

Fursa kwa Watoto
Learning Agenda
Design Report (In brief)

May 14, 2017



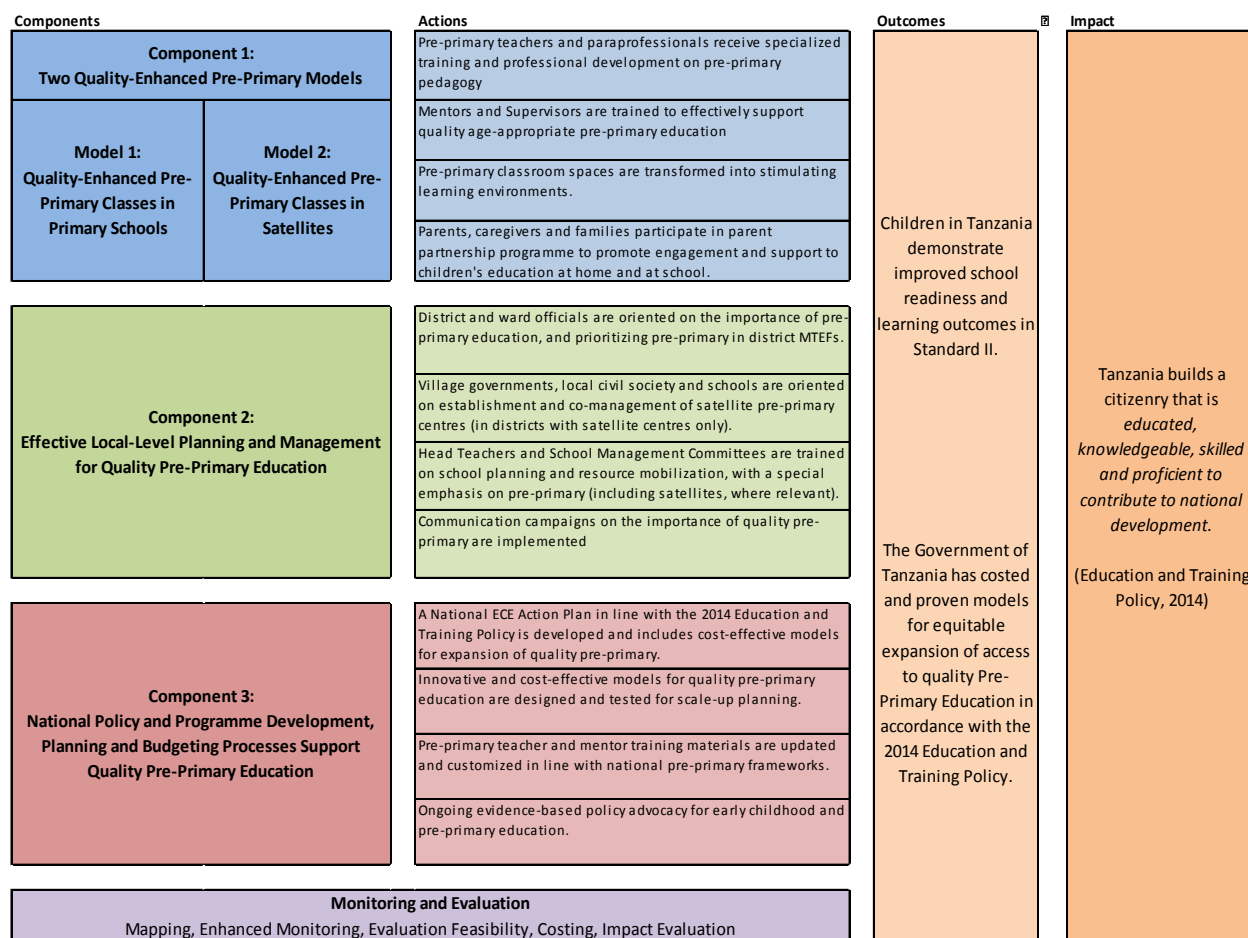
