



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.¹

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.

¹The 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>Component 1, Model 1: Quality-Enhanced Pre-Primary Classes in Primary Schools</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>Component 2: Effective Local-Level Planning and Management for Quality Pre-Primary Education</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>Component 3: National Policy and Programme Development, Planning and Budgeting Processes Support Quality Pre- Primary Education</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?

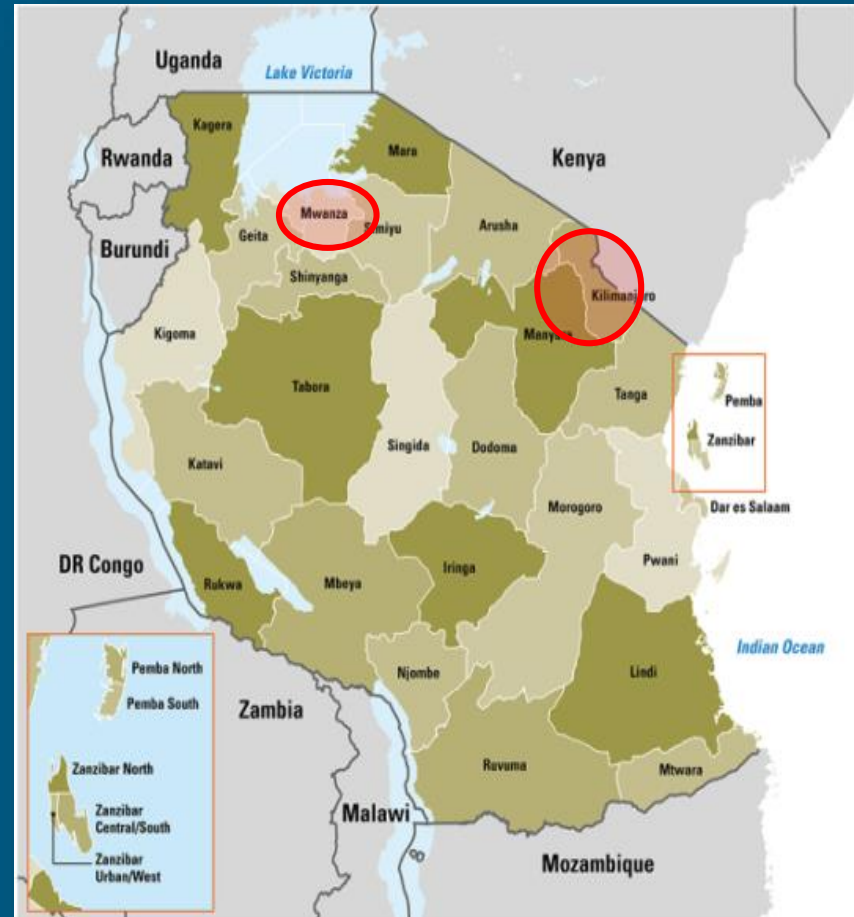
Financing pre-primary

- 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



The national policy and situation of pre-primary education in Tanzania

The context of 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
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Tanzania is a regional leader in pre-primary

Tanzania is the first country in the region with:

- Free pre-primary
- Compulsory pre-primary as a part of basic education
- Pre-primary policy and curriculum

Country	Compulsory Early Learning	Free Pre-Primary Education	Pre-primary in Basic Education	Pre-Primary Policy
Angola	✗	✓	✓	In Development
Botswana	✗	✗	✗	✓
Burundi	✗	✗	✓	✗
Comoros	✗	✓	✓	✓
Eritrea	✗	✗	✓	✓
Ethiopia	✗	✗	✓	✗
Kenya	✗	✗	✓	✓
Lesotho	✗	✓	✓	✓
Madagascar	✗	✗	✓	✗
Malawi	✗	✓	✗	✓
Mozambique	✗	✗	✗	✗
Namibia	✗	✓	✓	✓
Rwanda	✗	✓	✓	✓
South Africa	✗	✓	✓	✓
Swaziland	✗	✗	✗	✗
Tanzania	✓	✓	✓	✓
Uganda	✗	✗	✓	✓
Zambia	✗	✗	✓	✗
Zimbabwe	✗	✗	✓	✓

Pre-primary education

Goal: Improved quality and access

National policies and practices **support access**, while **quality** pre-primary is a challenge

Enforcement of one year **pre-primary education as compulsory** part of basic education (Education Training Policy)

2014

Fee-Free Basic Education abolishes fees and family contributions, leading to drastic enrollment increases (38 percent).

2016

“Temporary freeze”¹ on hiring and teacher verification activity reduces teacher work force. Retirements outpace new teacher placements.

2017

Contribution policy (misunderstood) reduced family support for education, infrastructure, feeding programs, and other supports.

2018

Situation: Positive emergency

Growing student population, worsening teacher shortage, insufficient resources (see data)

¹Global Partnership for Education. 2019. “Appraisal report. Tanzania. 2018.” Available online at <https://www.globalpartnership.org/content/appraisal-report-tanzania-2018>

Tanzania pre-primary context (national data):

Access for a growing population of children

- Pre-primary school population in 2018: **~1.42 million**²
- Net Enrollment Rate (NER): **40%**²
- Gross Enrollment (GER): **86%**²
- Forecast: Meeting NER targets, 60% by 2020 and 91% by 2025, would add many more students to already overcrowded crowded classrooms

²MOEST Performance Report 2018 Draft



Positive emergency:

How can we collaborate with the Tanzanian Government to provide QUALITY pre-primary education as millions of children enter school in the next 5 years?

Context of pre-primary: Financing

The education sector received **15%** of the GoT budget in 2017-2018.

- This is a reduction from 20% of the overall budget in 2014-2015.^{3,*}

³[Education Budget Brief 2018 UNICEF](#)

The Education Sector Development Plan assumes:

- Government will allocate **20% +** of the total budget to education⁴ annually. Pre-primary to receive 5% of total allocation.

⁴[Education Sector Development Plan Tanzania Mainland](#)

In practice, education officials and head teachers report that capitation grants are not aligned with enrollment and still omit pre-primary.

By 2020, the estimated cost of pre-primary will reach TSh 300,483 m (US ~\$138 m) annually (estimate is low) as net enrollment nears 40%.⁴

⁴[Education Sector Development Plan](#)

Both enrollment and the funding gap are expected to grow.

- Even *if* funding targets were met, projections assume a growing funding gap—of about 17%—by 2025.
- This gap does not account for the costs of reducing the teacher or infrastructure shortage.

*While the overall expenditure increased from TSh 3,970 billion to TSh 4,756 billion 20% of the overall budget would have been TSh 6,342 billion.

Context of pre-primary: Teacher shortage

Human resource gap

- [Freeze on civil servant hiring](#)¹ (no new teacher employment in 2017/2018)
 - Teachers not replaced following death, retirements, verification, or transfers.
 - 31.7 percent reduction in qualified teachers from 2017 to 2018
- Pupil to teacher ratio (PTR) in government schools
 - 1:215 in 2018²
 - 1:159 in 2017
 - 1:135 in 2016
- Pupil to qualified teacher ratio (PTQR):
 - 1:249 in 2018²
 - 1:183 in 2017

Teacher preparedness

- Insufficient pre-service and in-service training in early childhood education
- Developmentally inappropriate instruction as the norm, rather than in line with the Pre-Primary Curriculum and Syllabus.²
- Teachers score low on mathematics, literacy and pedagogy³
- Time spent learning less than ½ scheduled time³

¹[Appraisal Report on the Education Sector Development Plan 2016/17-2020/21 in Tanzania February 2018](#)

²[MOEST Performance Report 2018](#) *Note that data limitations may result in some inflated numbers.

³[Service Delivery Indicators May 2019](#)

Context of pre-primary: Classroom shortage

- Historically, low value placed on early childhood
 - *Before it was established that quality pre-primary plays an essential role in laying the foundation for improved learning)*
- Pre-primary often relegated to small, often unsafe classes
- Worsening classroom shortage as demand for pre-primary grows
 - An estimated 27,000 classrooms are needed country-wide¹



¹ [Education Budget Brief October](#) 2018, Mainland. Government of Tanzania and UNICEF. *Photos taken by staff at Maarifa and TAHEA, 2017.*



In Mwanza and Kilimanjaro

*All data on next slides collected during
Learning Agenda data collection 2017-2018*

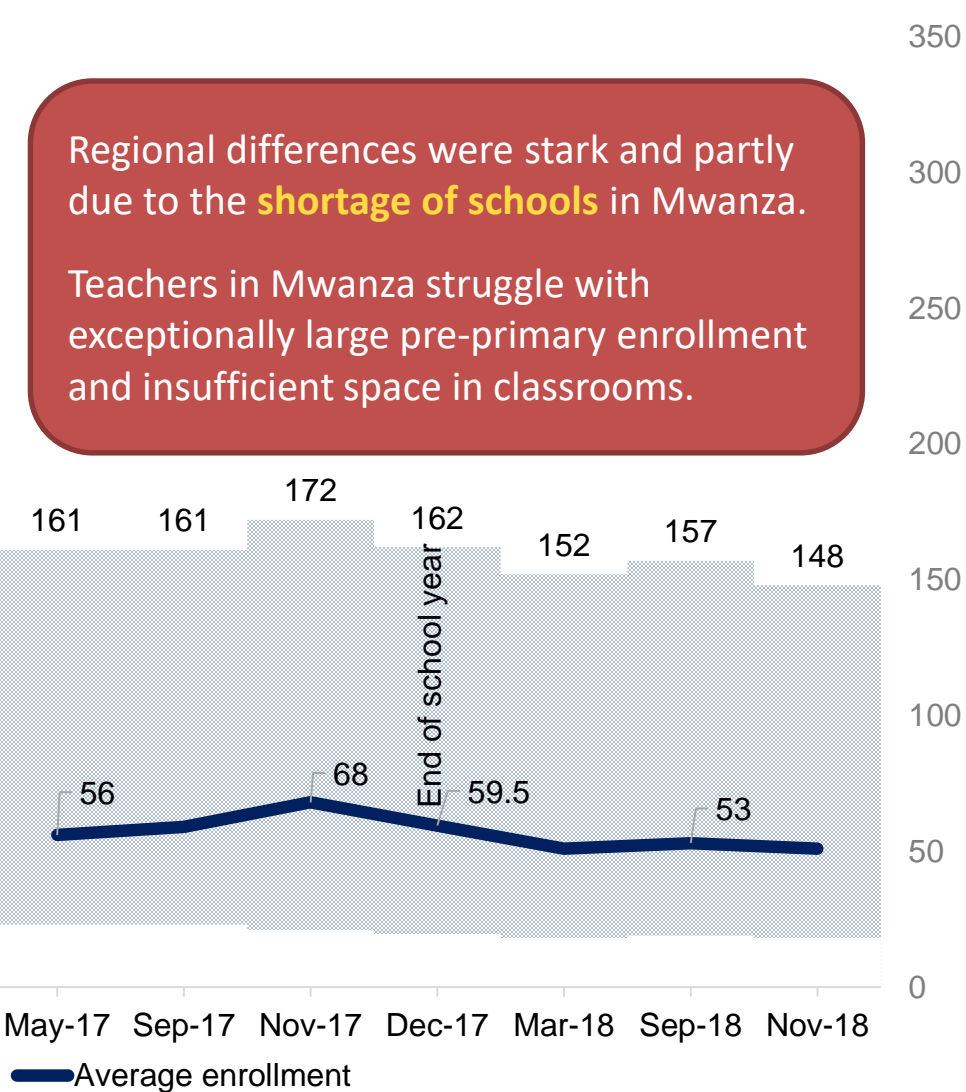
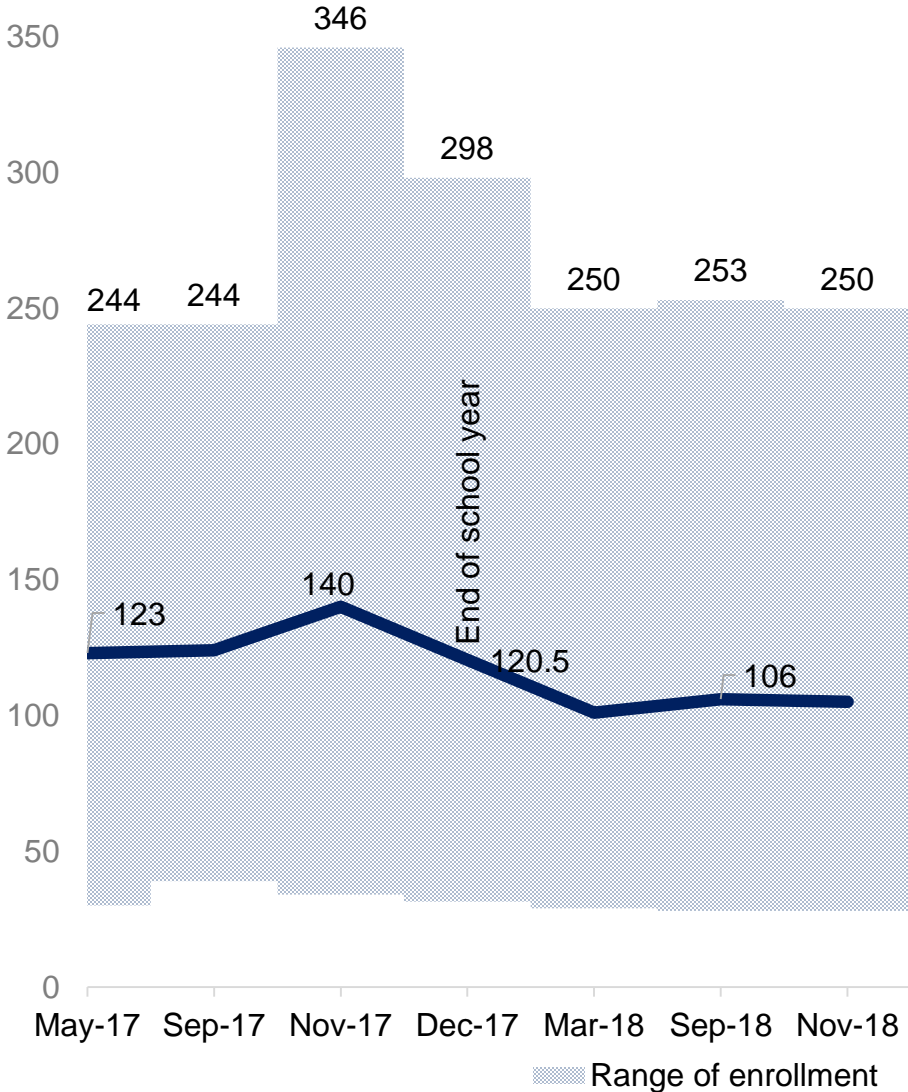


Student enrollment: Averages by region

MWANZA

KILIMANJARO

Regional differences were stark and partly due to the **shortage of schools** in Mwanza. Teachers in Mwanza struggle with exceptionally large pre-primary enrollment and insufficient space in classrooms.



SOURCE: FkW Enrollment data, collected 2017-2018. n=130 (Mwanza=65; Kilimanjaro=65)

Enrollment:

Qualitative findings and respondent voices (2018)

The majority of respondents describe the extreme challenges they face in trying to educate children in overcrowded and congested classrooms with insufficient space, teachers, and financial resources.

The Fee Free Education Policy increased enrollment. By Sept. 2017, the average teacher had a class of:

12 3-4 year olds

69 5-6 year olds

10 7 year olds

“There is no class that has met the ministry criteria that the pre-primary classroom should have 25 children. All classes start from 50, 60, 70, 80 and so on. We still have that challenge.”

DEO

“...mandatory preprimary education, the effect ...is overcrowding. Yet the infrastructure is not adequate. There is a shortage of teachers and a need for regular training.”

DAO

“The congestion is a very big issue... The shortage of teachers is honestly still a problem. ...There are supposed to be 25 to 30 students [per class], and ... two teachers. But you find that one teacher has 100 students. This is a national problem.”

QAO

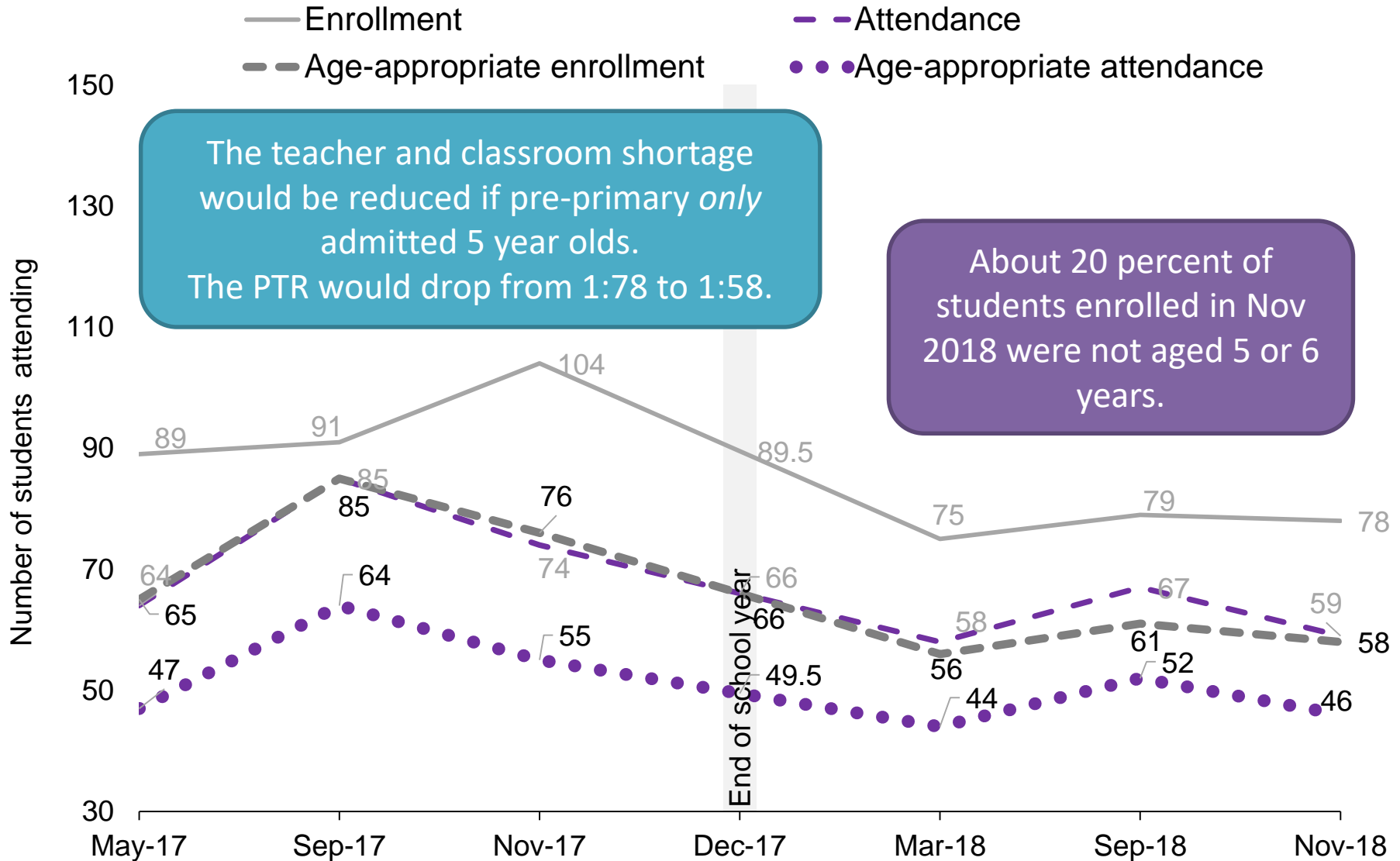
“The infrastructure... you may find a classroom that was supposed to serve 15 to 20 pupils having up to 100 pupils. So, it is a big challenge. We are still having a problem of infrastructure particularly classrooms.”

