FkW Learning Agenda

Ongoing results will be available throughout 2018 - 2019

Mathematica Policy Research & CSR Group Africa

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Overview

The **FkW Learning Agenda** was designed to **assess changes** in schools, instructional practices, and student outcomes to provide valuable **evidence** to policymakers and implementers.

Evidence to action approach

The Learning Agenda was designed to:

- Measure and track student enrollment and attendance
  - 3 observations in 2017 and 2018 (n=130 schools)

- Observe classrooms to assess FkW's impact on teaching, adaptations given overcrowding, and sustainability
  - 2 observations in 2017 and 2018 (n=130 classrooms in intervention and control schools)

- Assess students' early learning and development using Measuring Early Learning Quality and Outcomes (MELQO)
  - 2 observations in 2017 and 1 in 2018 (n=1500+ students)

- Understand the range of stakeholder perceptions of FkW
  - Interviews in 2017 and 2018 (n=80 teachers and head teachers, VEOs, WEOs, DEOs etc)

- Provide ongoing action-oriented recommendations to improve pre-primary quality, sustainability, and cost effectiveness across Tanzania in an evidence-to-action approach

A few key baseline findings

Enrollment and attendance

In 2017, only 4 in 10 children in pre-primary were at the developmentally appropriate age

Age	Mwanza region		Kilimanjaro region	
	% Enrolled	% Attending	% Enrolled	% Attending
Age 3	2	3	2	2
Age 4	15	17	14	14
Age 5	39	40	39	41
Age 6	34	31	38	39
Age 7+	10	9	5	4
Total	100	100	100	100

Too young

Developmentally appropriate!

Too old (if 6 years by January)

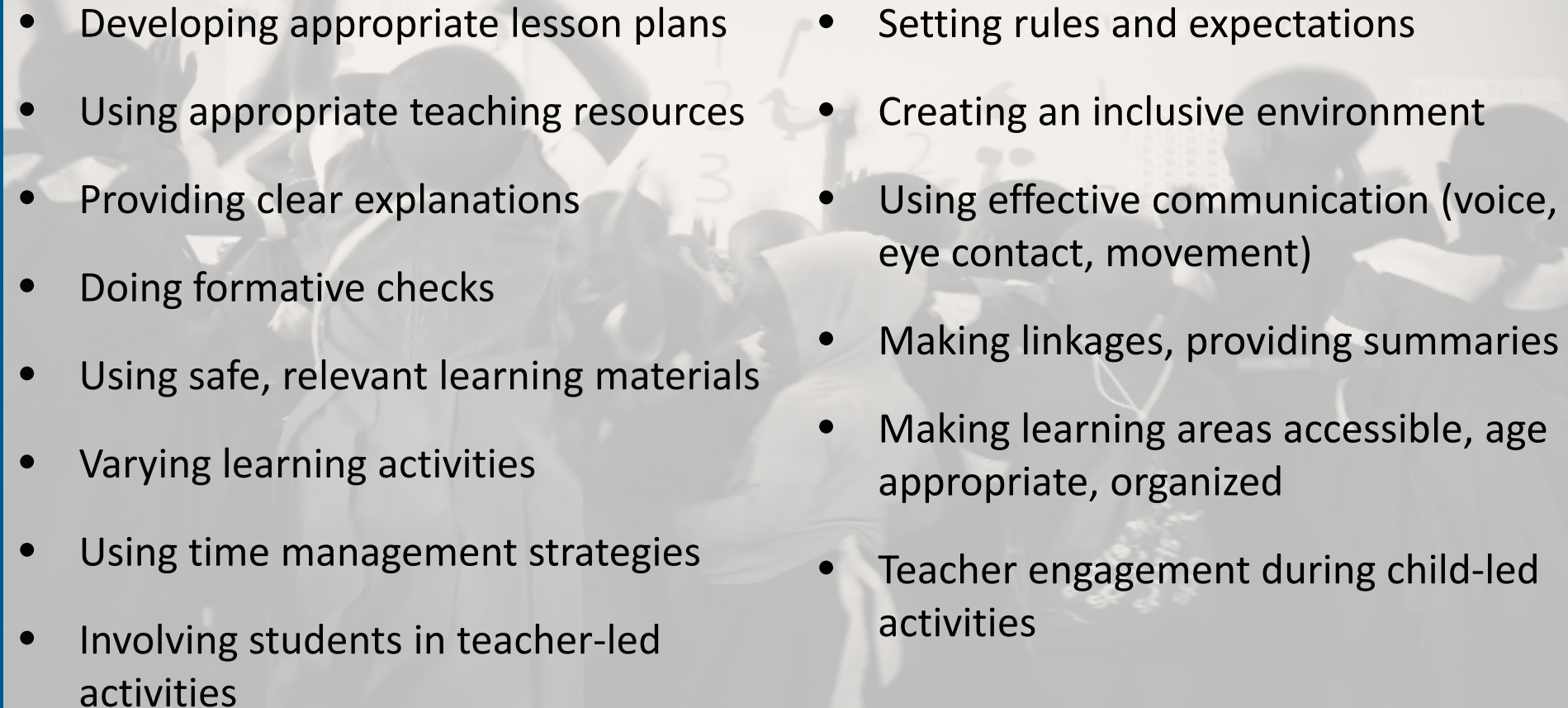| 3-4 years old 18 %	5 years old 39 %	6 years old 36 %	7 years 7 %