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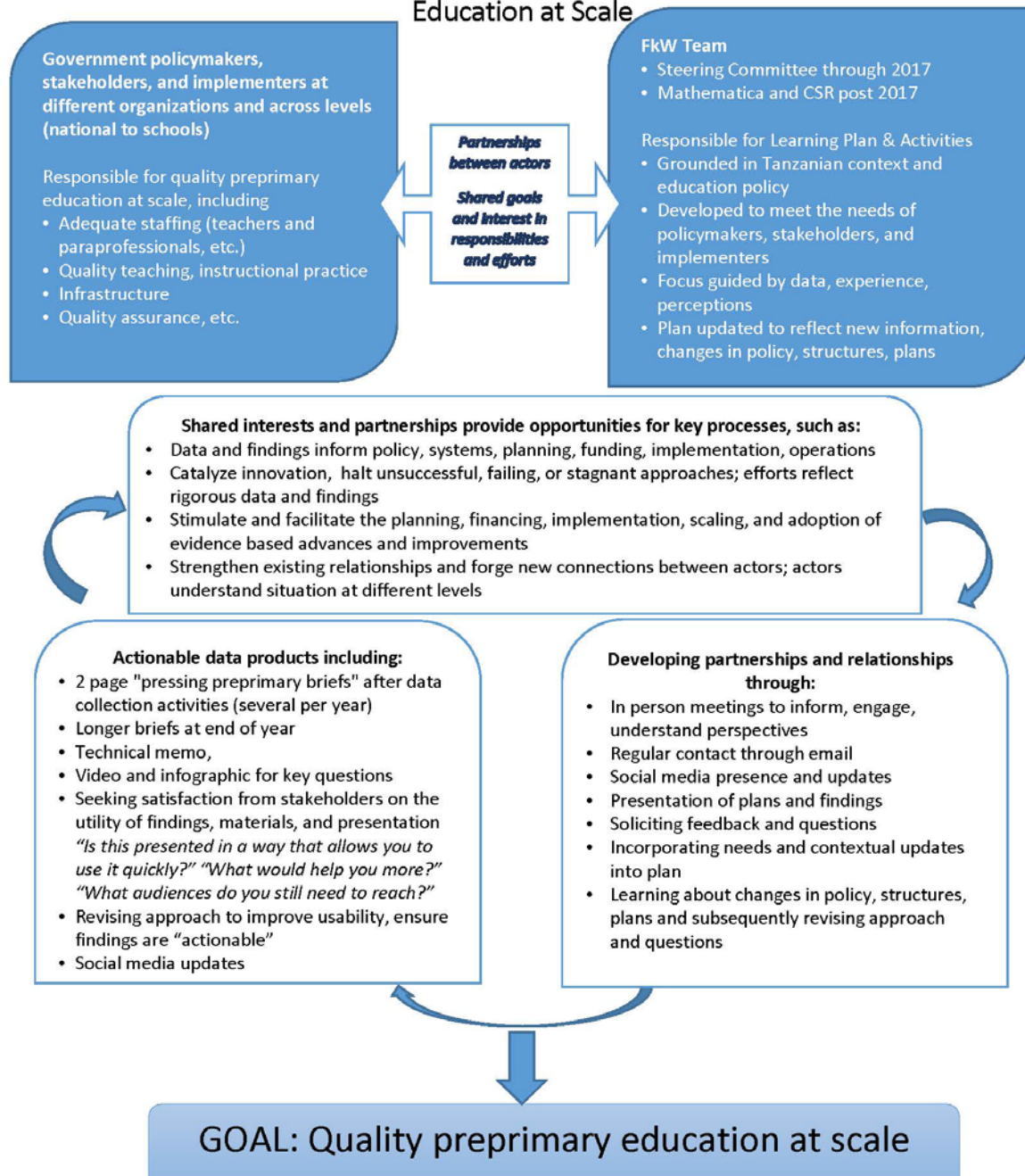
Introduction