DEO

“There is overcrowding because of free education. At first it was difficult to enroll students since their parents were supposed to donate. It was difficult for them to bring their children, but now since education is free, there has been a large number of enrollment.”

WEO

Enrollment and attendance, age-appropriate

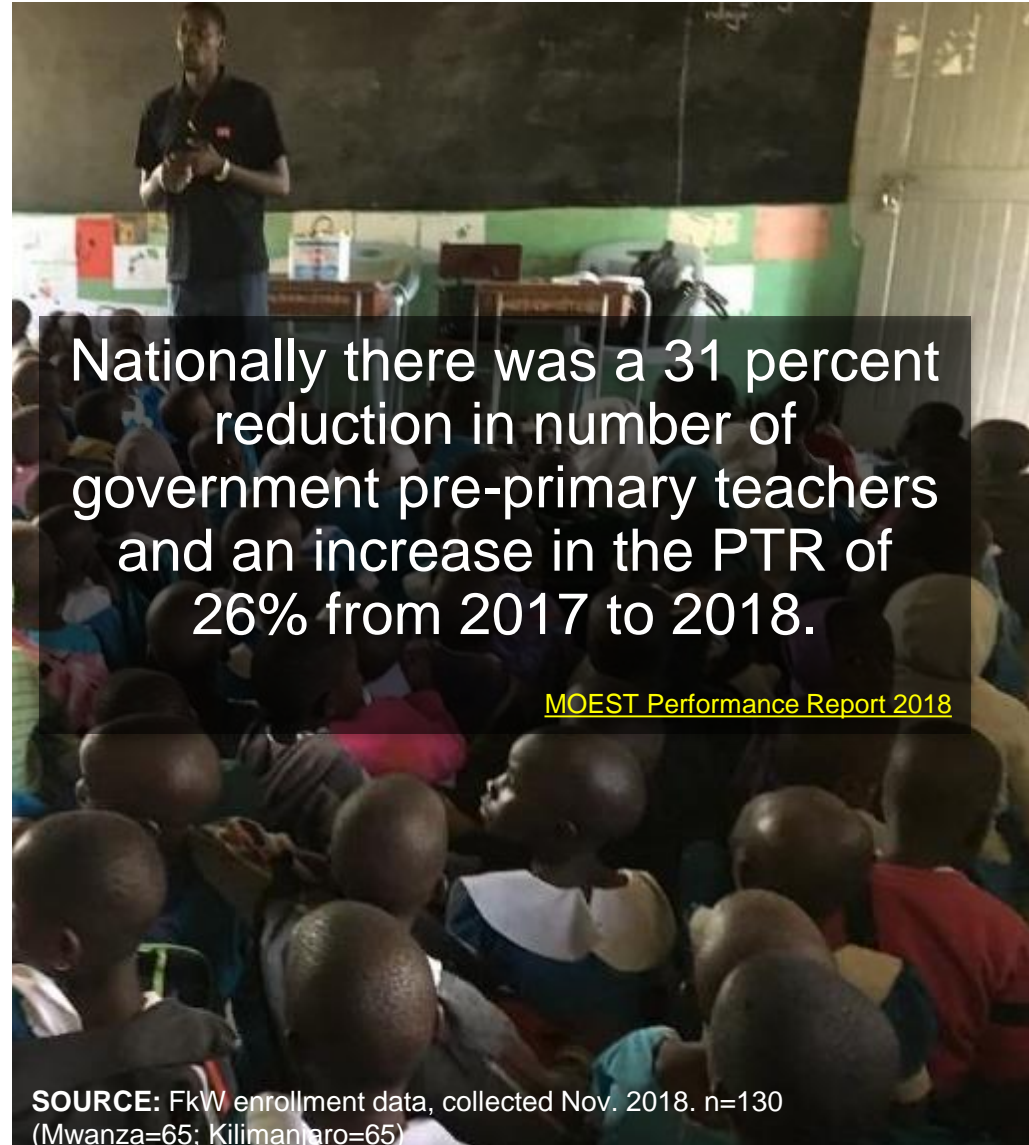


Overcrowded classrooms, High pupil to teacher ratio (PTR)

For **1** teacher

51 students in
Kilimanjaro schools

105 students in
Mwanza schools



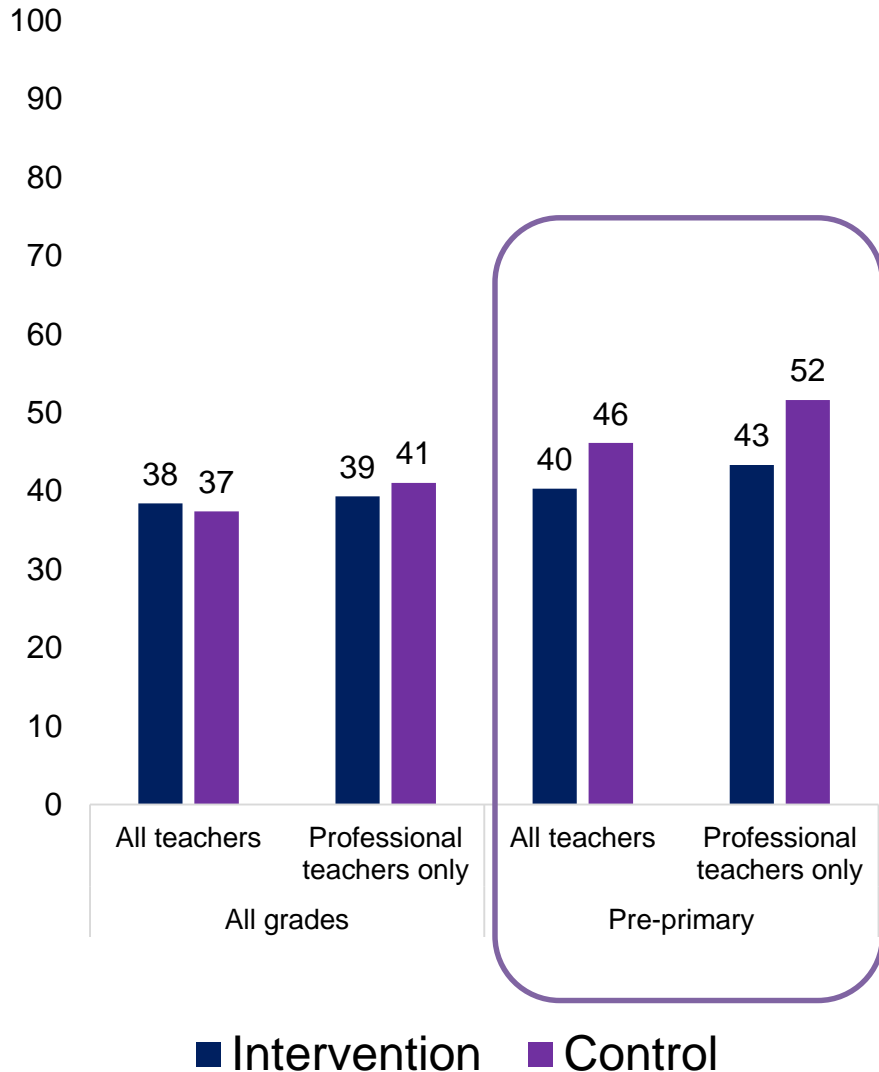
Nationally there was a 31 percent reduction in number of government pre-primary teachers and an increase in the PTR of 26% from 2017 to 2018.

[MOEST Performance Report 2018](#)

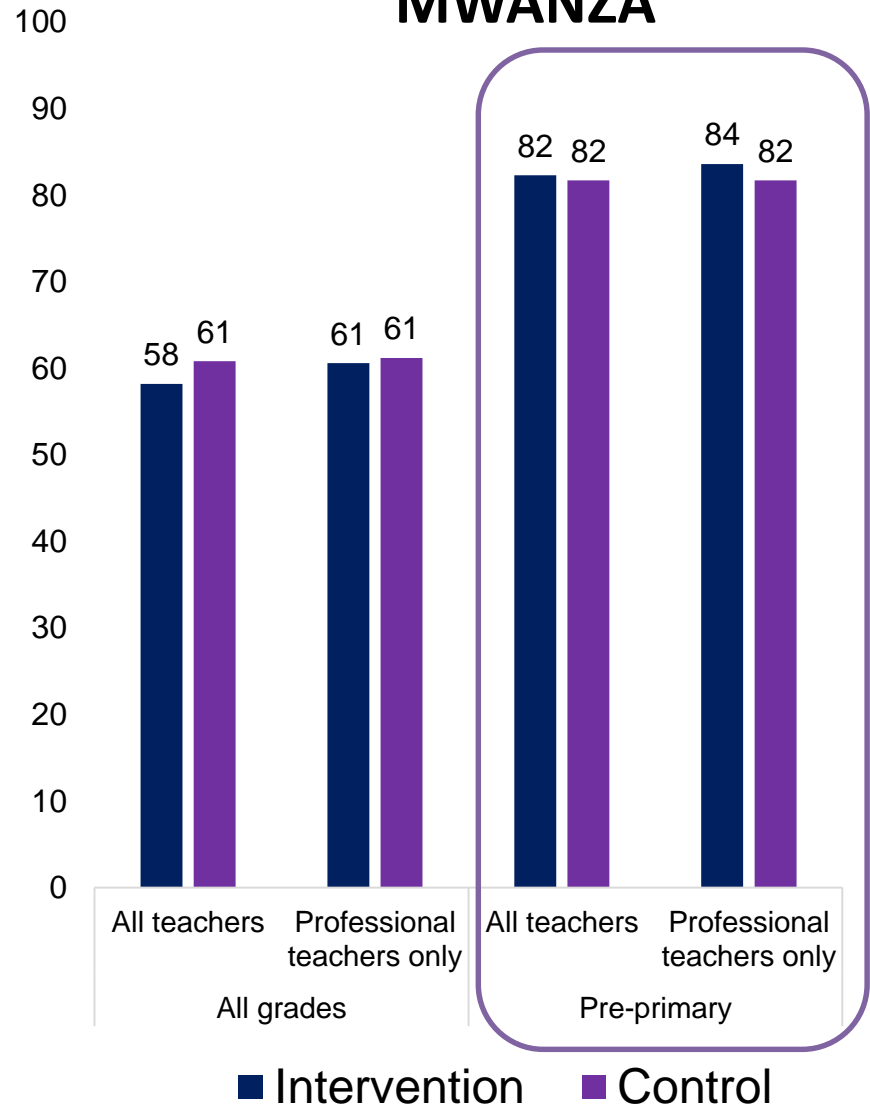
SOURCE: FkW enrollment data, collected Nov. 2018. n=130
(Mwanza=65; Kilimanjaro=65)

Average pupil-teacher ratio, both regions 2018

KILIMANJARO



MWANZA



SOURCE: FkW Attendance data, collected Nov. 2018. n=130 (Mwanza=65; Kilimanjaro=65)

Teacher shortage: Qualitative findings and respondent voices

Almost every respondent across all schools and both regions mentioned the teacher shortage as a critical problem.

Many respondents report losing hope that the situation will improve

If teachers are transferred from secondary to primary schools, they require training to adapt instruction to children's developmental age and needs.



“There is an acute shortage of teachers, in some cases you find that the school has two or three teachers for the whole school from preprimary to standard 7. Teachers prioritize upper classes and the lower classes are prejudiced. There is a shortage of teachers.” DAO

“Honestly we have a severe shortage of teachers because a lot of teachers are retiring this year. For this year alone, we have more than 100 teachers who will be retiring by December. This has been the trend for the past three years and it's an issue. So more than 100 are retiring this year. But the problem is that the number of retiring teachers does not match the new recruits for replacement. For this year, the government was able to recruit only one teacher for this district.” DAO

“The issue of teacher shortage has become a problem because the government has not been recruiting for more than 3 years now and a lot of teachers are resigning or retiring. For example in our district we may have 100 or 200 teachers who retire per year so starting from 2013 we haven't had a single teacher therefore some of the issues are out of their control because the government is the chief employer.” Head Teacher Moshi

Teacher shortage: Respondent voices

SOURCE: FkW qualitative data, 2018; Stakeholders in Mwanza and Kilimanjaro

“There are challenges, especially on the shortage of teachers. As you can see, **I was teaching STD 1, STD 2, and pre-primary, which is very difficult.** We just have to because of the situation around us. I have no choice I have to for our children to get education. I teach them due to my teaching ability and also because of my love for Tanzanian society.”

Teacher Mwanza

“The shortage of teachers has decreased particularly after the reposting of secondary school teachers to primary education. For example, from March this year, **we got about 400 teachers from secondary to primary. However, the challenge is they don't have the training for primary school education.** There is a demand for training to enable them to teach at primary.”

DEO

“[The teacher shortage] has a large affect. Those schools have a deficiency of teachers. We hired teachers from Form 4 and Form 6 to help the schools with few teachers. The teachers take 14 or more subjects. **They get tired and tell the children to just write without teaching them.** Sometimes there are 5 teachers and 10 subjects. Students just write on the board. This makes our education look bad...” WEO

“Honestly speaking ... it's a head cracking issue to the extent that some us **we are close to losing hope** in our work due to the unending follow ups but you just continue following up though there is no success at all.”

Head Teacher Moshi

“We have a severe shortage of teachers in our district. We have not received enough new teachers since 2008. Last year we got 7 teachers and only 1 this year. They were for preprimary because we have more teachers retiring compared to those that stay and their replacements. **We have a severe shortage to an extent that there are schools with only 3 teachers.** It's almost normal now to find a school with 3 or 5 teachers and yet still they are required to start preprimary classes.”

DAO

“**The shortage of teachers has a profound effect** on the ratio because the teacher usually has 32 sessions. Now the teacher has to take up to 50 sessions. So the quality, preparing a lesson, finding material to teach in deep becomes invalid. He just shows up. The work gets worse. So even the time to prepare tools to simplify the subject becomes unacceptable. For example, a school has 3 teachers. They teach from preprimary class to seventh, it's hard..” DAO



Given challenges, we had modest expectations for sustainable changes in teachers' instruction and impacts on student outcomes. Still, we wanted a clear picture of FkW impacts and outcomes.



The effect of FkW on teachers' instructional practices, classrooms, and schools

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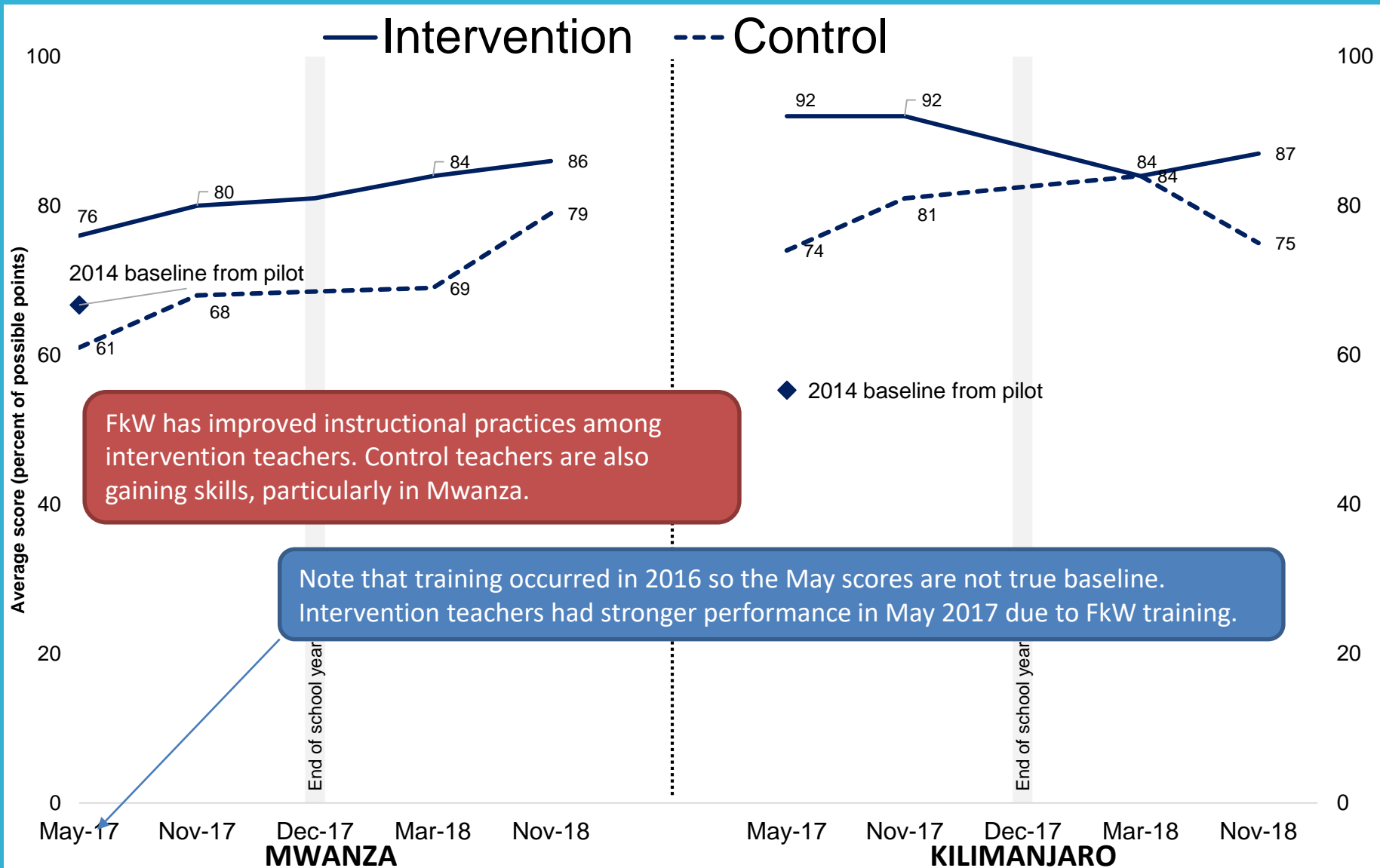
Learning Agenda evaluation questions:

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

Key findings from classroom observations and qualitative transcripts



Instructional strategies and skills



Instructional strategies and skills: Qualitative findings

Accomplishments

- Intervention teachers describe [and demonstrate] stronger instructional skills than control teachers.
- Most intervention teachers continue to implement strong skills indicating some sustainability in practices.
- Teachers reported implementing instructional skills such as the use of:
 - Clear introductions, linkages, and closure for lessons.
 - Formative checks, Q&A, and assessments with students
 - Time management
 - Varied teaching approaches and learning activities, and
 - Supportive learning materials.