Teachers' instructional practices

In May 2017, FkW trained teachers scored 15-18 percentage points higher than untrained teachers on most instructional practices
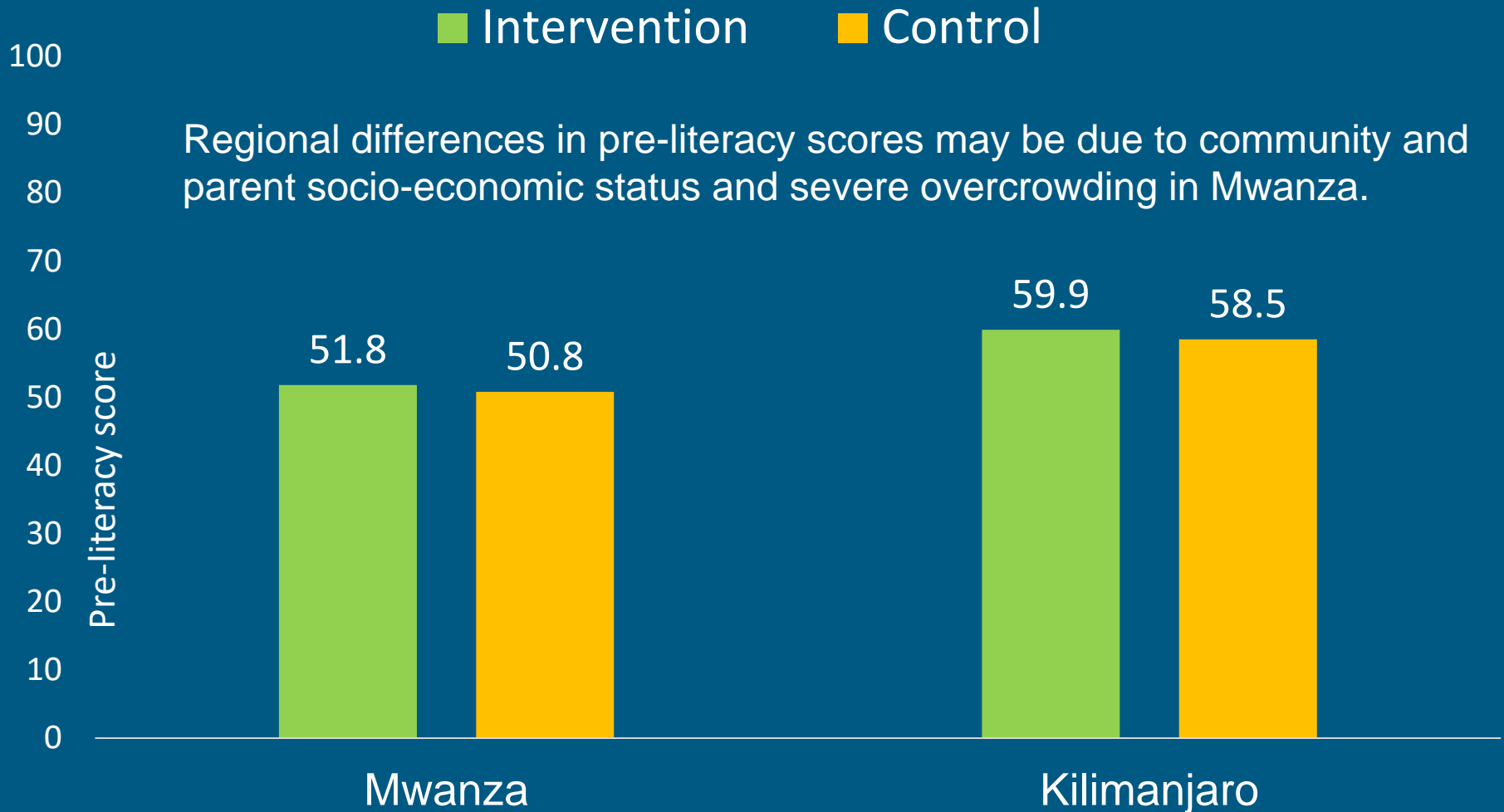
- Developing appropriate lesson plans

- Using appropriate teaching resources

- Providing clear explanations

- Doing formative checks

- Using safe, relevant learning materials

- Varying learning activities

- Using time management strategies

- Involving students in teacher-led activities

- Setting rules and expectations

- Creating an inclusive environment

- Using effective communication (voice, eye contact, movement)

- Making linkages, providing summaries

- Making learning areas accessible, age appropriate, organized

- Teacher engagement during child-led activities

Student outcomes:

Does FkW lead to improved literacy, numeracy, and social development?

