. Pre-primary curriculum and teacher's guide articulate goals and competencies for quality

4. FkW helps teachers **move from goals to action.**

Trained teachers can arrange class time to incorporate these competencies and methodologies.

Time on learning is a major challenge in congested classrooms, particularly in schools without feeding programs.

However, FkW trained teachers can model the use of daily routines and learning corners so students have child-centered, hands-on learning and time to practice social skills.



5. FkW is aligned with the National Framework for Continuous Professional Development (CPD)

5. FkW is aligned with the [National Framework for Continuous Professional Development](#) (CPD) 2017 and provides **a training and mentoring approach** that focuses on knowledge, content, skills, and attitudes for pre-primary teachers.

Members of the MoEST and President's Office for Regional and Local Government (PO-RALG), Regional, District, and Ward Education (WEO) and Quality Assurance Officers (QAO), and head teachers can **fulfill CPD responsibilities using tested components** of the FkW model which can be implemented at the district, ward, and school levels.



6-8 FkW developed by trial and error, teacher tested in Tanzania, supported and improved by local stakeholders

6. FkW was developed in a **participatory, trial and error process in Tanzanian schools**—drawing on input from teachers, administrators, community stakeholders and education officials—with **monitoring and evaluation activities** that informed adjustments at every stage.
7. FkW has been **supported and improved locally** with head teacher, WEO, QAO, SMC, DEO and DAO involvement.
8. The final FkW package is **teacher tested**. Teachers rated FkW training and mentoring highly and describe improved instruction due to FkW participation. Head teachers agree that teachers were highly motivated by FkW approaches.



9-11 Teachers eager for training, FkW yielded improved instructional practices, components scalable

9. Teachers are **eager for training** and mentoring that enables them **to better meet students' needs** and competency based education in the context of high enrolment, a teacher shortage, and limited resources.
10. The FkW training and mentoring approach has yielded **demonstrable impacts on instructional practices, classroom management, and the implementation of daily routines**. Many of the instructional improvements have been sustained over a three year period.
11. Key components are **scalable** as evidenced by District Officials, who—both enthused by observed impacts and acting on national directives—were motivated to scale up FkW approaches in all primary schools in their districts.



12-15 Champion teachers can train peers, paraprofessionals can assist teachers, heavy reliance on local resources, stakeholders can support pre-primary

12. **Champion teachers**—who have undergone training and have implemented key components of FkW—are **able to train other teachers** for school based CPD.
13. Data confirm that once trained and with mentorship, **paraprofessionals can be mobilized to assist teachers** and ease the teacher shortage. *Miller et. al. Evaluability Assessment of Fursa kwa Watoto. 2017.*
14. The FkW approach relies heavily on **local resources for learning materials**. Once trained, teachers maximize the use of local resources to implement interactive lessons and age-appropriate instructional practices.
15. **Schools, parents, and SMCs** have demonstrated that once sensitized to the needs of pre-primary learners, they are able to **work together to improve** the classroom and learning environment, identify paraprofessionals as classroom assistants, start and sustain feeding programs, and support teachers with teaching and learning materials.



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 CPD requirements.



Recommendations

Given the FkW model's alignment with the ESDP, pre-primary curriculum and syllabus, TIE teacher guide, and CPD, we **urge** education officials to **adopt FkW components**. Possible next steps:

1. Require pre-primary teachers to participate in a competency based training prior to classroom teaching. Teachers should practice skills, receive feedback, and be assigned a mentor.
2. Allocate and earmark funding specifically for CPD for all pre-primary teachers. Prioritize training for any untrained teachers, particularly if reassigned from upper grades.
3. Draw on champion FkW-trained teachers, head teachers, WEOs, and QAOs for peer-based CPD across districts.
4. Use FkW tested methodologies for CPD on classroom management skills, arranging classroom space, implementing daily routines and child-led activities, and utilizing learning corners. Also for lesson development, use of teaching and learning materials, assessment, and time management.
5. Empower teachers to join 'communities of learning' and prioritize CPD.
6. Encourage schools to identify paraprofessionals who can be trained as classroom assistants in pre-primary and support teachers in severely overcrowded classrooms.



Fursa kwa Watoto Partnership

<http://fkwllearningagenda.com>



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