Challenges

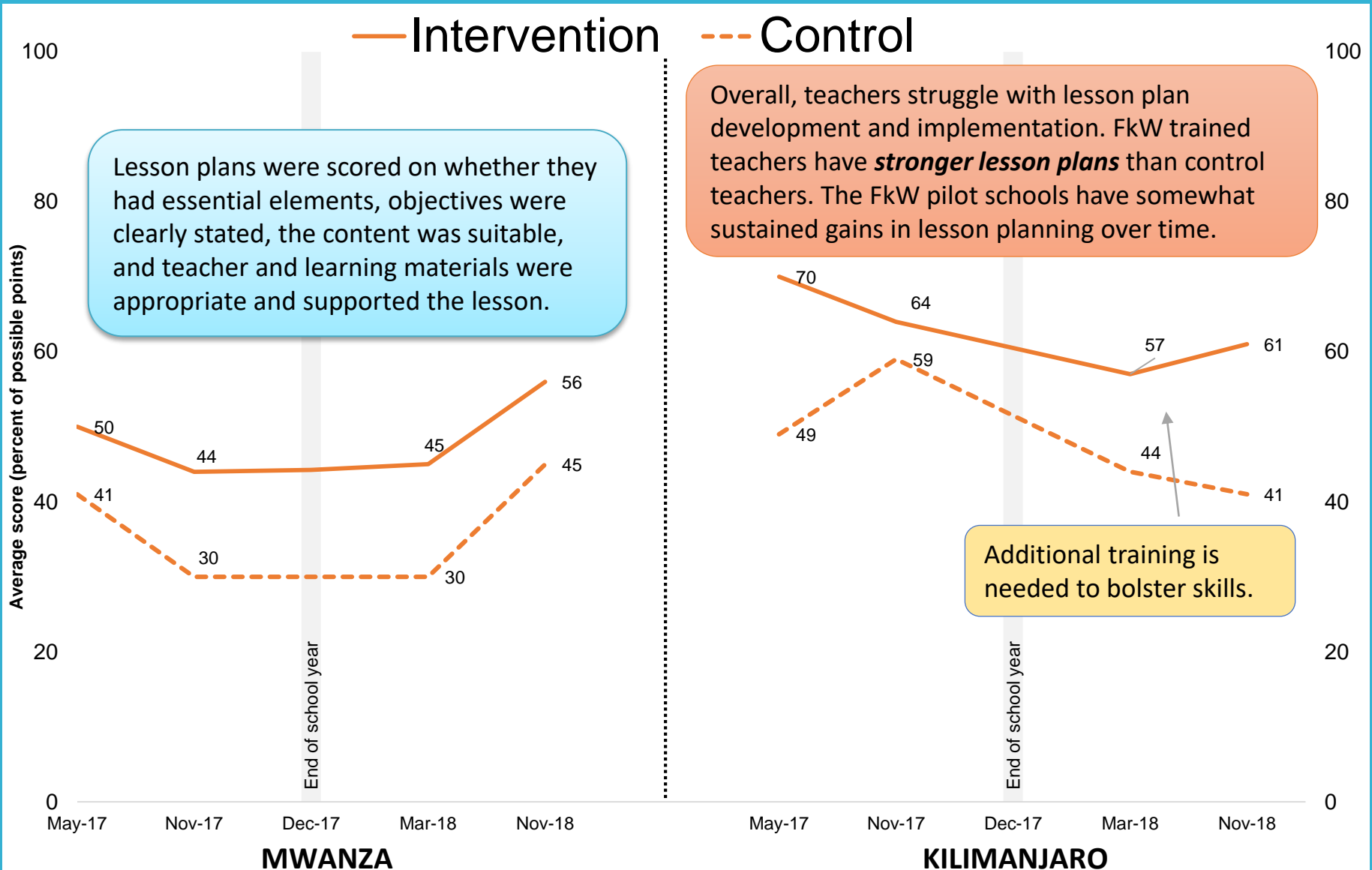
- The majority of intervention, pilot, and control teachers report needing additional training and support to implement quality instructional practices.
- Teachers also report:
 - Lacking sufficient time to complete lessons for each subject
 - Needing additional teachers in class to allow the lead teacher to work with small groups and individuals
 - Lacking the teaching and learning materials needed to support the lesson, and
 - The challenge of transitioning between lessons given large class sizes.

Lesson plans and instructional practices

1 2 3 4

A close-up photograph of a person's hand pointing to the number '4' written in sand. The numbers '1', '2', '3', and '4' are written in a simple, hand-drawn style. The person's hand is dark-skinned and is wearing a light-colored sleeve. The sand is reddish-brown and has some other faint markings on it.

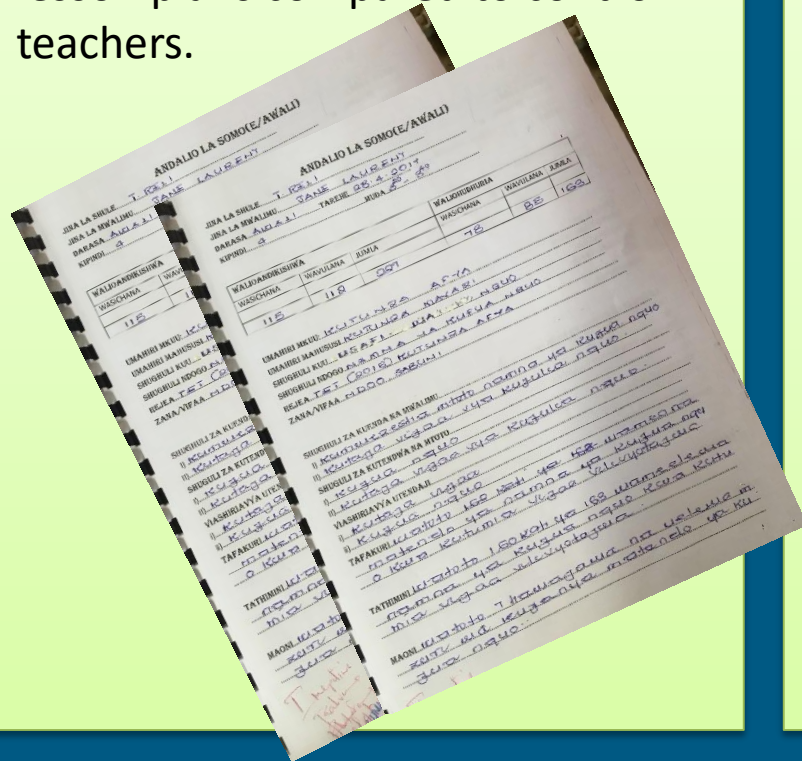
Lesson plans by region



Lesson Plans: Qualitative findings

Accomplishments

- Many teachers and head teachers can describe some components of the lesson plan.
- FkW intervention teachers have a more advanced understanding of lesson plans compared to control teachers.



Challenges

- Despite the importance of plans, teachers struggle with plan development and implementation.
- Challenges include:
 - Teachers lack time to develop and implement lesson plans on a daily basis. Time shortage due to:
 - Teaching multiple classes
 - Congested classrooms
 - Insufficient class time and school day to complete all the required lessons:
 - Short school day is due to child hunger when there are no meals, interruptions, high teacher to pupil ratio
 - Insufficient space, teaching tools, and learning materials for the lesson
 - Insufficient support and feedback on lesson plans

Lesson Plans: Voices of respondents

“The challenge is when preparing. She might have many sessions, because she has other classes. So preparing for other classes as well as preprimary is a major challenge.”

Head Teacher

“I need support to prepare the plan ... and also more training on how to prepare my lesson plan.”

Teacher



“The teacher could perform well. His lesson plan is very detailed and clear but when he gets to class, he meets so many students...it’s a challenge to implement the prepared lesson plan. He plans to attend students individually to write the letter “a”. How will he implement if he has 80 students and has only 15 minutes?”

Head Teacher

“Frankly there is nobody who supports me.”

Teacher

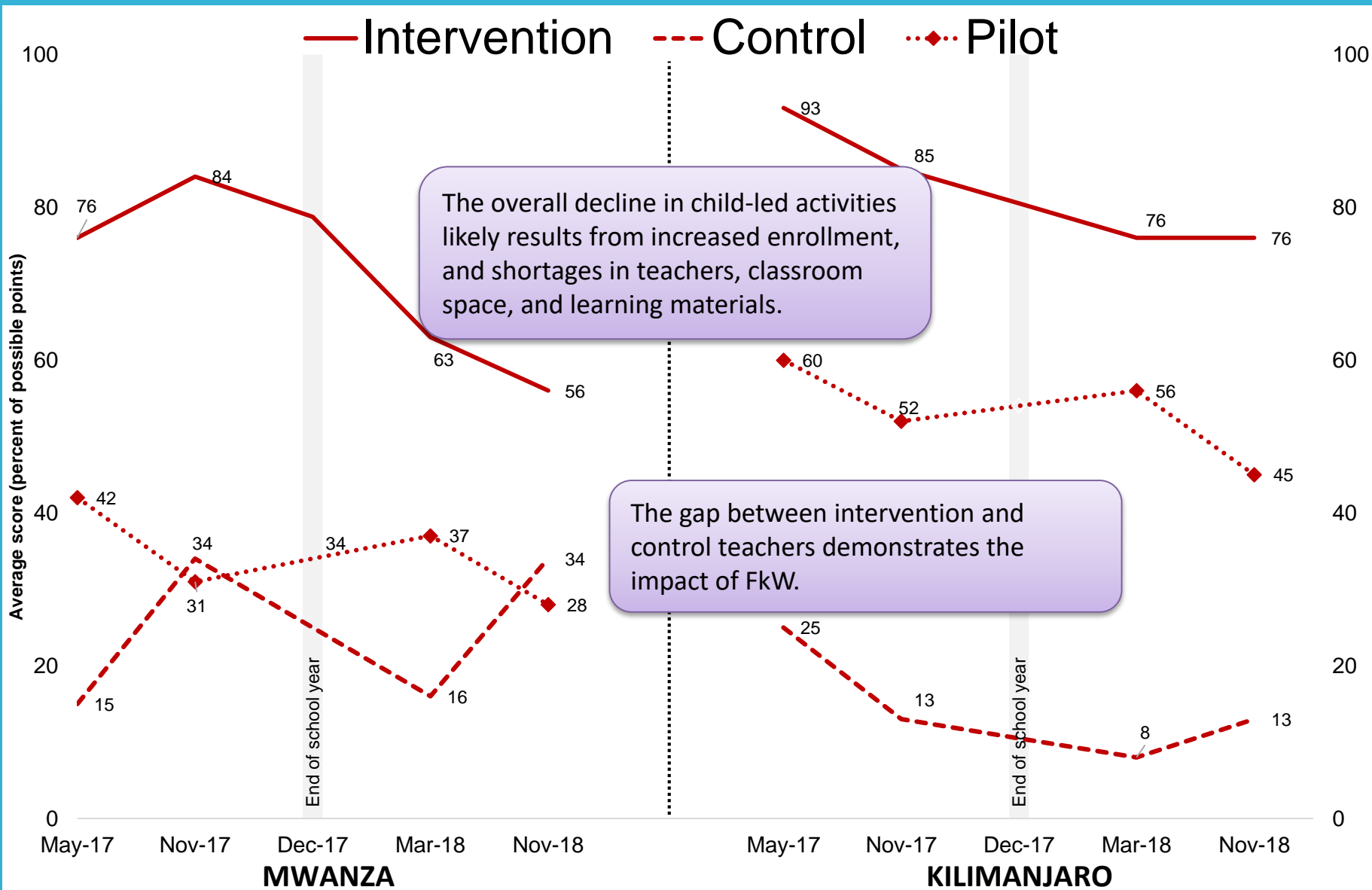
“Honestly I get very tired. I stay far away [from lesson planning].”

Teacher

Daily routine and child-led activities



Child-led activities



Child led activities: Qualitative findings

Accomplishments

- Most teachers recognize the value and strive to implement child led activities

Challenges

- Again, challenges to implementation include:
 - Congested classrooms, and
 - Teacher, space, and material shortages.

“There are barriers in implementing multiple approaches in the class as the students are many that some of the approaches are impossible. Truly many of the approaches are impossible because of the huge number of the students.”

Teacher Mwanza



Child led activities: Voices of respondents

“I use the approaches. I was taught that you should draw your materials as big and colorful as it can to make it attractive. You can take the students out and teach them by actions and games where you participate in those games. At times you give students chances to talk and play with you.”

Teacher Moshi

“[Child led activities] makes the teaching process easier because children can learn on their own.”

Teacher Mwanza

“It’s important because without them being interactive then the goals won’t be reached. When children participate effectively then the goals will be reached effectively.”

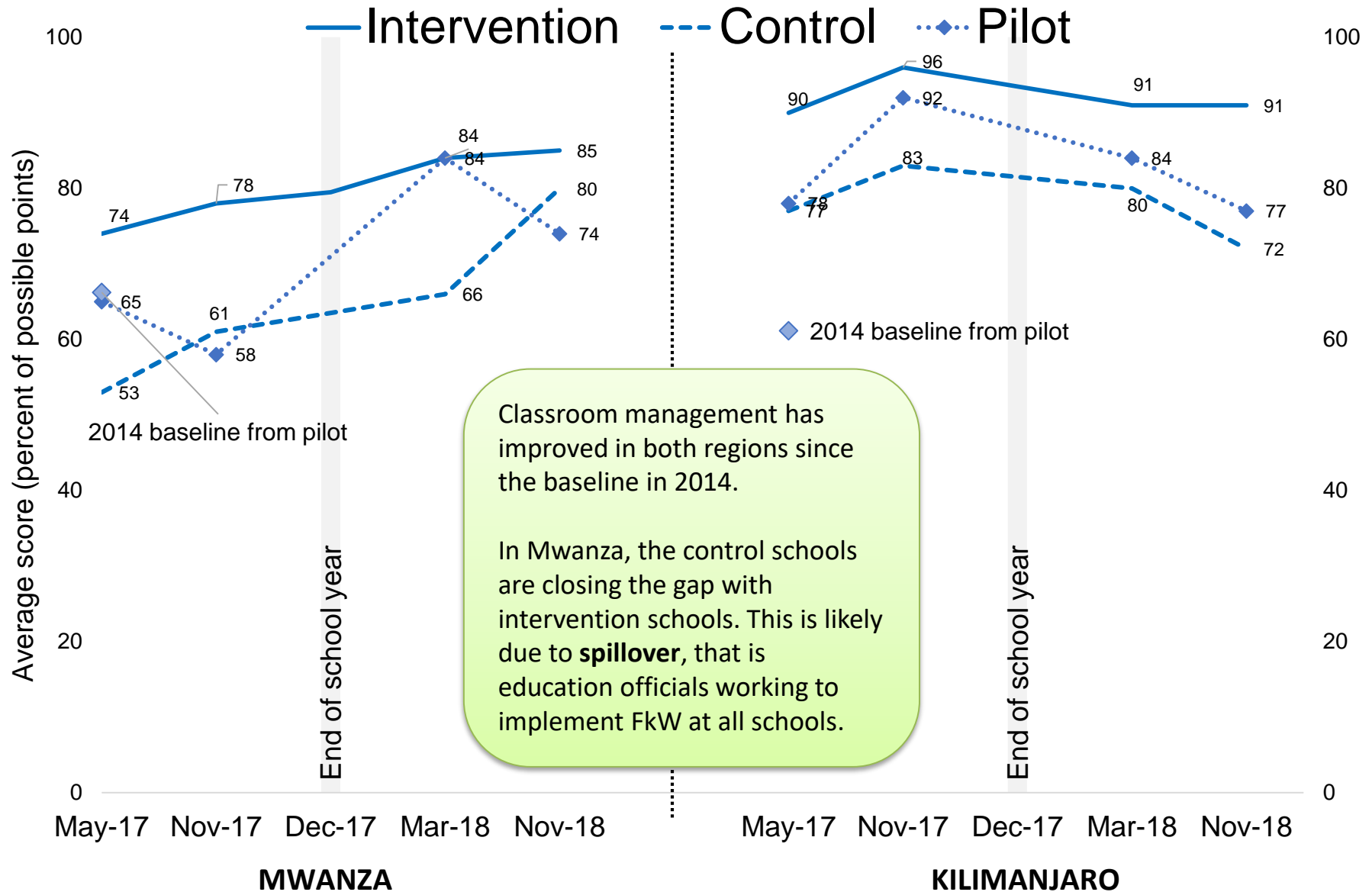
Teacher Mwanza



Classroom management and arrangements



Classroom management and climate



Classroom arrangements and management: Qualitative findings

Accomplishments

- Most intervention schools continue to implement strong classroom management practices.
- Teachers describe how they manage classrooms using strong instructional practices, participatory methods, learning materials, and by developing positive relationships with students.
- Many teachers overcome challenges because they love students and teaching.

Challenges

- Classroom space is insufficient to manage class effectively.
- Congested classrooms limits teachers' ability to implement best practices.
- Pre-primary classes share space with other grades.
- Teachers face behavioral problems when classrooms are overcrowded and lack learning materials and when students are hungry (in the absence of feeding programs).

Classroom arrangements and management: Respondent voices

“The big challenge we are facing is over crowdedness in the classrooms... The teacher has nowhere to step. We have schools where this is a very huge challenge.”
QAO Mwanza



“The rooms are small and students are many. Even if I advise the teacher on how to put children in the learning corners, it is like you are just talking, but it is difficult in the implementation.” QAO Moshi

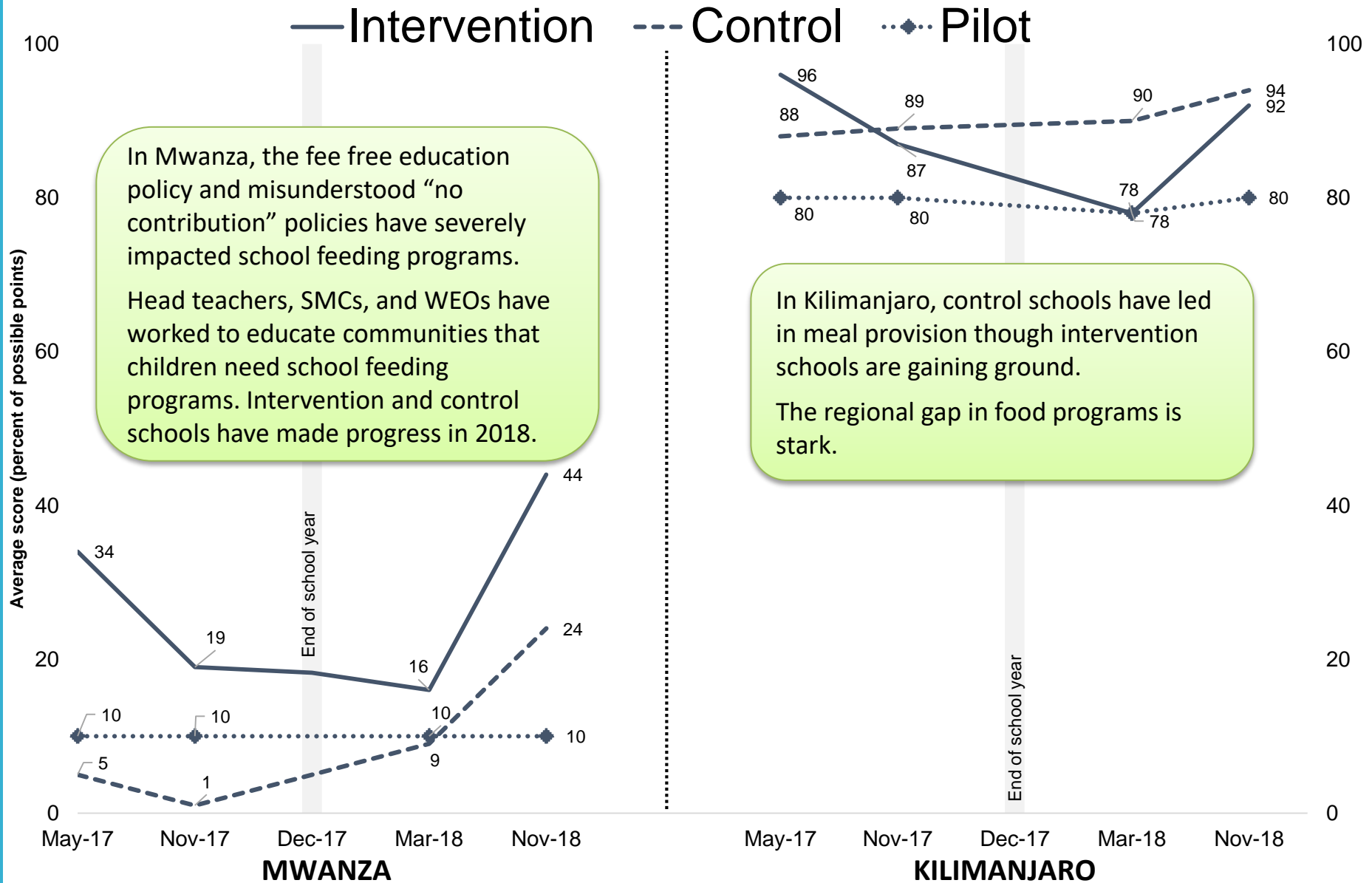
“I think the challenges have been those recurring ones... pre-primary has been sharing the classroom with other classes.”
DAO

“One example ... these classrooms were not prepared for those children, so the infrastructure is not good.”
DEO



Food programs

Schools providing food by region



Food programs: Qualitative findings

Achievements

- All school officials recognize the importance of school feeding to child learning.
- While some Kilimanjaro families stopped food contributions—following the fee free and “contribution” policies—officials were able to quickly sensitize parents to avoid too much disruption.
- In Mwanza, some schools have succeeded in restoring or adding food programs. Intervention schools have led the way.