The purpose of this brief is to describe a Learning Agenda for preprimary education in Tanzania. Quality preprimary education is the cornerstone of an effective education strategy. To help achieve these goals, Fursa kwa Watoto (Opportunities for Children, hereafter FkW) a consortium of partner organizations has worked to develop an effective and scalable package of quality preprimary education interventions that are in line with Tanzanian policies and structures and to facilitate improved school readiness and learning outcomes for Tanzanian children. This Learning Agenda has designed to yield rigorous evidence to inform and guide Tanzania policymakers and implementers in efforts to achieve the goal of delivering quality preprimary education at scale.

FkW Logic Model



Moving Evidence to Actionable Results: Partnerships, Opportunities, and Processes to Reach Quality Preprimary Education at Scale



Broad research questions generated by FkW Steering Committee

- How is **fee-free education evolving** in schools? How has preprimary been affected by the policy and what impacts has it had?
- Which aspects of the **FkW model** of instructional and management training, practices, and activities appear to improve the quality of preprimary education and student outcomes?

- How can **successful practices and activities be scaled and sustained in a cost effective manner** across Tanzania? What challenges and barriers to quality preprimary education at scale persist and how can they be overcome?
- What **policy, programmatic, and systemic recommendations are required** to help schools and teachers overcome the contextual challenges and persisting barriers?

Specific research questions generated by FkW Steering Committee

Question	Methods and approaches to answer the questions
Big picture questions	
<ul style="list-style-type: none"> • What are the priority, most important/salient/impactful components of FkW? • Does FkW lead to improved student outcomes? 	<ol style="list-style-type: none"> 1. Student assessment using the MELQO in FkW “intervention” and “control” schools 2. Classroom observations in pilot and expansion schools 3. Teacher survey (telephone based) 4. Qualitative interviews with DEOs, WEOs, head teachers, teachers
Teacher Training	
<ul style="list-style-type: none"> • Has the FkW teacher training and support been adapted to enable and prepare teachers to teach to large classes? • What is happening with classroom management given the context? What is happening with behavior management given the context? • How can teachers sustain and build upon the training to utilize, maintain, and improve upon learning materials? • Are differences in instructional performance based on teaching status? Can paraprofessionals perform as well as certified teachers? Are extra supports needed to help paraprofessionals succeed? • What does the different training modality (the Teacher Training Colleges TTC) mean to teacher practices? How can turnover among TTC tutors be reduced? • TTCs and Training Resource Centers (TRCs) are using the FkW training environment set up in their training. What is the effect of this unanticipated result? • Are teachers gaining skills in developing and implementing lesson plans? What will or has improved lesson planning? Lesson planning and implementation is still a big challenge for teachers to implement. How can lesson planning and other practices be improved given the context? 	<ol style="list-style-type: none"> 1. Student assessment using the MELQO in FkW “intervention” and “control” schools 2. Classroom observations / school visits 3. Teacher survey 4. Qualitative interviews with: <ol style="list-style-type: none"> a. DEO, WEO, teacher, head teachers, and teachers at pilot and expansion schools; b. TTC leadership, TTC tutors, and quality assurance assessors c. Stakeholders from the MoE, TIE, the PMO-RALG and other key offices.
Mentoring	
<ul style="list-style-type: none"> • What works with mentoring approaches? (Who mentors, when, what activities, what is operationally feasible and realistic? Is it adequate?) 	<ol style="list-style-type: none"> 3. Teacher survey 4. Qualitative interviews with WEOs, teachers and head teachers
Learning Environment	
<ul style="list-style-type: none"> • What will improve the learning environment in overcrowded schools? What are the most expedient ways to create the best environment? • Given the context of overcrowded classrooms, what changes are needed in the FkW package of services? 	<ol style="list-style-type: none"> 2. Classroom observations / school visits 3. Teacher survey 4. Qualitative interviews with headmasters, WEOs, and DEOs, 5. FGDs with School Management Committees (SMCs) and parents
School Leadership	