Pre-literacy scores were similar between FkW intervention and control groups at baseline (June 2017)

Legend: ■ Intervention ■ Control

Regional differences in pre-literacy scores may be due to community and parent socio-economic status and severe overcrowding in Mwanza.

Y-axis (Pre-literacy score): 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Mwanza
- Intervention: 51.8
- Control: 50.8

Kilimanjaro
- Intervention: 59.9
- Control: 58.5

Pre-numeracy scores were similar for FkW and non-FkW schools

■ Intervention   ■ Control

Total numeracy scores are lower than literacy scores in both regions. While scores are similar across study groups, again, they are higher in Moshi compared to Mwanza.

Mwanza: 43.4 (Intervention), 39.6 (Control)
Moshi: 48.2 (Intervention), 47.7 (Control)

Axis Title

Pre-numeracy Score
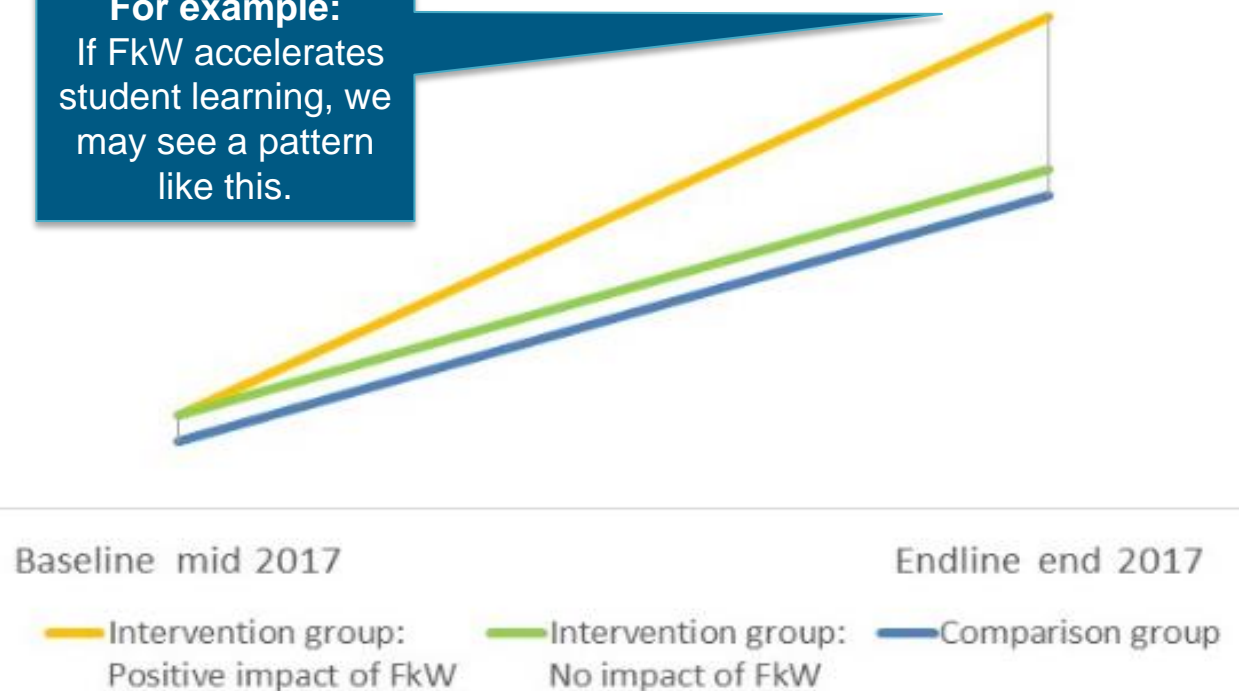
Mwanza   **Moshi**

11
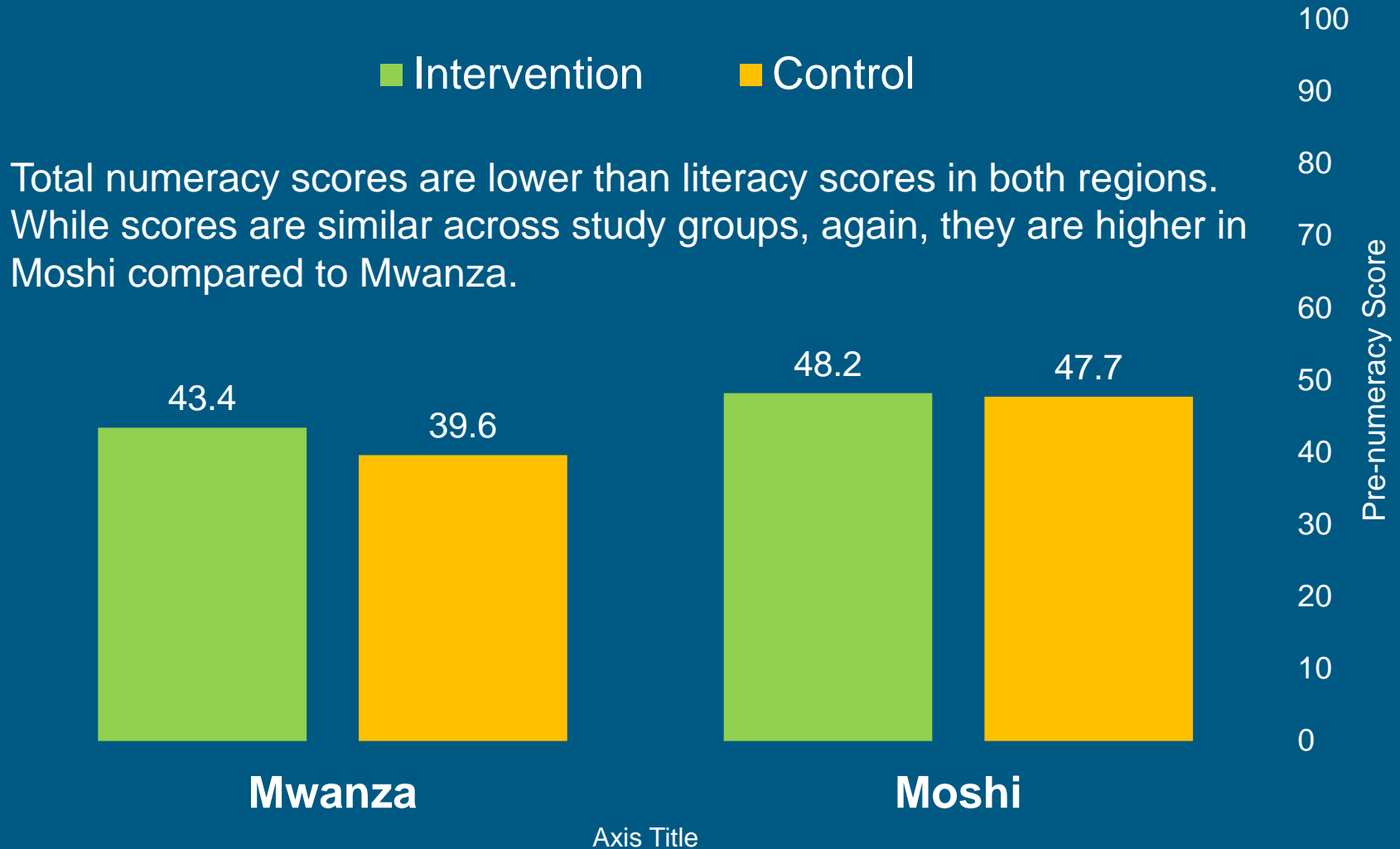
Understanding MELQO results: An example

- MELQO student assessment findings are 'baseline'.
- Students scored similarly at baseline = baseline equivalency
- If intervention and control group differences emerge by endline, we can attribute them to FkW

NOTE: The Learning Agenda was designed to contribute to stakeholder learning in many areas. We may not have a large enough sample to detect true differences in students scores.

For example:
If FkW accelerates student learning, we may see a pattern like this.

Baseline mid 2017   Endline end 2017

— Intervention group: Positive impact of FkW
— Intervention group: No impact of FkW
— Comparison group

Next steps

- We are finalizing analyses and drafting briefs on follow up rounds of MELQO, classroom observation, enrollment, and qualitative data

- Building website to share materials with policy and programmatic recommendations. Please share your email so we can update you as findings are available.

FURSA KWA WATOTO

Teachers | Student Outcomes | Classrooms | Parents | School Leadership | The Learning Agenda

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Opportunities for Children

MADE WITH InVision

Website under construction (click to view)

The voices of teachers and paraprofessionals

Analyses of 80 qualitative interviews revealed that teachers thought FkW had important impacts on their instructional practices. Teachers and paraprofessionals believe that FkW has had a great impact on both students and teachers. Respondents reported that students enjoy school more, are more confident, and understand the lesson more as a result the new teaching practices. Teachers also said that teaching is easier and they have a developed a more loving relationship with the children as result of the new teaching methods.

Voices of Teachers and Head Teachers

Voices of Parents and School Committees

Voices of Local Education Officials

Fursa kwa Watoto Partnership