Challenges

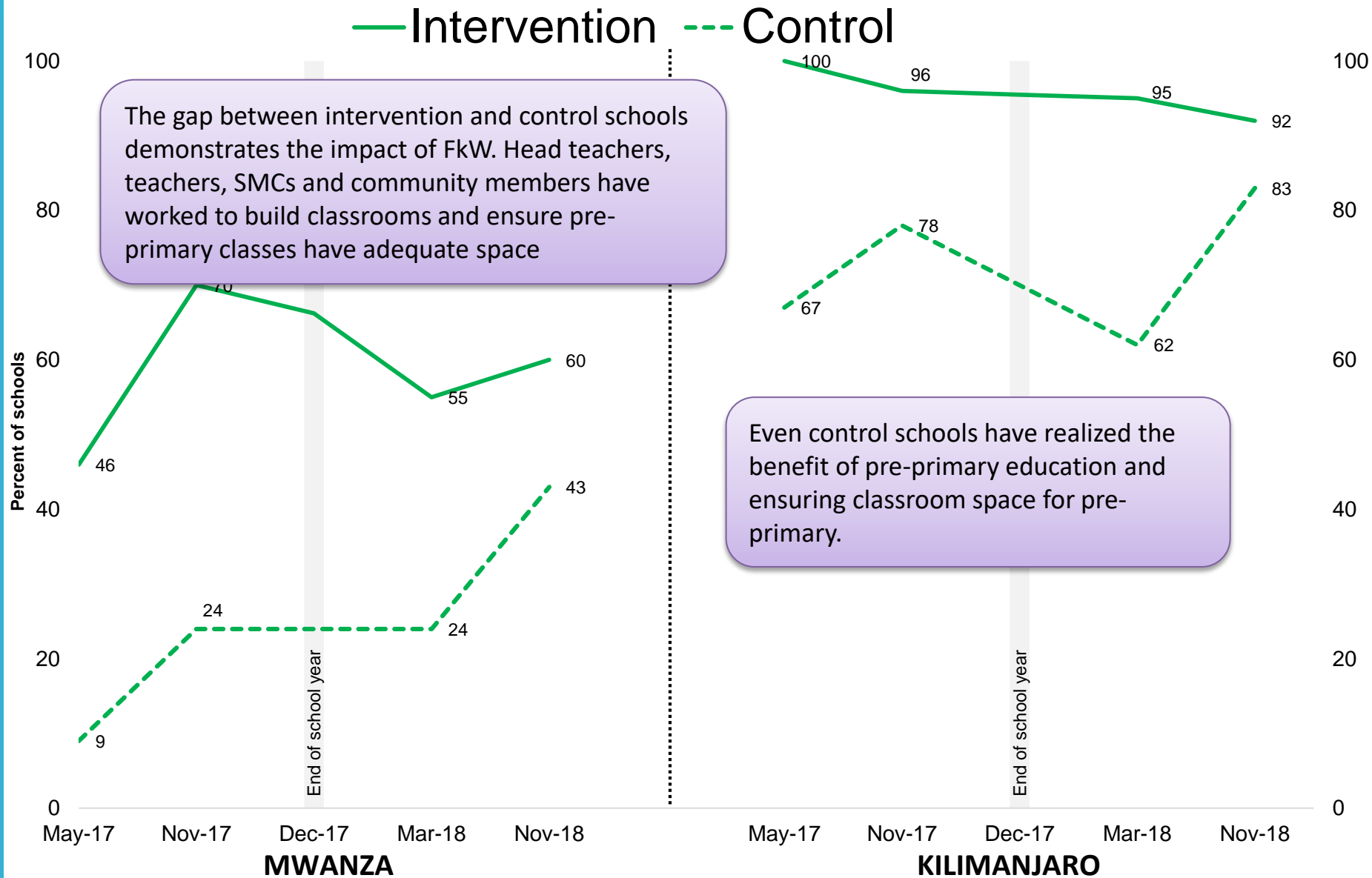
- The majority of schools in Mwanza still lack feeding programs.
- The lack of food severely undermines quality pre-primary as students are hungry, the class day is reduced, and there is less time on learning.





Classroom space and learning materials

Classrooms with enough space



Classroom space: Qualitative findings

Accomplishments

- Intervention and control schools have improved the classroom learning space.
- Clear evidence of FkW spillover from intervention to control schools.
- TIE training—using FkW principles—also emphasized the value of pre-primary.

Challenges

- Intervention and control schools still report space shortages, particularly in Mwanza.
- Teachers are unable to implement some lessons due to space issues.



Before and After
photos of same
classroom:
Mwanza, TAHEA



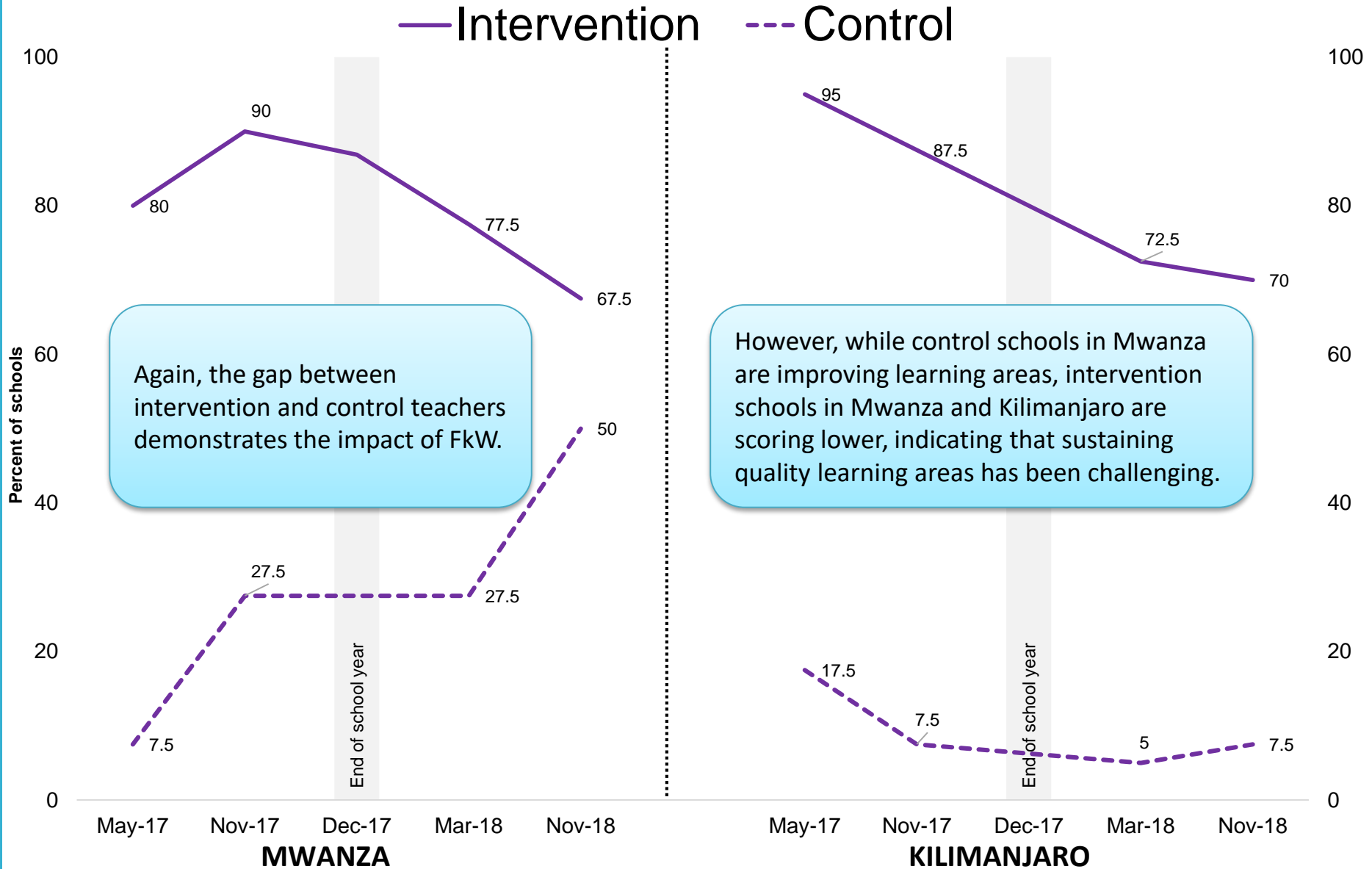
Classroom space: Qualitative findings and respondent voices

“The big challenge which we are facing is over crowdedness in the classrooms until the teacher has nowhere to step. We have schools which this is a very huge challenge ... If we got classrooms it will be so nice. Good classroom with windows and doors, painted walls and nice roofs. The main challenge in my district is infrastructure. The teacher may be trained but the environment might be a challenge in doing their work effectively.”

QAO Mwanza



Learning corners



Learning corners: Qualitative findings and respondent voices

Accomplishments

- Most respondents understand the value and importance of learning corners.
- Most schools have organized learning areas.
- Some teachers, school and parent communities, particularly in Kilimanjaro, work together to prepare materials for learning corners.
- Teachers report that students “learn by themselves” when they have well organized and stocked learning corners.

Challenges

- Many schools lack sufficient space for learning corners.
- Many teachers lack the time to organize learning corners.
- Short school days limit the time children have in learning corners.



Learning corners: Respondent voices

“The training made me see the importance of the areas. Those areas help students gain skills in interacting and relating when they meet, stay, and play together.”

Teacher Mwanza

“I prepare my approaches during the weekends or nights at home. If this is impossible then I will take students of standard six and seven during the break times. If it is drawing then I will find one to help me draw then I will color.”

Teacher Moshi

“The learning areas are not sustainable and some of schools don't put them anymore because some teachers complain that a classroom is small for putting the learning areas.”

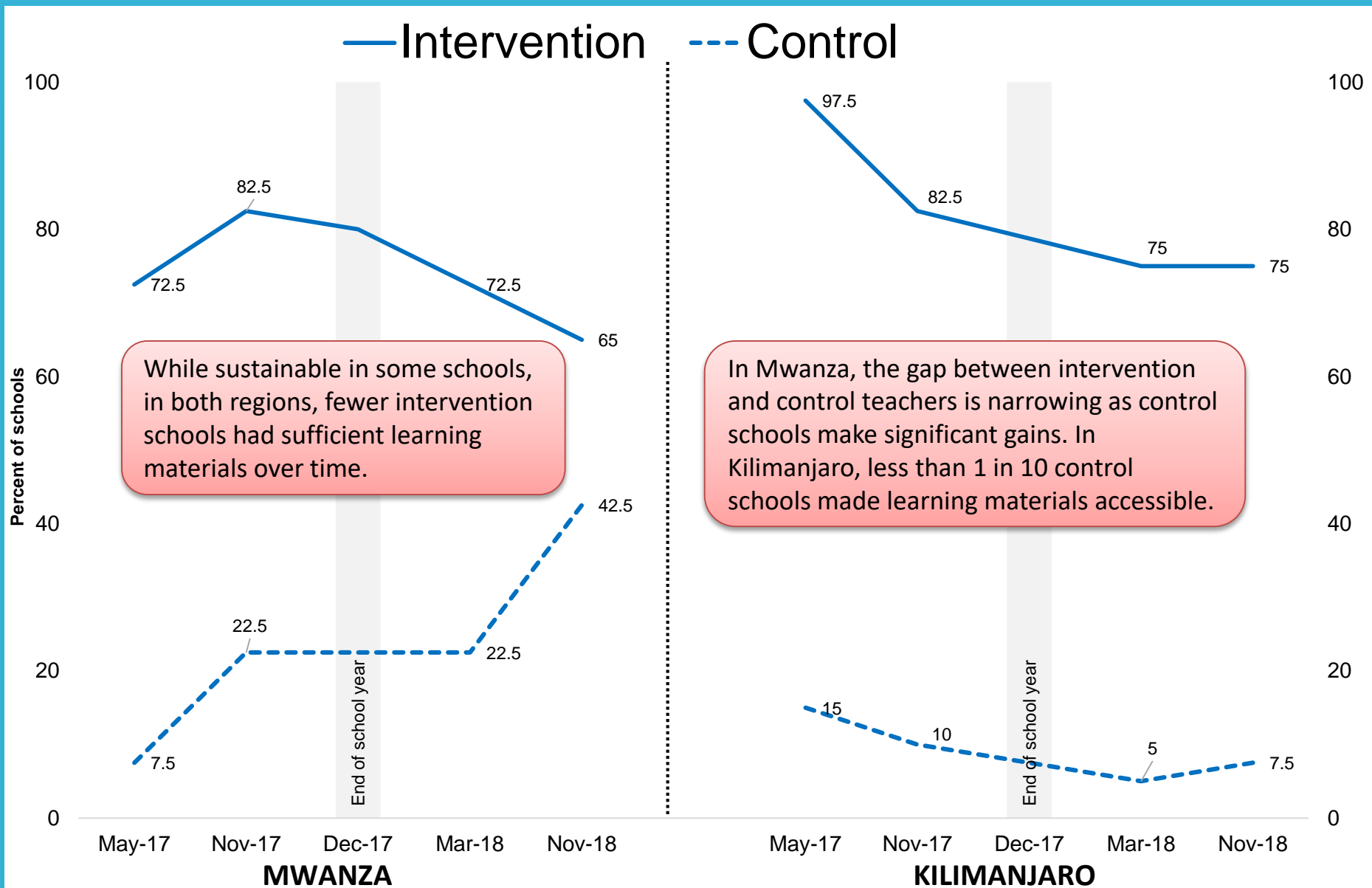
QAO Moshi

“What motivated me is that pupils like it. They are attracted to those areas. They like to learn themselves. When you put them in those groups they perform. Those who want to count, will count. Those who want draw, will draw. Those who want a book take a book.”

Teacher Moshi



Sufficient learning materials



Learning materials: Qualitative findings

- FkW classrooms continue to be child-centered learning environments.
- Teachers request the basics: manila cards, markers, paper
- Sustainability is challenged by the teacher shortage, inadequate school financing, and parents low motivation to engage with pre-primary.
- Many teachers are creative in finding and making appropriate learning materials.
 - Most learning materials are made by teachers using locally available, low-cost materials.
 - Some teachers use their own salary to purchase materials.
 - In some schools, teachers work with head teachers, teachers from other grades, students, parents, and SMCs to develop materials.



Learning materials: Respondent voices

“I need materials. I really need them for children to learn.”
Teacher Mwanza

“The quality of preprimary education will come from teaching materials, you can plan how you want a class to be but if the teaching materials are not available at the time they are needed just because of shortage of money, we fail to reach the quality we set to achieve.”

WEO Moshi

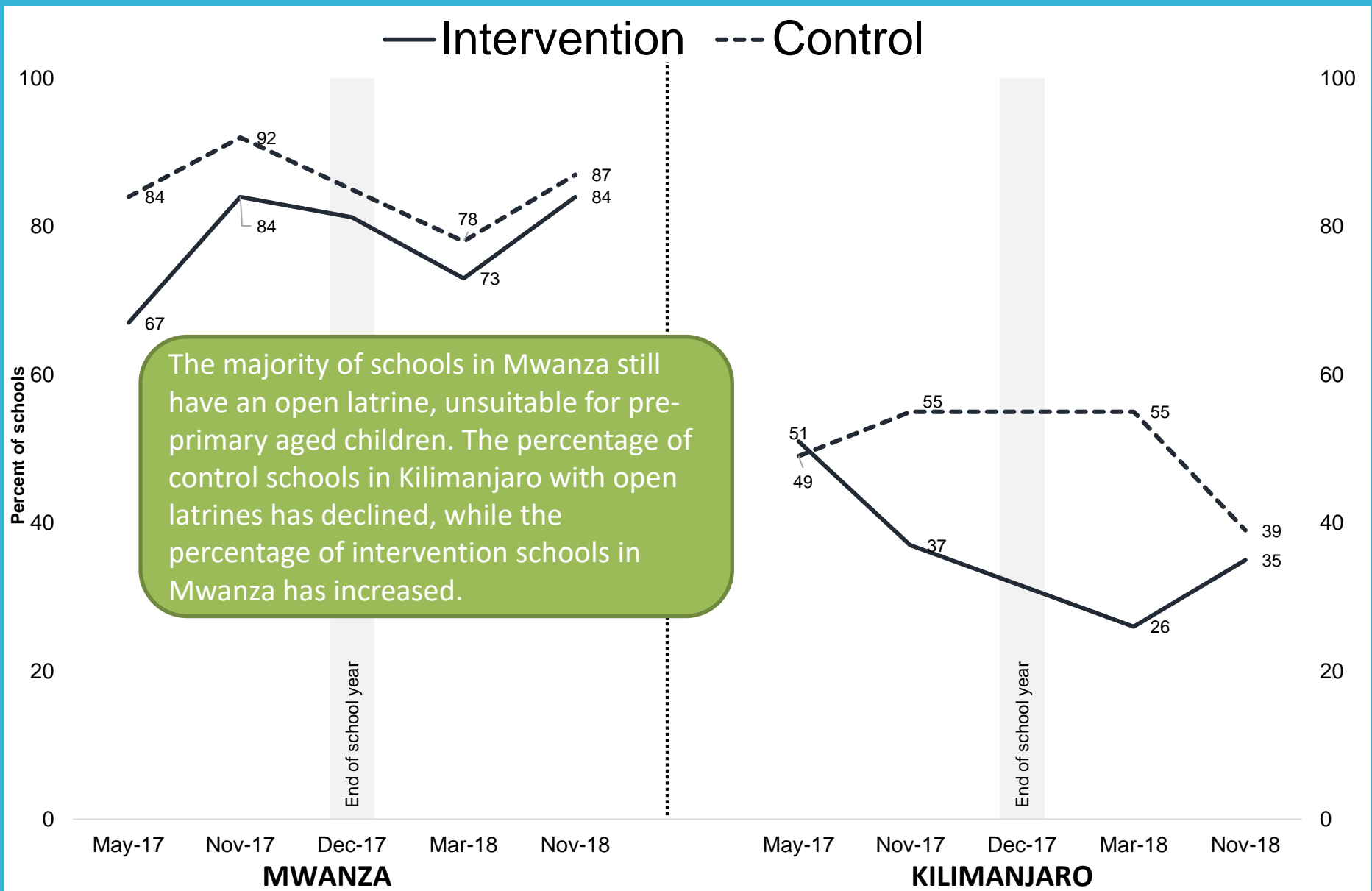
“Since I love this class, I usually end up buying them myself. If the school gets the money and makes plans to buy those materials, like manila cards, marker pens, they’d help me a lot. The manila cards and marker pens come only twice a year but the pre-primary class needs these materials more often than that.” Teacher Mwanza

“It’s the assistance in preparing them [that the teacher needs]. And time, especially time as I have to prepare what I will teach and which learning material I will use. So you may find the time to prepare some learning material is not enough due to a high workload.”