Question	Methods and approaches to answer the questions
<ul style="list-style-type: none"> • How are preprimary teachers assigned to classrooms and how are they treated? Can teacher turnover be reduced to ensure sustainability of FkW training? • Do schools assess students prior to enrolment in standard I? Are preprimary and standard I teachers conducting separate assessments or working together? What is the content of assessments? • Are head teachers continuing to implement and revise action plans? 	<ol style="list-style-type: none"> 4. Qualitative interviews with DEOs, WEOs, head teachers, and teachers
School Management Committees (SMCs)	
<ul style="list-style-type: none"> • How do SMCs improve and affect preprimary education? What systems and processes are being implemented? Are SMCs adequately addressing preprimary? What successes have been achieved and opportunities exist? 	<ol style="list-style-type: none"> 4. Qualitative interviews with head teacher, teacher 5. FGDs with SMCs
Families, parents and community engagement	
<ul style="list-style-type: none"> • What is known about community engagement specific to FkW? What have we learned about what works or what is not worth the resources? • What are community contributions to schools and classrooms and what can be replicated? • How do schools and FkW best engage families? The Parent Partnership Program (PPP) was struggling during the pilot but has gained momentum and is being implemented, what are the drivers of the improved approach? How valuable is the PPP to reaching quality preprimary education? 	<ol style="list-style-type: none"> 4. Qualitative interviews with head teachers and teachers 5. FGDs with SMCs and parents in communities, in low, mid, high enrollment schools
Quality assurance	
<ul style="list-style-type: none"> • Do the QA Officers and WEOs assess teachers and schools? How does this assessment work? Is the assessment in line with the FkW model? Is the process adequately financed? What are the strengths, weaknesses, opportunities, and threats to this process? 	<ol style="list-style-type: none"> 4. Qualitative interviews Quality Assurance Officers, WEOs, DEOs,
Actual numbers of enrolled and attending students in the context of fee free education	
<ul style="list-style-type: none"> • What is actual enrolment and attendance in preprimary across all the schools by age and gender? • What are the fluctuations and trends? Are the numbers leveling off or steadily increasing? • How is fee-free education evolving in schools? How has preprimary been affected by the policy and what impacts has it had? Are student enrollment practices changing? Are schools focusing on students age 5 and 6 or beyond? Are schools limiting the number of years that students remain in preprimary? 	<ol style="list-style-type: none"> 4. Qualitative interviews with teachers, head teachers, WEOs, DEOs 6. Enrollment study to follow trends
Cost and financing of preprimary education	
<ul style="list-style-type: none"> • What are the basic costs of preprimary education? Given the FkW model, what is the cost per student per year at schools to implement quality preprimary education? • Are capitation grants reaching schools and are resources being used for preprimary? What other resources if any are going towards preprimary? 	<ol style="list-style-type: none"> 4. Qualitative interviews with MoE, PO-RALG, DEOs, head teachers 7. Costing analysis

Methods and approaches

In this Learning Agenda, we will implement the following methods and approaches to answering the study research and evaluation questions. Below we list each subcomponent of the study and then we describe our approach to each study. We will conduct:

1. **Student assessments using the MELQO** with a sample of 15 students across 100 schools including 50 intervention and 50 comparison schools in Moshi and Mwanza. (n=1500)
2. **Classroom observations** in a sample of 20 FkW pilot schools and 80 expansion schools, including both FkW intervention and control school. We will observe the full preprimary class including circle time, instructional periods, and bye-bye time. We will also review teachers' lesson plans and conduct short interviews with teachers.
3. **Analysis of school enrollment data** at multiple time points across pilot and expansion schools. For this activity, we will collect enrollment attendance data, by age and gender, from study schools through telephone conversations with headmasters.
4. **Teacher surveys** to gain insights insight into teacher practices, contextual changes affecting preprimary, challenges, and achievement. We will interview send the survey to 300 teachers including all FkW pilot and expansion schools in the intervention and control groups.
5. **Qualitative interviews** with key informants to learn more about contextual changes, challenges, and the issues affecting preprimary education. We plan to conduct semi-structured interviews with the following key informants:
 - a) Teachers, including certified teachers and paraprofessionals (n=40)
 - b) Head master/teachers (n=40)
 - c) District Education Officers, Ward Education Officers, and Quality Assurance Officers (n=15)
 - d) Representatives from the following:
 - i) Ministry of Education and Vocational Training and President's Office of Regional and Local Government (n=6)
 - ii) Teacher Training Colleges and Training Resource Centres (n=10)
5. **Focus group discussions** (FGDs) with parents, community members, and School Management Committees (SMCs) (n=40).
6. **Costing analysis in which** we collect data on the costs associated with providing the program in the FkW schools. The main categories of costs—staff, training, materials, volunteer time—should be collected from each partner and the schools through a consistent process that yields consistent data.

Dissemination

Over the course of the study, as data is analyzed, we will disseminate key lessons and actionable recommendations directly to stakeholders to quickly inform teachers, schools, policymakers, and other stakeholders. Figure 2 illustrates the partnerships, opportunities, and processes that we envision will help us move towards the goal of achieving quality preprimary education at scale. Each of the products, which will be carefully designed and translated into Swahili for easy consumption. Our dissemination strategy includes the following evaluation products:

- Two to four page policy-relevant briefs following each data collection activity;
- Graphic PowerPoint presentations for policymakers delivered each year;

- Infographics that highlight key policy relevant data;
- Short videos that describe findings, lessons learned, and include policy or programmatic recommendations;
- A concise technical memo that succinctly describes the evaluation methods, summarizes findings across and within countries, communicates the technical details of the analysis, makes actionable policy and programmatic recommendations, and suggests further research and questions to consider in subsequent data collection rounds.