Teacher Moshi



Schools with open pit latrine



Infrastructure and space: Qualitative findings

Schools in both districts face struggles with infrastructure which undermine student learning and safety.

The increase in enrollment following the Fee Free policy was **not** accompanied by a corresponding increase in resources for capital expenditures.

Schools that built and renovated classrooms and latrines benefited from active SMCs and education officials working with communities to identify financial and human resources for the infrastructure.

“I think the challenges have been those recurring ones. It’s not every school that has classrooms for preprimary. They have been sharing the classrooms with other classes.”

DAO

“There ought to be complimenting infrastructure development. For example we have pit latrines which are not very friendly. Children need proper, hygienic toilets. Sometimes the children end up messing their pants in class because of the condition of the toilets.”

DAO

“The challenges include infrastructure, classrooms and toilets, offices for teachers, houses for teachers and canteens. It’s a big challenge when there is inadequate infrastructure at the school because it slows down development. When there is inadequate sanitary infrastructure, you can imagine a primary pupil going the whole day without answering the call of nature or using facilities which cause the spread of disease.”

DEO



Infrastructure shortage: Respondent voices

“The government policy says that every class should have 45 to 50 students. But when you calculate the number of classrooms you find that our schools have a scarcity of classrooms. Most of the schools have a shortage. A school can have a deficit of 10 to 40 or up to 50 rooms. How will they build and where will they build them? We all do not know.”

QAO

“Some of the challenges that I have seen are that the room is too small, therefore limiting the learning activities. The classroom is very small and you find that the instructions on how to do certain activities are not enough.”

Head Teacher Mwanza

“These classrooms were not prepared for those children, so those infrastructures are not good. Secondly, we also have a shortage of latrines so they have to share the available ones with the older (primary) pupils. Additionally there is a shortage of playing space for the children.”

DEO

“There are a lot of barriers for example the classroom for the preprimary class is very small such that when the teacher would like to use some teaching and learning aids, but it's not possible because the room is small. The number of pupils is too big...”

Head Teacher Mwanza

“The challenges in our classrooms... to be honest some of the rooms are small and students are many. So you see even if I advise the teacher on how to put children in the learning corners, it is like you are just talking because you must talk. It is difficult in the implementation. It is difficult for those students to show their talents. This child is capable in this area but ... Also on teachers side they reach a point...”

QAO

“STD 1, STD 2, and preprimary share one classroom. Preprimary and STD 1 share the same classroom at the same time. However at 10 am, the preprimary class will be dismissed. As we speak, they have already been dismissed. We only have STD 2 right now because the preprimary class have also been dismissed after sharing the class with the STD 1 class.”

Head Teacher

Spillover and support for pre-primary



Spillover:

Qualitative findings and respondent voices

Spillover

- Clear evidence that FkW has “spilled over” from FkW intervention to control schools, particularly in Mwanza.
- Evidence that FkW is spreading to Standard 1 and Standard 2 in some schools.

“In our district council we had 20 schools in Fursa. We have tried to make sure all 80 government schools are taught by FkW schools. So, I can say that FkW has helped all 80 schools in our district council to get the training offered through the opportunity for children program.”

DAO

“There are notable changes. For example, Misungwi has a standard model because of FKW. We have 145 schools taking part. They have a special class for preprimary education and follow the criteria.”

DEO



Spillover: Respondent voices

“[FkW has been so valuable]... and that’s why we were also trying to make [upper grades] too. Standard one should be organized as pre-primary. The walls in the classroom should speak. The child should not see big changes [between grades]. I went and saw Standard 1 ... even these schools have teaching tools.”

QAO Mwanza

“First I am proud of what the program has started. This program didn’t touch every school. But by using the morale from schools where the program was implemented, we were able to do this to all the preprimary classrooms. I was visiting every school and teachers from other schools were visiting schools with this program.”

WEO Mwanza

“After seeing that our fellows from Kilimanjaro succeeded to a large extent, it made us come back with one agenda. The education officer, professional officer, and I decided: All our schools should adopt the culture from Kilimanjaro. We did something called transferring and spreading knowledge. We told trained teachers to form clusters in their areas and teach those schools that did not get the FkW training. We visit schools that didn’t get the FkW training, and there were big changes. This made me think that it is possible. We found that even these teachers who were not trained were able to gain knowledge and their classes changed. A system similar to Fursa was seen. We succeeded by 95%. Even those schools that were not able to get the FkW opportunity have now adopted Fursa.”

QAO Mwanza



Sustainability

Sustainability:

“Yes, sustainable”

- Quantitative results and qualitative reports from pilot and intervention schools show promising findings indicating that many components of FKW are sustainable
 - Using learning corners and learning materials
 - Interactive classrooms
 - Child led activities
 - Circle time
 - Reflective practices
 - Working in partnership with head teachers, SMCs, WEOs

“No, not sustainable”

- Teachers may revert to old practices without ongoing teacher training
- Without a plan to replace trained teachers who have left, new teachers implement old practices
- Without additional support (paraprofessionals) to help manage large classes, teachers are unable to meet students’ diverse learning needs

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: 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



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.





Student learning and development outcomes

The impacts of Fursa kwa Watoto (FkW

*All measures are aligned with the Basic Education Syllabus for Standard I

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



“Skills beget skills”

- Quality pre-primary is the foundation for learning.
- Starting early maximizes critical developmental periods.
- Children who master foundational cognitive, social, and developmental skills early on are better prepared to acquire increasingly sophisticated skills from STD 1 to adulthood.
- Investing in high quality early childhood education is both impactful and cost effective.
- Cognitive and social emotional skills are complementary.
 - Gaining social emotional, or character skills, helps students master cognitive skills with “greater impacts on achievement and life outcomes”.
 - Character skills are important over the lifespan and drive lifelong success.
- “Quality matters” and “high quality programs produce high quality outcomes.”

Heckman, J. and Tim Kautz. (2013). “Fostering and measuring skills: Interventions that improve character and cognition.” NBER Working Paper No. 19656. November 2013. Available online at <https://heckmanequation.org/www/assets/2013/12/Fostering-and-Measuring-Skills.pdf>

Heckman, J. “Early childhood education: Quality and access pay off.” The Heckman Equation. Available online at <https://heckmanequation.org/resource/early-childhood-education-quality-and-access-pay-off/>



Does FkW lead to improved early reading?

Students were tested on pre-literacy skills that predict students' reading outcomes in later grades such as:

- ✓ Vocabulary
- ✓ Letter identification
- ✓ Knowledge of letter sounds
- ✓ Listening comprehension
- ✓ Writing skills



Does FkW lead to improved early numeracy?

Students were tested on pre-numeracy skills that predict math outcomes in later grades, such as:

- ✓ Counting and number identification
- ✓ Addition and subtraction
- ✓ Shape identification, drawing, and manipulation
- ✓ Spatial vocabulary



Does FkW lead to improved social development, health knowledge, and executive function?

Students were also tested on social-emotional skills, health knowledge and executive function:



Social-emotional skills include identifying and understanding feelings and emotions.

Health knowledge includes identifying body parts, nutritious foods, safety hazards, and sanitary behaviors

Executive function includes ability to follow instructions, use of working memory, and fine motor skills.



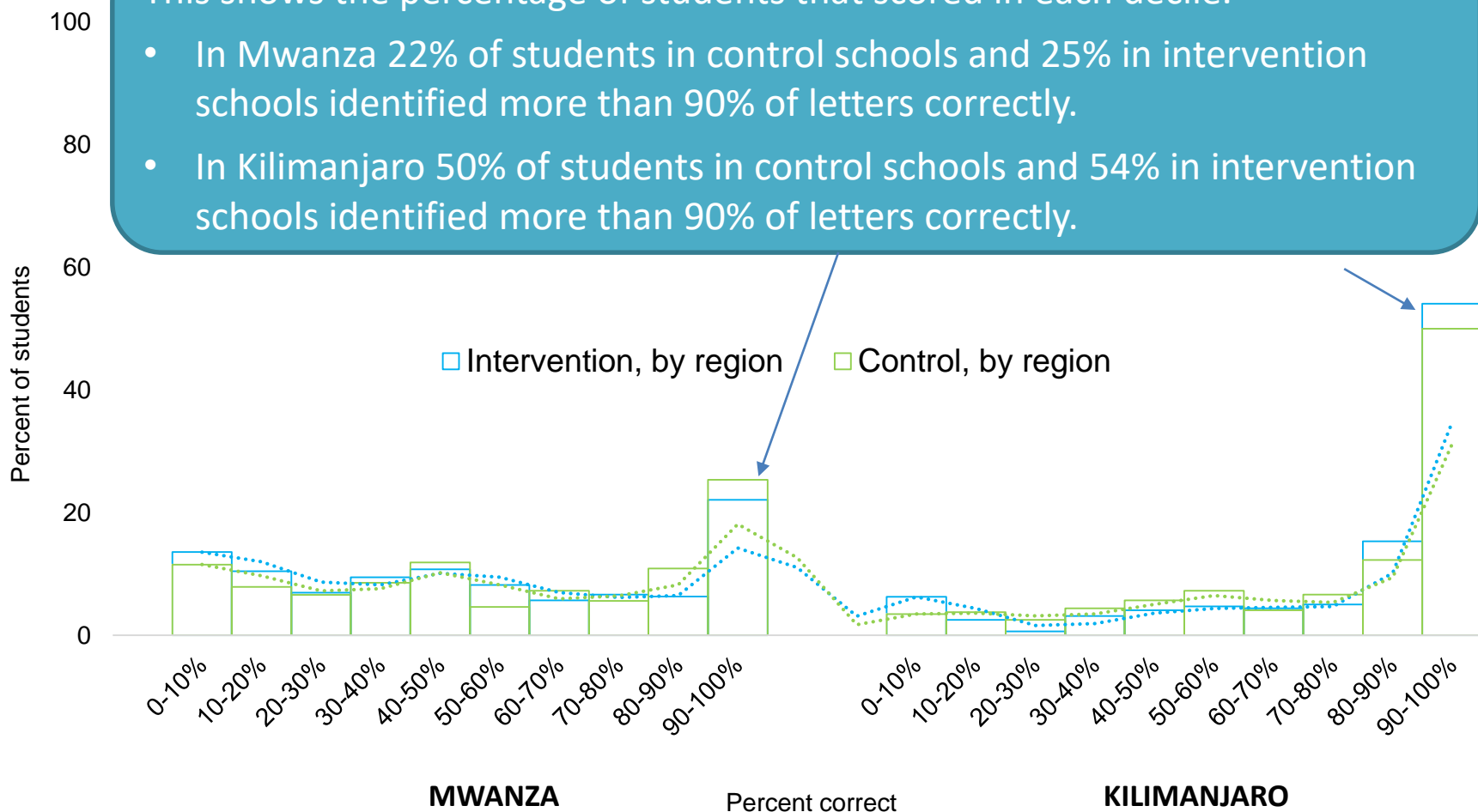
**Student
outcomes:
Pre-literacy
skills**

Letter name knowledge, by region (out of 20)

Child asked to name letters of the Swahili alphabet

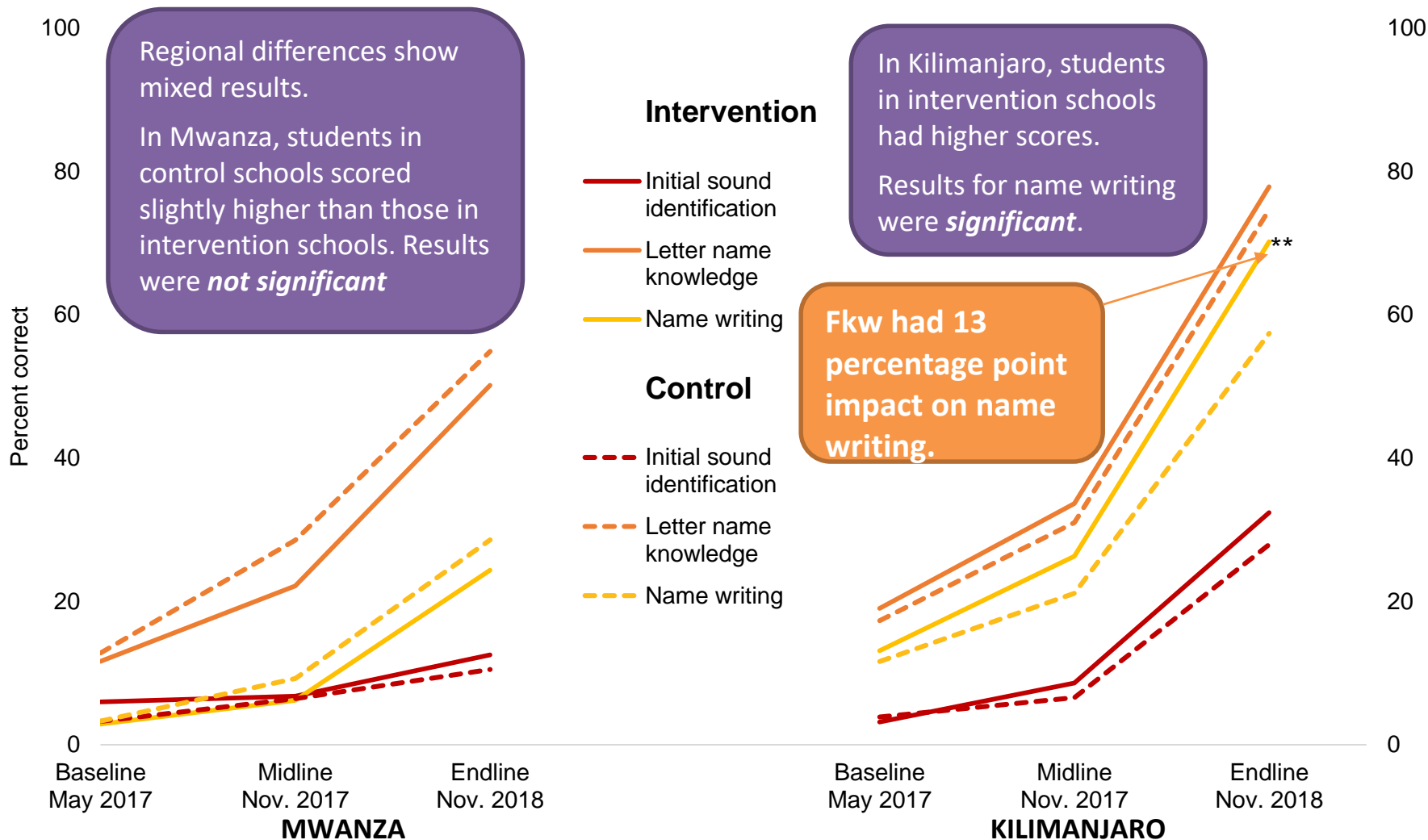
This shows the percentage of students that scored in each decile.

- In Mwanza 22% of students in control schools and 25% in intervention schools identified more than 90% of letters correctly.
- In Kilimanjaro 50% of students in control schools and 54% in intervention schools identified more than 90% of letters correctly.



Pre-literacy skills: Average scores over time

Comparing intervention and control students by region



Note: Results may differ from others shown due to sample changes. Figures show regression-adjusted means for students present and task administered at each time point, excluding those in pre-primary at endline.

* Between-group differences are statistically significant at the .05 level
 ** Between-group differences are statistically significant at the .01 level.

Pre-literacy impacts by region (actual scores)

	<u>Mwanza</u>			<u>Kilimanjaro</u>		
	Intervention mean n=317	Control mean n=304	FkW impact	Intervention mean n=317	Control mean n=304	FkW impact
Pre-literacy skills (percent correct)						
Initial sound identification (out of 5)	13	11	2	32	28	5
Letter name knowledge (out of 20)	50	55	-5	78	75	3
Name writing (1 if correct, 0 if incorrect)	24	29	-4	70	57	13**

*, **, *** Statistically significant at $p < .05$, $p < .01$, $p < .001$

Randomly selected schools in Mwanza (n=65) and Kilimanjaro (n=65)

Source: Fursa kwa Watoto Learning Agenda– Student assessment data collected May 2017 and November 2019

Note: The table shows regression-adjusted means for the intervention group and control group, respectively, and the corresponding impact estimate.

Pre-literacy

Qualitative findings and respondent voices

- In both groups, on average, teachers, head teachers, WEOs, and QAOs report that students are gaining pre-literacy skills. However many students struggle with the basics.
- FkW had important impacts on name writing but not letter sounds.
- Several teachers specifically requested more training in sound identification given their lack of training and experience in letter sounds.
- In Mwanza, teachers report language is a barrier as many students speak Sukuma

“In the discovering of letters they are trying. In letter sounds, there is a challenge. We started learning from the beginning, but when you tell them to say “ba” they won’t do it, so that is the challenge.”

Teacher Mwanza

“My challenge is the improvisation of materials. When you prepare a lesson, the materials have to be available. If they are not there, then you have to improvise. So when it comes to the teaching of the children they don’t reach the goal because the class is too big. It must be taught by two teachers. Then when you teach alone some of the children cannot get the materials in the right time.”

Teacher Moshi

“Most of the children here use their native language so this is a problem. By using learning tools and pictures, the children have begun to understand what they are being taught. Although most of them do not understand Swahili.”

Head Teacher Mwanza





**Student
outcomes:
Early
grade
reading**



Early grade reading impacts by region

No impacts detected	Mwanza			Kilimanjaro		
	Intervention mean n=317	Control mean n=304	FkW impact	Intervention mean n=317	Control mean n=304	FkW impact
Early grade reading skills (percent correct)						
Syllable reading (out of 100)	12	14	-2	32	32	0
Non-word reading (out of 50)	9	10	-1	26	26	0
Sentence dictation (out of 11)	12	16	-4	42	38	4
Listening comprehension (out of 5)	44	49	-5	68	67	1

*, **, *** Statistically significant at $p < .05$, $p < .01$, $p < .001$

Randomly selected schools in Mwanza (n=65) and Kilimanjaro (n=65)

Source: Fursa kwa Watoto Learning Agenda– Student assessment data collected May 2017 and November 2019

Note: The table shows regression-adjusted means for the intervention group and control group, respectively, and the corresponding impact estimate.

Early grade reading

Qualitative findings and respondent voices

- Note that early grade reading tasks were measured when students were in Standard 1. However, only pre-primary teachers participated in FkW training.
- Teachers report that congested classrooms, hunger, absenteeism, students with different abilities, and a shortage of materials undermines literacy education.
- Teachers report a lack of time to meet the needs of all students. They may push forward regardless of whether students master material.
- Teachers report allocating time to songs and story telling, which may explain stronger performance in listening comprehension compared to other tasks.

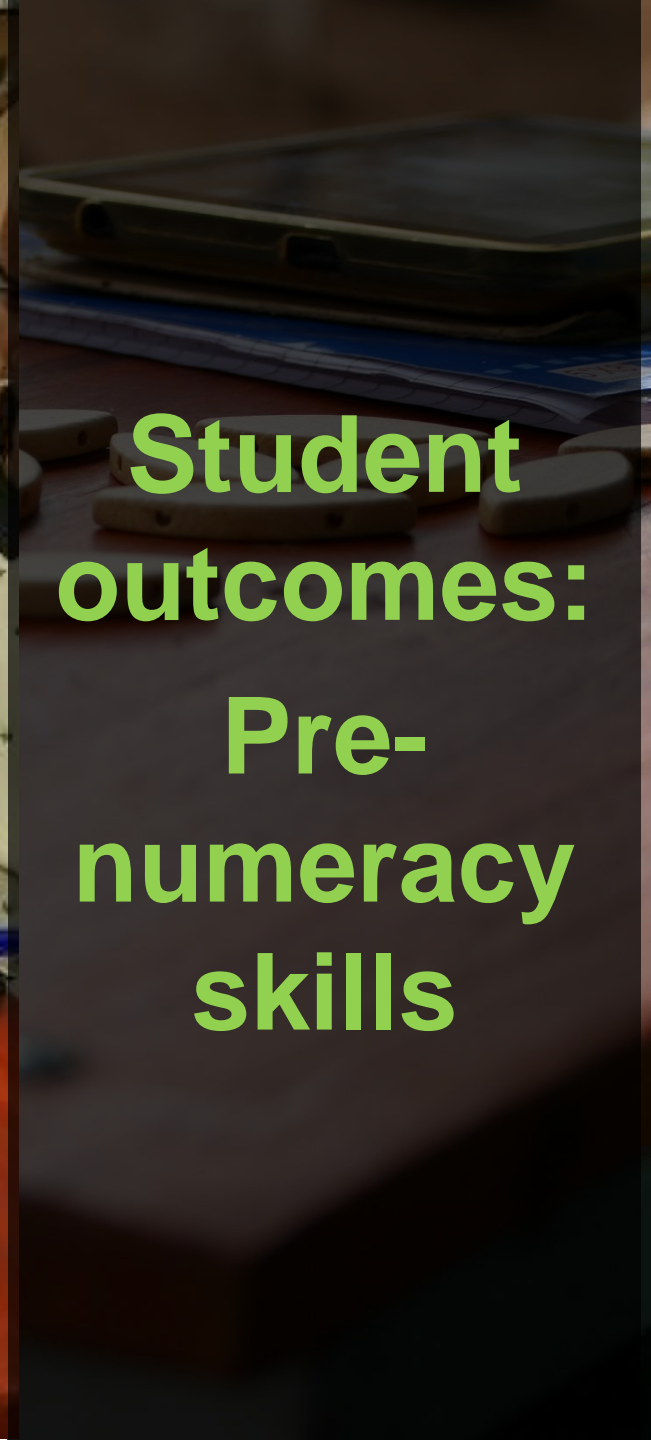
“[Teachers] provide quality education but what I can say is it depend on the number of students. It’s difficult to provide quality education depending on the big number of children.”
WEO, Mwanza

“The challenge is the environment. You may find that a student tells you that they haven’t eaten since yesterday. You have to find a way to help so that they will be attentive in class. You can buy buns ...”
Teacher Moshi

“The challenge is the issue of absenteeism and the parents don’t understand the importance of this preprimary education.”
Teacher Mwanza

“I use those materials depending on the topic I prepare, and many topics require materials so I must have them. I am teaching consonant letters. You must have cards that show those consonant letters, if it is vowels you must have cards.”
Teacher Moshi





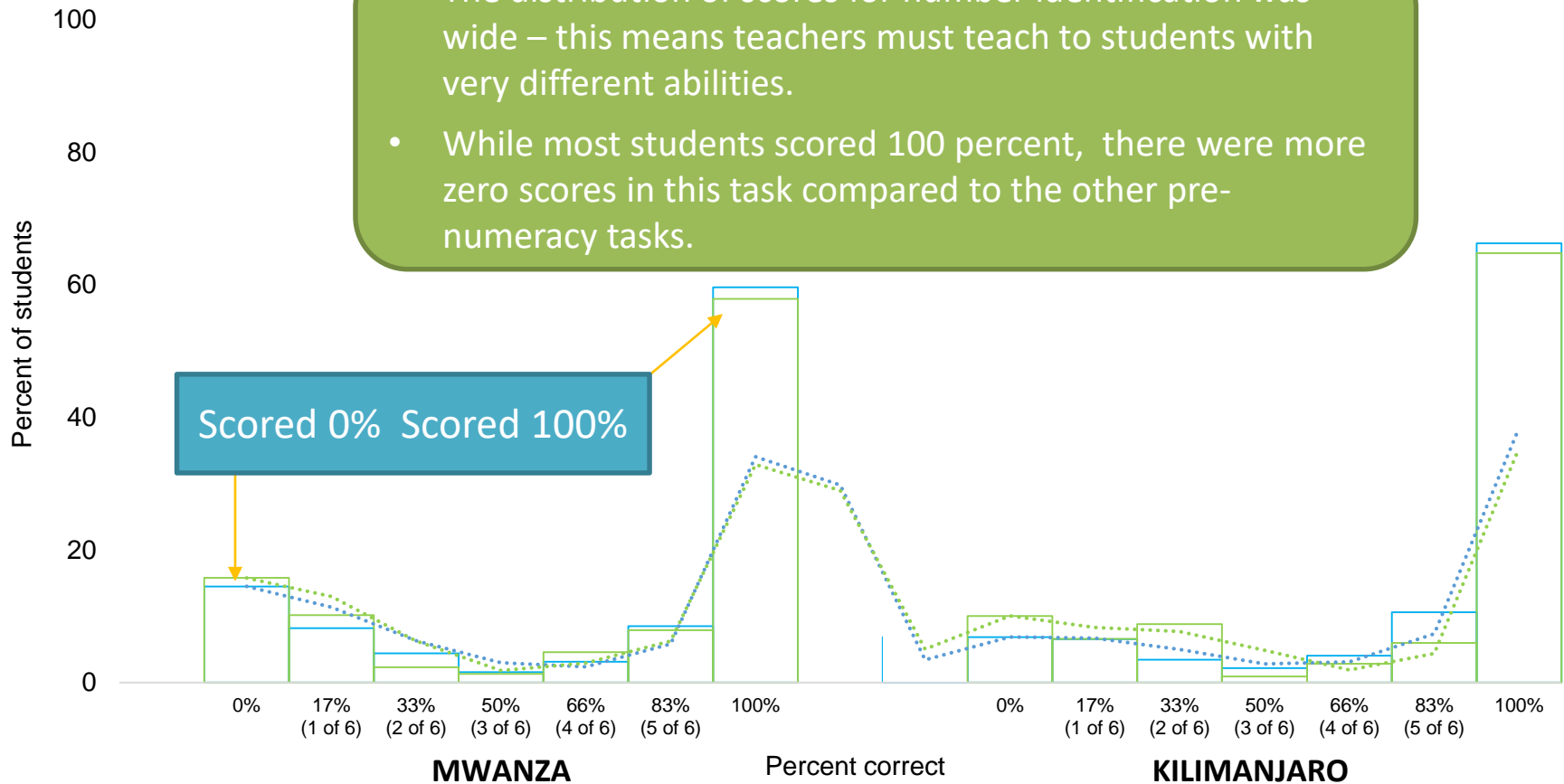
**Student
outcomes:
Pre-
numeracy
skills**

Number identification, by region (out of 6)

Child picks the highest/lowest of two numbers

□ Intervention, by region □ Control, by region

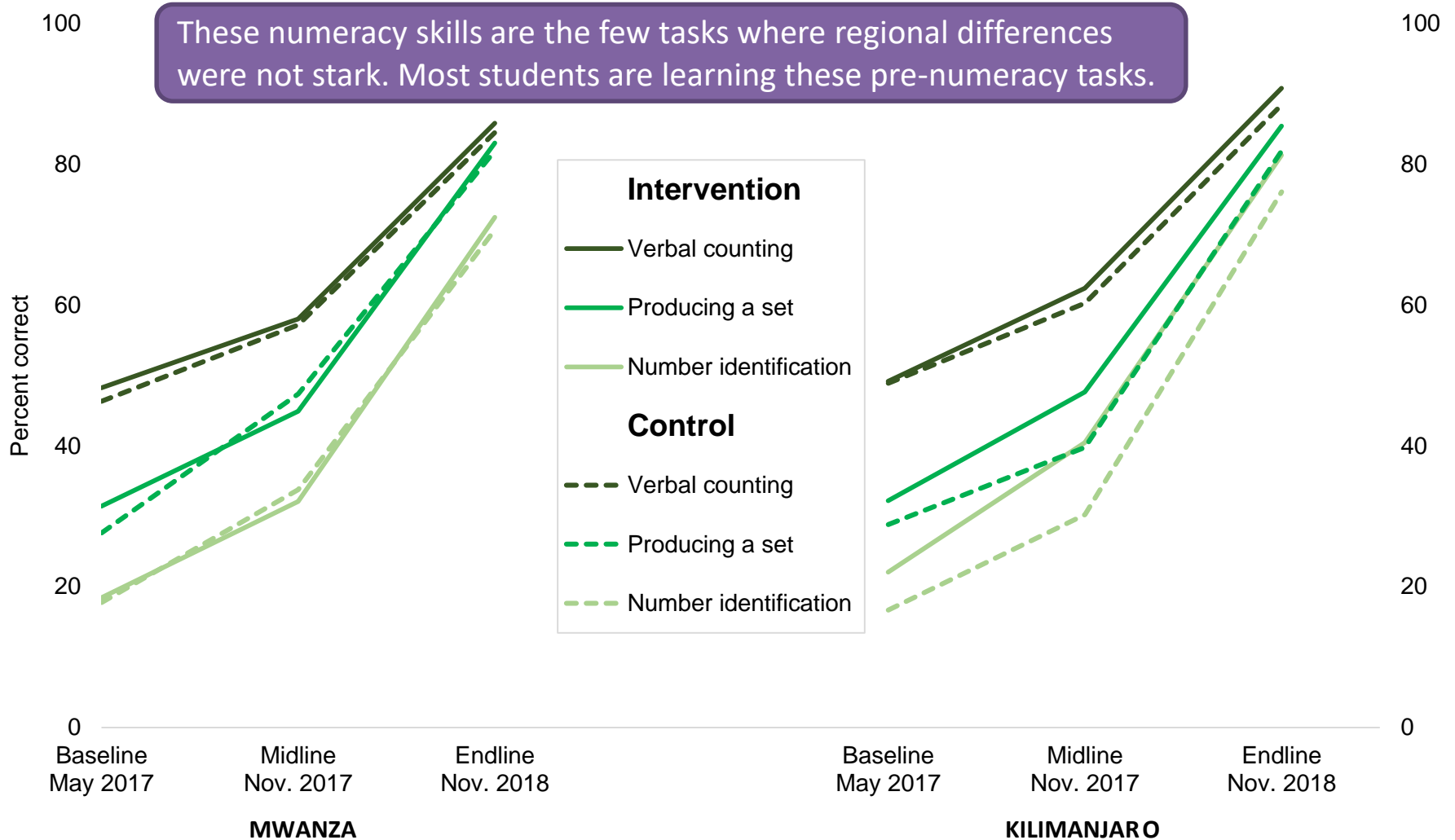
- The distribution of scores for number identification was wide – this means teachers must teach to students with very different abilities.
- While most students scored 100 percent, there were more zero scores in this task compared to the other pre-numeracy tasks.



Scored 0% Scored 100%

Number skills, over time, by region

Comparing intervention and control students by region



Note: Results may differ from others shown due to sample changes. Figures show regression-adjusted means for students present and task administered at each time point, excluding those in pre-primary at endline.

Pre-numeracy impacts by region

No impacts detected	Mwanza			Kilimanjaro		
	Intervention mean n=317	Control mean n=304	FkW impact	Intervention mean n=317	Control mean n=304	FkW impact
Pre-numeracy skills (percent correct)						
Spatial vocabulary (out of 4)	63	61	2	79	78	1
Verbal counting (out of 30)	86	85	1	91	88	2
Producing a set (out of 2)	83	82	1	85	82	4
Mental transformation (out of 4)	38	40	-3	45	43	2
Number identification (out of 6)	73	71	2	81	76	5

Randomly selected schools in Mwanza (n=65) and Kilimanjaro (n=66)

Source: Fursa kwa Watoto Learning Agenda– Student assessment data collected May 2017 and November 2019

Note: The table shows regression-adjusted means for the intervention group and control group, respectively, and the corresponding impact estimate.

Pre-numeracy

Qualitative findings and respondent voices

- Teachers report that pre-numeracy instruction is easier than literacy, particularly when they use learning materials. However many teachers lack sufficient learning materials for all students.
- Teachers struggle with high enrollment and learners of different abilities. With only one teacher and limited class time, they are unable to meet students diverse needs.
- Control teachers report learning instructional practices, such as using learning areas, from FkW trained teachers.
- DEOs, DAOs, WEOs, and QAOs report supporting control schools to adopt these practices.
- Teachers also report participating in the TIE teacher training, which is based on FkW approaches, and was offered to all pre-primary teachers in 2017.

“In math areas there are counters and cards that are used to help them in counting and in knowing the number of things. We have bottles, stones, and sticks which all help them in counting from one to nine. There are trays used to describe different shapes like circles, rectangles, squares and other shapes.”

Teacher, Moshi

“The challenge is I have so many students is children with different abilities. The challenge is when one child is a fast and another slow learner. What I do? I make sure I teach the uniform thing as required.”

Teacher Moshi

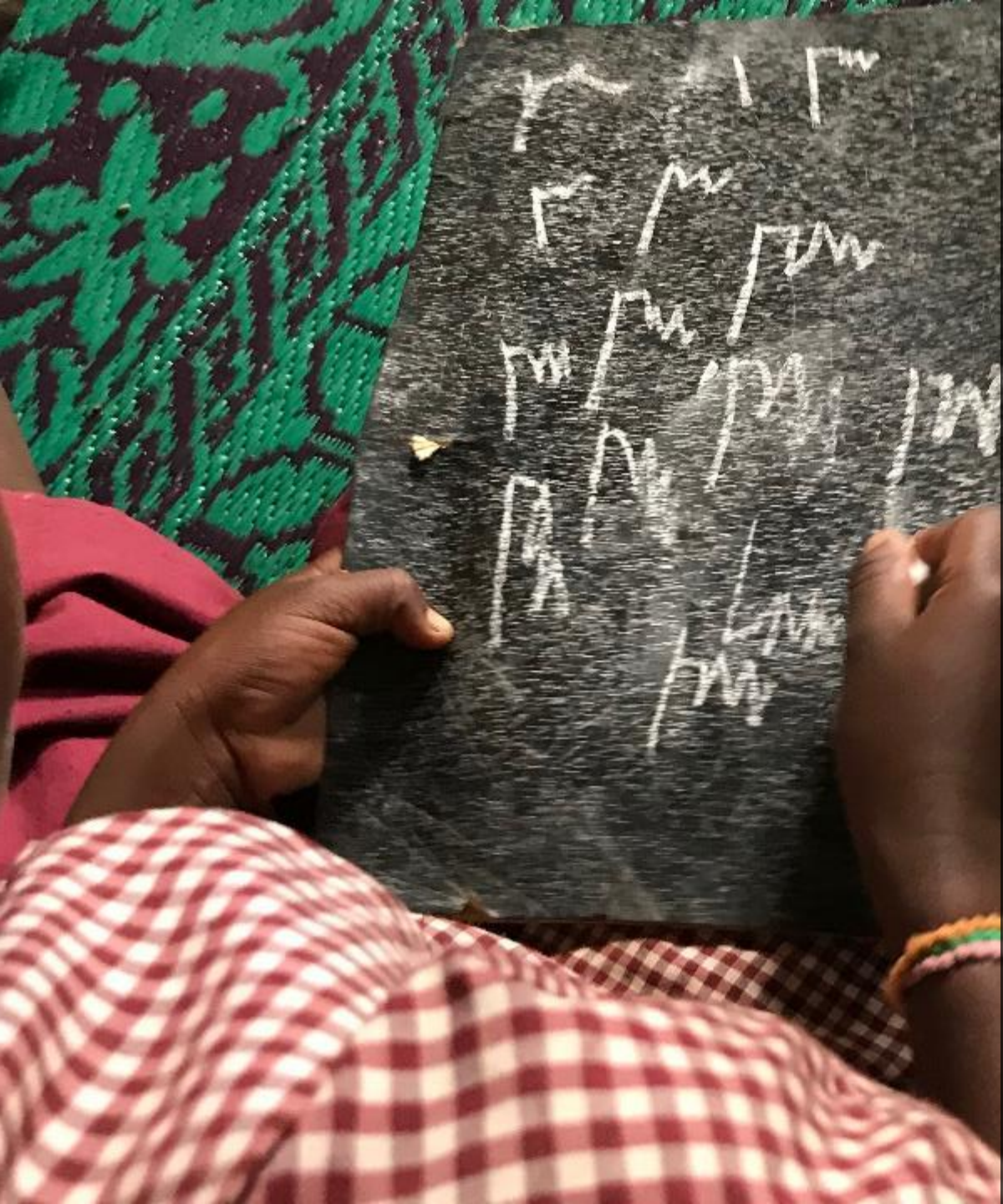
“There are challenges. We have a huge number of students. They do not have their own materials. The classroom is too small. So the challenges to overcome the preprimary classroom should be bigger and teachers should be given more tools and materials.”

Teacher Mwanza

“Yes the teacher who was trained (FkW) brought changes. I was teaching the old way, just the way I used to know. But he came to teach me even how to say out these letters, so he helped me a lot.”

Teacher Mwanza





**Student
outcomes:
Early grade
math**

Early grade math impacts by region

No impacts detected	<u>Mwanza</u>			<u>Kilimanjaro</u>		
	Intervention mean n=317	Control mean n=304	FkW impact */**	Intervention mean n=317	Control mean n=304	FkW impact */**
Early grade math skills (percent correct)						
Number discrimination (out of 6)	40	42	-2	42	39	3
Word problems (out of 7)	17	19	-2	22	19	3
Addition (out of 20)	20	22	-2	24	22	2
Subtraction (out of 20)	15	16	-1	19	18	2

Randomly selected schools in Mwanza (n=65) and Kilimanjaro (n=66)

Source: Fursa kwa Watoto Learning Agenda– Student assessment data collected May 2017 and November 2019

Note: The table shows regression-adjusted means for the intervention group and control group, respectively, and the corresponding impact estimate.

Early grade math

Qualitative findings and respondent voices

- The gains in pre-numeracy from pre-primary to Standard 1 (despite no FkW impacts) suggest that students would quickly acquire the early grade math skills if they had well trained teachers, adequate classrooms, and sufficient learning materials.
- Most respondents describe how teachers struggle to teach foundational and more complex skills in resource poor schools with congested classrooms.

“...preprimary education is unable to succeed. Its success is minimal because of the infrastructure as well as resources. We do not have funds to manage preprimary education, therefore it is not effective..” Head Teacher Mwanza

“I am still struggling because these classes are supposed to be taught by two teachers. It is difficult for me sometimes. Today I was teaching and a child got sick. You find that sometimes the children fight and sometimes they play, so there should be another teacher teaching the class.”

Teacher, Moshi

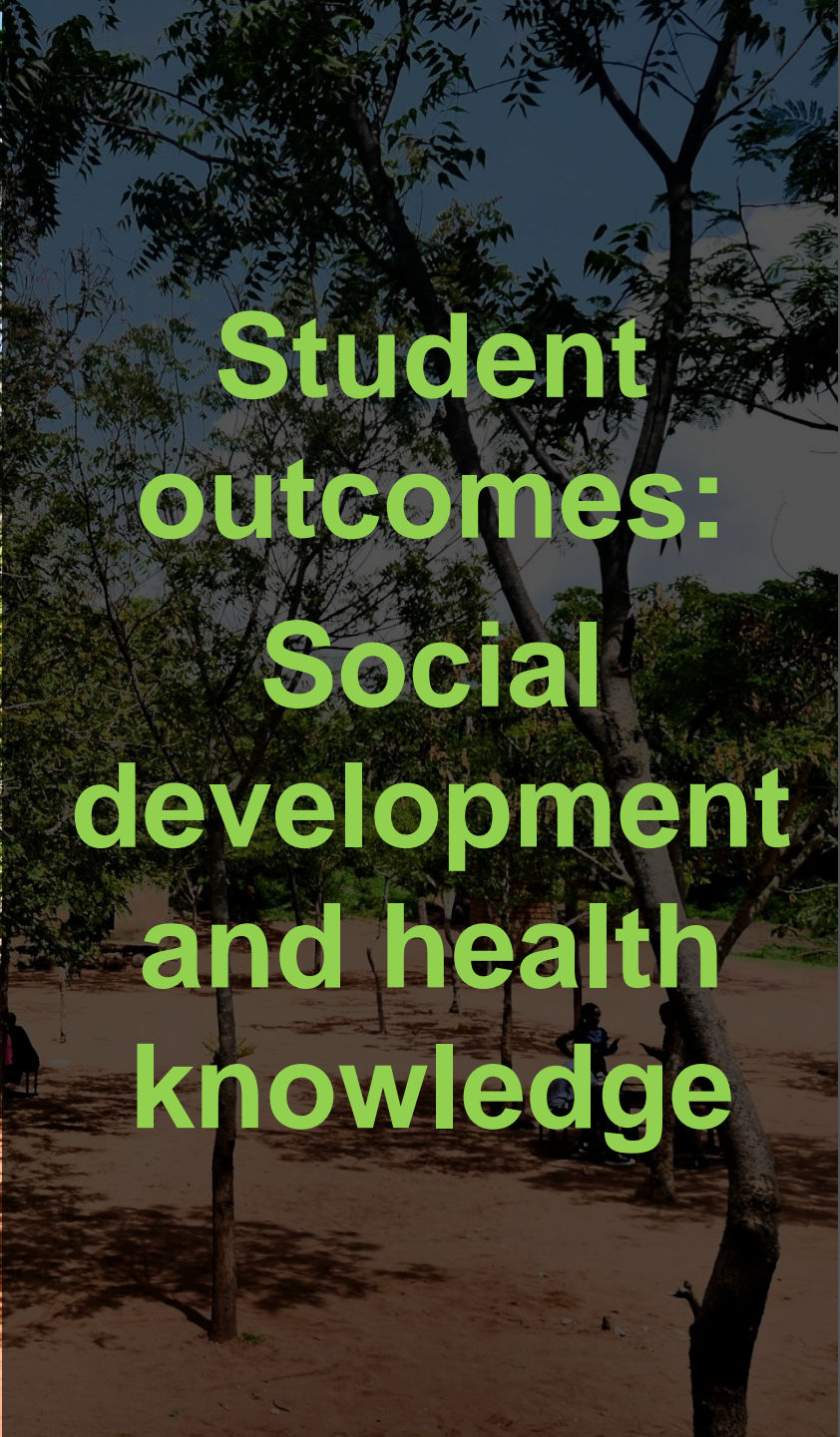
“The policy (no contributions) has just removed key activities (feeding program). It makes us teach faster so that we dismiss kids early to go home for breakfast before the period ends. And considering their huge number, we find it impossible to make even three quarters of the class understand the lessons with that limited time. Sometimes we just ignore understanding, we just teach them.”

Teacher Mwanza

“Like I told you, pupils are coming early in the morning, they start crying out of hunger even before 9:00 am. Kids can't study with empty stomachs. The work becomes harder and the goals cannot be reached.”

Teacher Mwanza

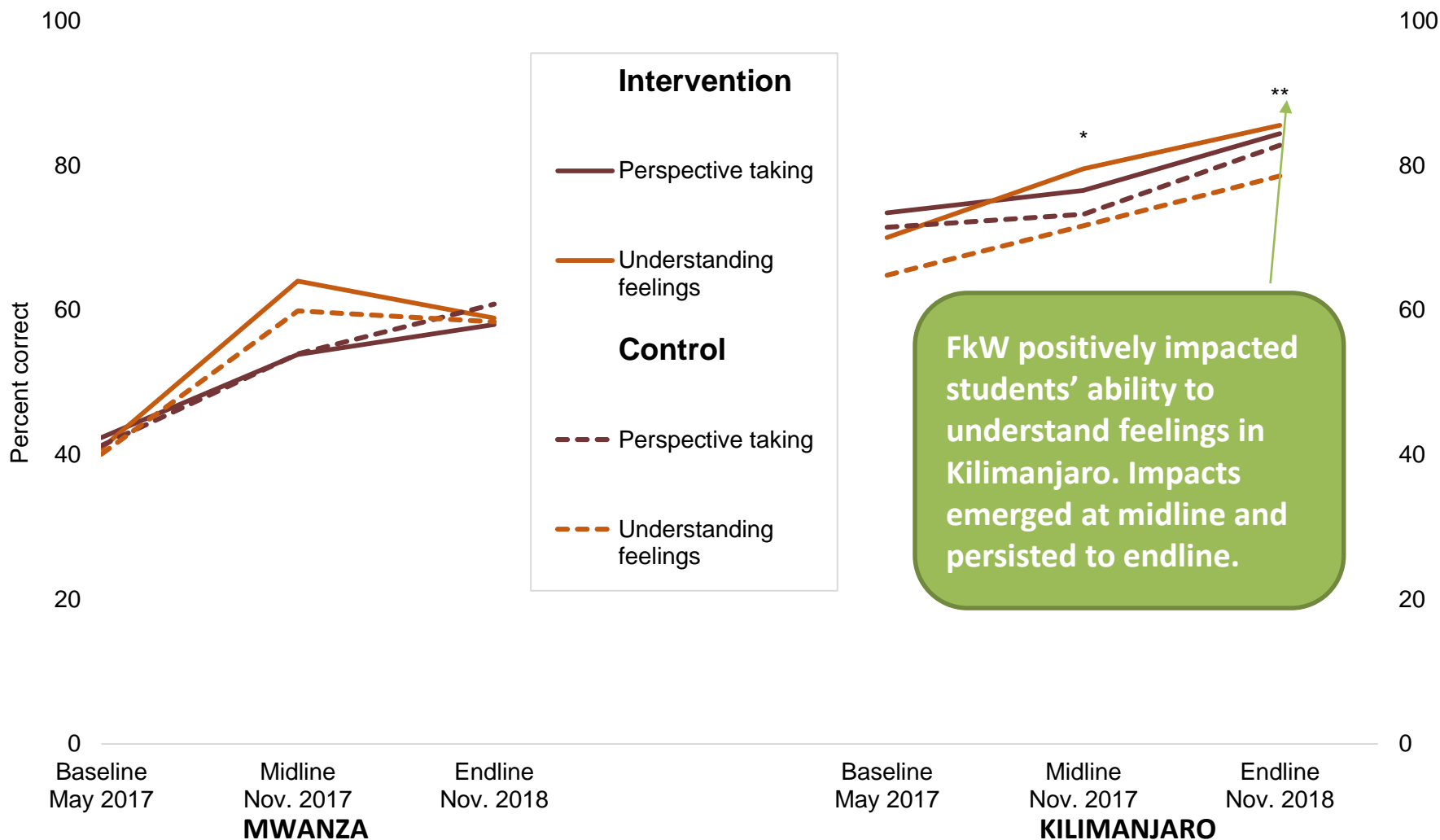




**Student
outcomes:
Social
development
and health
knowledge**

Socio-emotional skills, over time, by region

Comparing intervention and control students by region



Note: Results may differ from others shown due to sample changes. Figures show regression-adjusted means for students present and task administered at each time point, excluding those in pre-primary at endline.

Socio-emotional skills & health knowledge impacts by region

	<u>Mwanza</u>			<u>Kilimanjaro</u>		
	Intervention mean n=317	Control mean n=304	FkW impact (Intervention- Control) */**	Intervention mean n=317	Control mean n=304	FkW impact (Intervention- Control) */**
Socio-emotional skills (percent correct)						
Perspective taking (out of 3)	58	61	-3	84	83	2
Understanding feelings (out of 2)	59	58	1	86	79	7**
Health knowledge (percent correct)						
Caring for health (out of 2)	64	71	-7	72	68	4
Identifying nutritious food (out of 1)	52	52	1	76	68	8

Randomly selected schools in Mwanza (n=65) and Kilimanjaro (n=66)

Source: Fursa kwa Watoto Learning Agenda– Student assessment data collected May 2017 and November 2019

Note: The table shows regression-adjusted means for the intervention group and control group, respectively, and the corresponding impact estimate.

Social emotional and health

Qualitative findings and respondent voices

- FKW trained teachers report that student behavior and interactions have improved since implementing participatory approaches, circle time, and learning areas.
- Teachers also describe developing closer relationships with students and that positive relationships enable children to develop stronger social emotional skills.

“Frankly, if you look at pre-primary children’s behavior, they resemble those of standard one. They are well disciplined. The pre-primary students trust their class teacher and HT.”

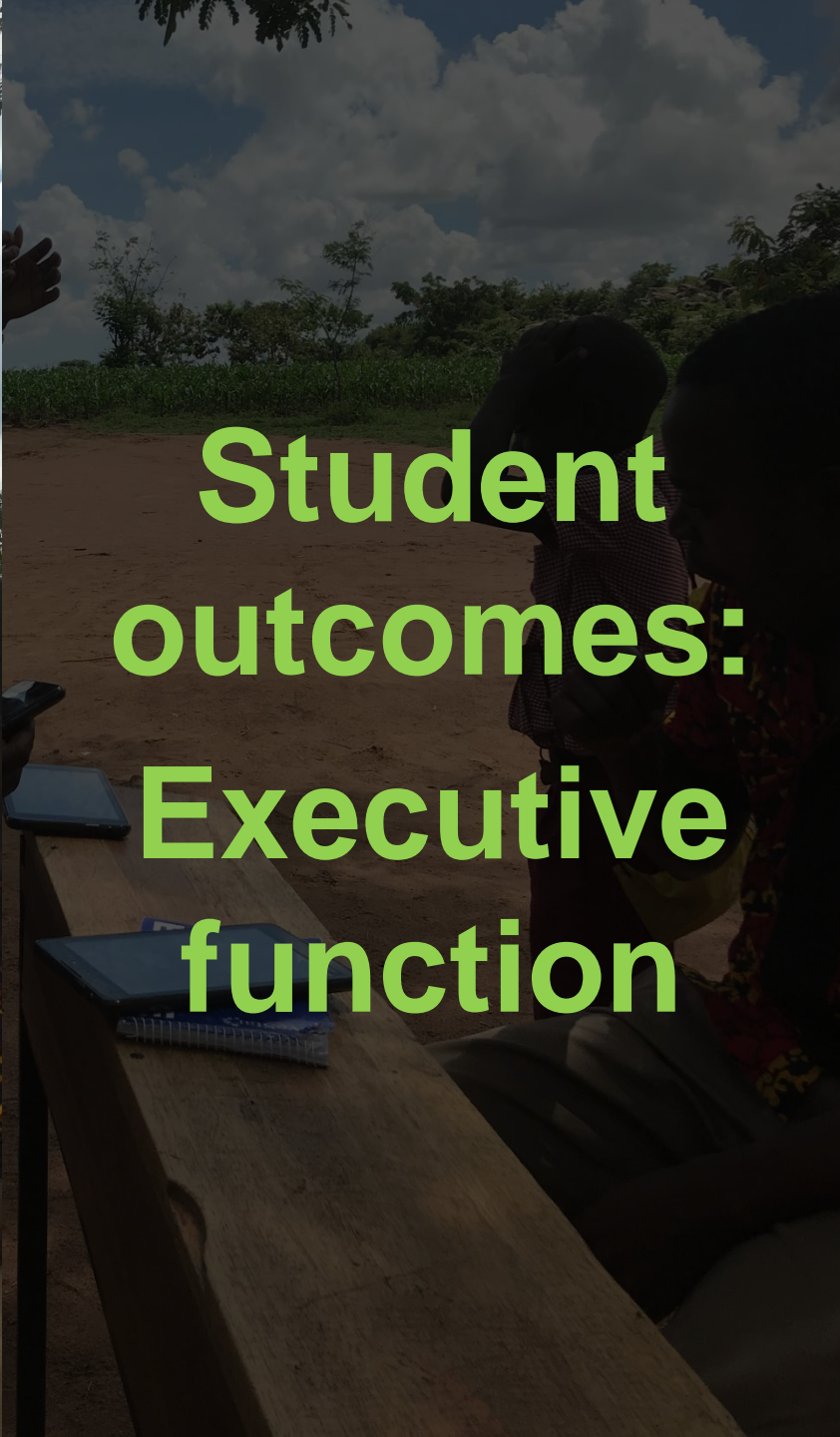
Head Teacher Mwanza

“I used to receive those children and they were very rude and they did not care. But as they came and started learning they started appreciating that ‘oh the classroom is a place to be well behaved’...” Teacher Mwanza

“In these trainings (FkW) they even change us teachers. Now, we mostly use materials in the class. In the past where we were just going to class without anything. Now we use materials more and the children love learning together.” Teacher Moshi

“The teaching strategies... first you have to love these children and listen to them. In turn they would love you. They need to be listened to. You only need to be close to them to ensure that they don’t cross the line. This builds a good relationship with them. When you want to teach you create a cooperative bond..” Teacher Moshi

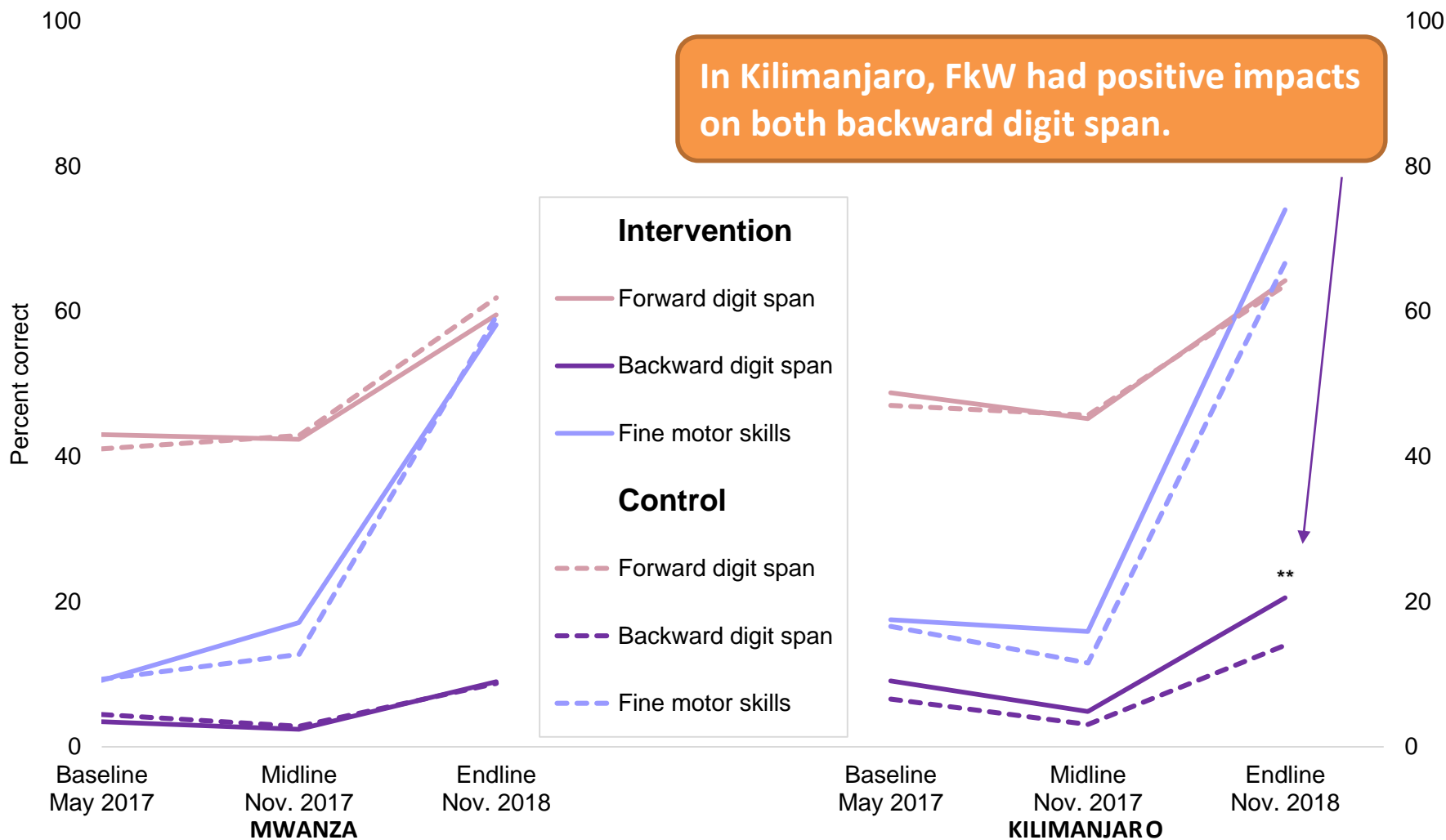




**Student
outcomes:
Executive
function**

Executive function, over time, by region

Comparing intervention and control students by region



* Between-group differences are statistically significant at the .05 level
 ** Between-group differences are statistically significant at the .01 level.

Executive function impacts by region

	<u>Mwanza</u>			<u>Kilimanjaro</u>		
	Intervention mean n=317	Control mean n=304	FkW impact	Intervention mean n=317	Control mean n=304	FkW impact
Executive function (percent correct)						
Forward digit span (out of 3)	58	62	-4	61	61	0
Backward digit span (out of 7)	8	8	0	19	12	6**
Fine motor skills (out of 6)	57	59	-2	71	65	6

*, **, *** Statistically significant at $p < .05$, $p < .01$, $p < .001$

Randomly selected schools in Mwanza (n=65) and Kilimanjaro (n=66)

Source: Fursa kwa Watoto Learning Agenda– Student assessment data collected May 2017 and November 2019

Note: The table shows regression-adjusted means for the intervention group and control group, respectively, and the corresponding impact estimate.

Executive function

Qualitative findings and respondent voices

- Respondents both feel pride in the differences caused by FkW and also lament the serious challenges to implementing quality pre-primary in the current context.
- Respondents describe how congestion and an impossible pupil to teacher ratio are preventing significant achievement.
- Respondents are grateful that FkW has “spilled over” to control schools but note that resource shortages prevent full implementation.

“There is no class that has met the ministry criteria of 25 children in the pre-primary classroom. All classes start from 50, 60, 70, 80 and so on. We still have that challenge.”
DEO

“Congestion is still a huge issue affecting our district. People have come in large numbers for enrollment. We exceeded the target. We increased enrollment more than 100%.”
DEO

“Tools are not enough. Before, we started with few students but now the classroom has a lot of students. When I started teaching preprimary, we started with 25 and they came to be 40, and then 50 and then 60 but now I have 167 students so materials are few.”
Teacher Moshi

“The grant that we get is not adequate so we cannot buy tools for all of them. I think there should be a specific grant allocated to the pre-primary class, this would be very helpful.”
Head Teacher Moshi

“...The shortage of teachers and the big number of children. We are hindered by that shortage of teachers. The other thing is teaching materials in relation to a big number of children. You find materials do not satisfy children’s requirements.”
Head Teacher Mwanza



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 because students learn number skills more easily with counters and other learning materials.
- Given that district officials recognized the value of FkW and tried to implement practices in control schools, spillover of FkW to control schools may have improved student outcomes among students in both intervention and control schools.





Financing pre-primary education

Fursa kwa Watoto (FkW)
(Opportunities for Children)

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



The Learning Agenda

Key questions

- What is the financial situation of pre-primary with capitation grants and family contributions?
- What are the financial challenges that schools and teachers face in delivering quality pre-primary?
- Are schools able to provide quality pre-primary education given the current financial situation?



Per pupil resources (monthly TSH)

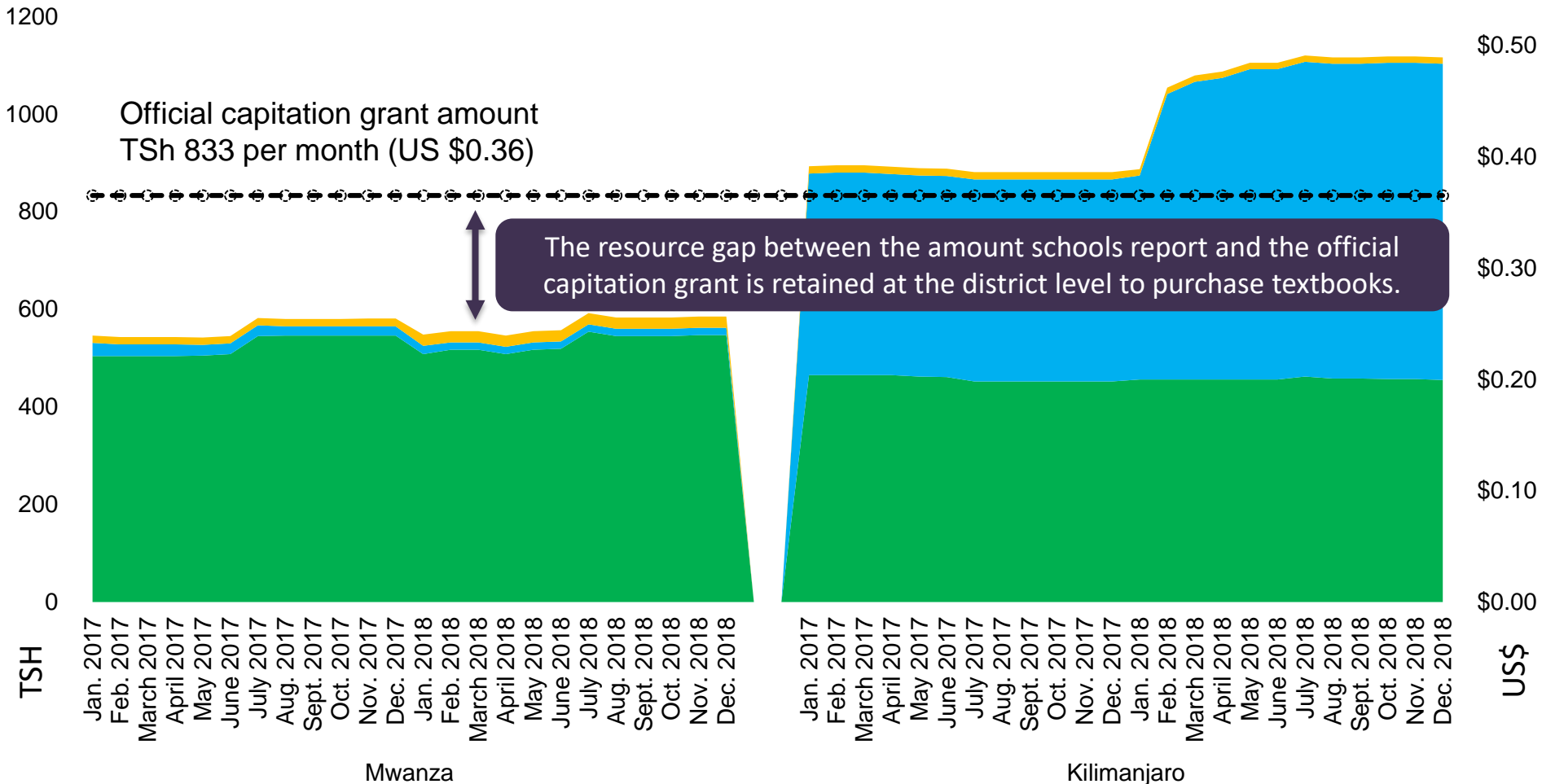
Reported received by Head Teachers

■ Average Capitation Grant (TSH) ■ Average Parent Contributions (TSH) ■ Average Other Contributions (TSH)

Mwanza = 530 TSh (US \$0.23)
Kili = 460 TSh (US \$0.20)

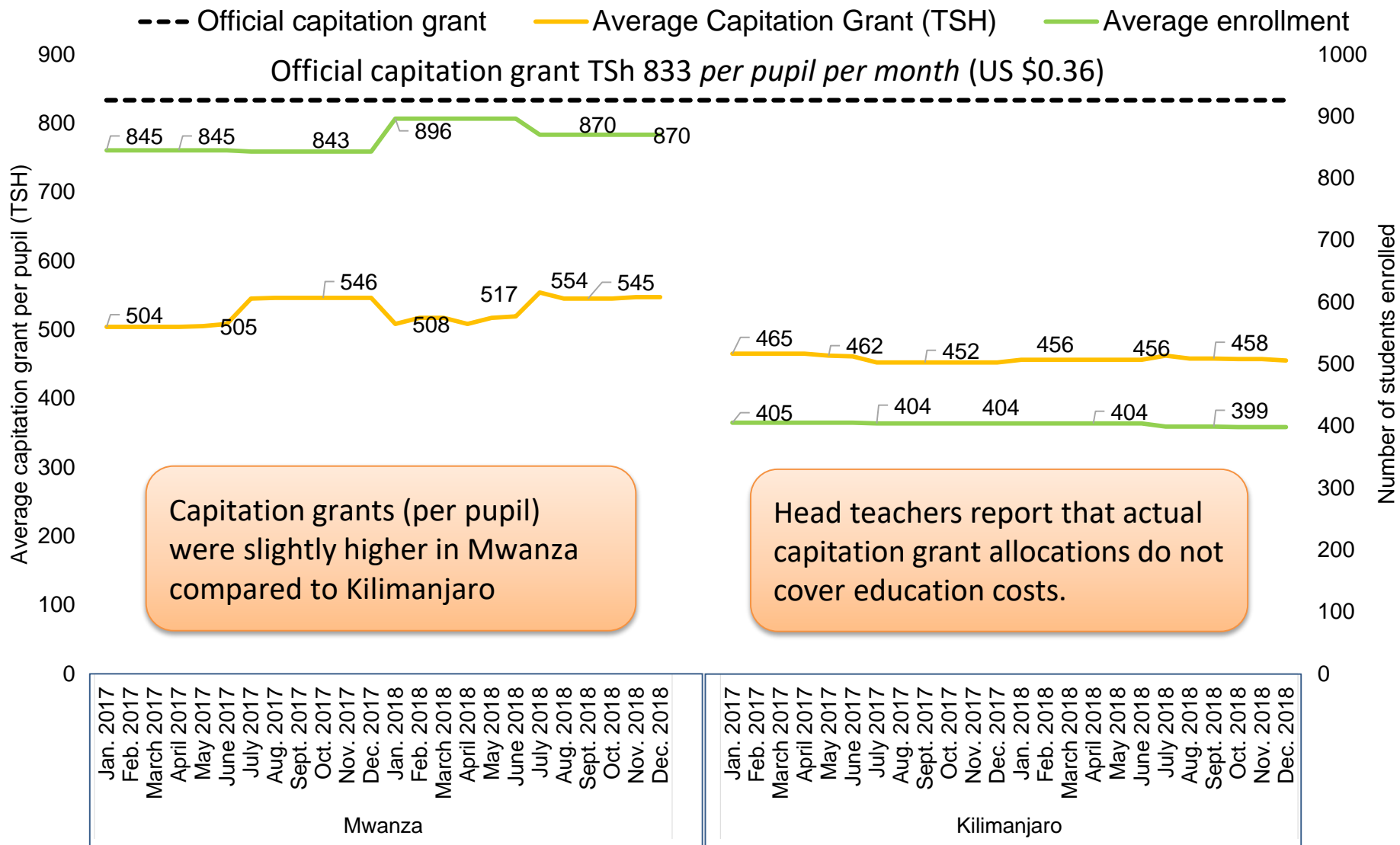
Mwanza = 20 TSh (US \$0.01)
Kili = 510 TSh (US \$0.23)

Mwanza = 19 TSh (US \$0.01)
Kili = 14 TSh (US \$0.01)



Monthly capitation grant and enrollment (TSH)

Reported received by Head Teachers



Capitation grants and pre-primary

Qualitative findings and respondent voices

Capitation grants are stable, with small fluctuations, and deposited into school accounts on a month basis.

In practice, education officials and head teachers report that capitation grants do not yet include pre-primary students and fall short of actual enrollment.

Head teachers report struggling to stretch resources across many budget lines including student materials, minor renovations, examination fees, utilities, stationary, administration, and sports.

By Jan 2018, parents' monthly contributions were nearly 2 ½ times the capitation grant in Kilimanjaro.

"The financial situation is not good. The amount of money is small. It does not satisfy all the needs." QAO

"So these grants capitation have really helped the development of education... However, it is of paramount importance that these disbursements be in tandem with the enrolment." DEO

"Honestly speaking the government capitation grants are received on time... The funds are credited directly into the school accounts ... We make sure that they achieve the intended purposes. We have a challenge with the amounts disbursed compared to the number of students we have...the number of pupils is more than the capitation. When you have more pupils than the capitation grant, then that creates problems." DAO



Resource shortages

Voices of Head Teachers

“Instead of increasing grants for the pre-primary class I think they have decreased it so the pre-primary class did not receive grants. ...In my school, we volunteer to contribute so to assist the pre-primary class.”

Head Teacher, Moshi

“As I said before we have a bad financial situation and we fail to do many things because we don't have money. In addition, may I say, the government has to recognize the preprimary students in the same way it recognizes students from standard 1-7, the preprimary class doesn't receive funds from the government...”

Head Teacher, Mwanza

“I do not know the criteria they use, mostly they say the number of students, but I do not know about these two years. I do not see the logic of them reducing the amount because the number of students has even increased from last year.”

Head Teacher Moshi

“It is not enough if you match it with the number of the pupils. If you look objectively at our requirements on a daily basis, that money is not enough. Even 1/8th of our budget is not even met.”

Head Teacher Mwanza

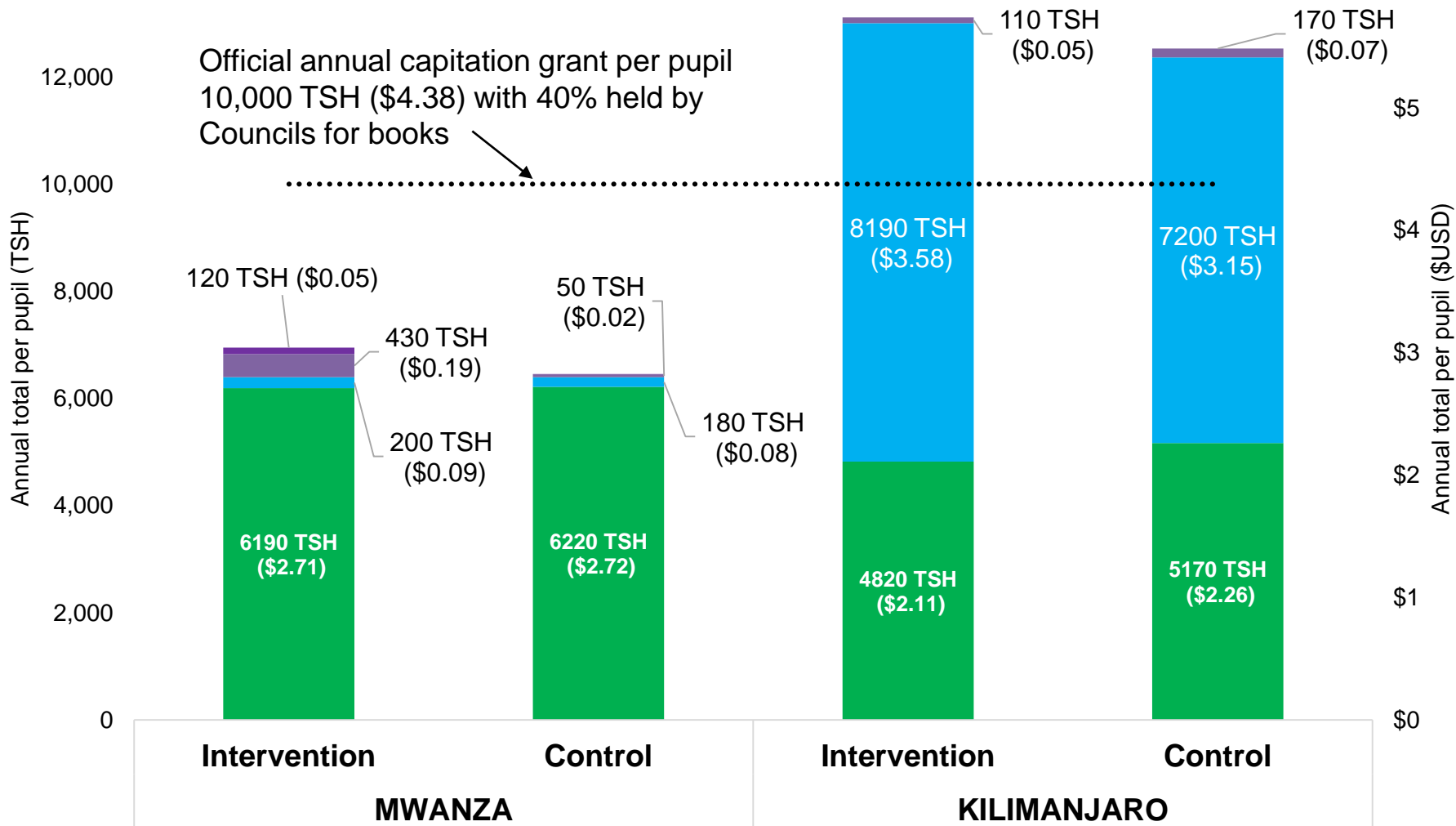
“The school has managed to ensure the availability of important required materials for the pre-primary teacher although not really enough. The capitation grant received from the government doesn't cut it. We are grateful for the FkW project for supporting the teachers with some teaching materials which are used to this day. The school has not contributed much in the progress of pre-primary education because of the little capitation grant from the government. But we have managed the basic things so that the children can continue to be taught and for the teacher to provide better education.”

Head Teacher, Moshi

“They don't match because if you look at the amount of money that is received is not proportional to the number of children we have; the capitation grant we receive matches the standards of the previous year when we had 528 children but this year we have 603 children we're still receiving the same amount.”

Head Teacher, Mwanza

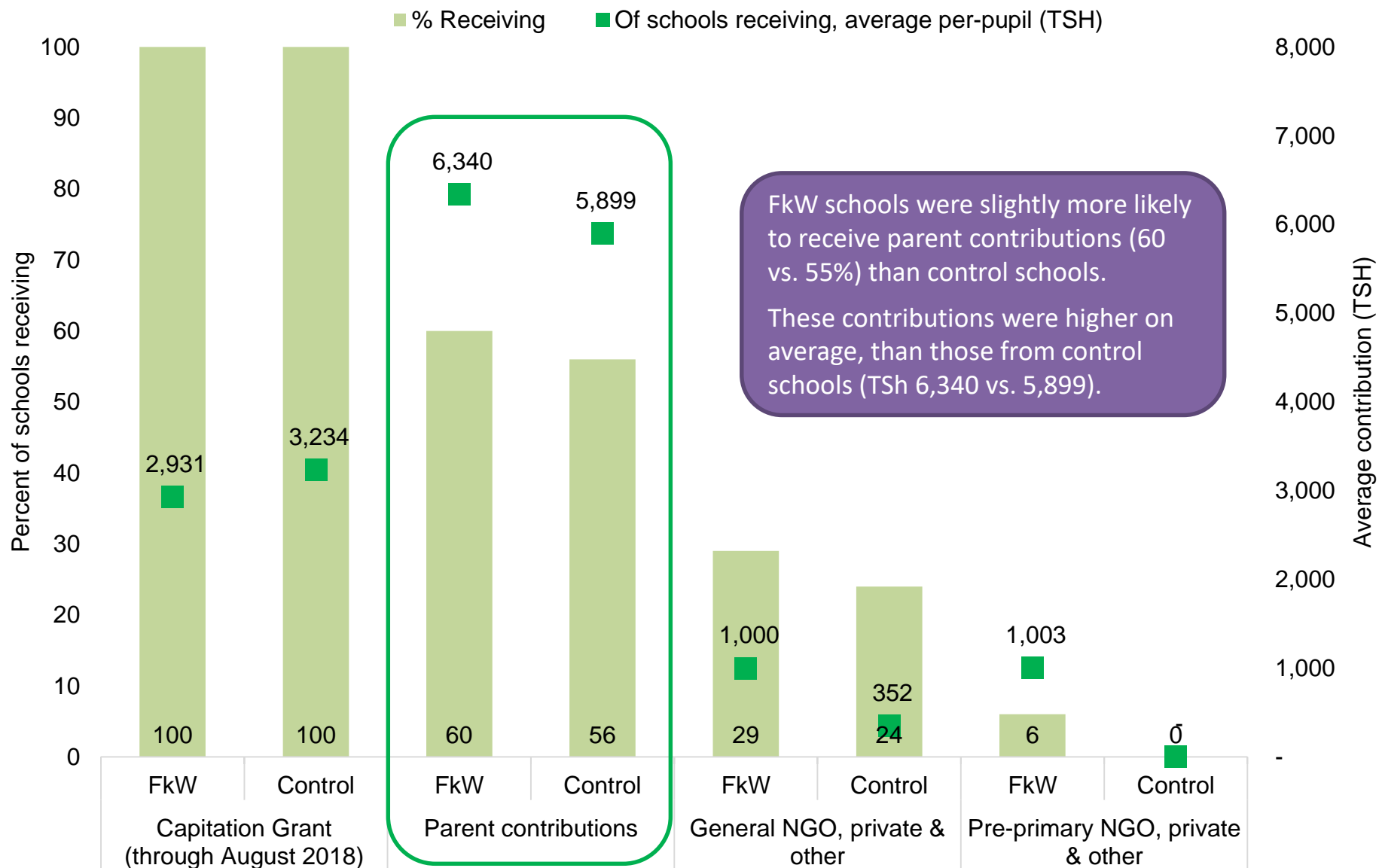
Annual per pupil capitation grant and other contributions by study group and region, 2018



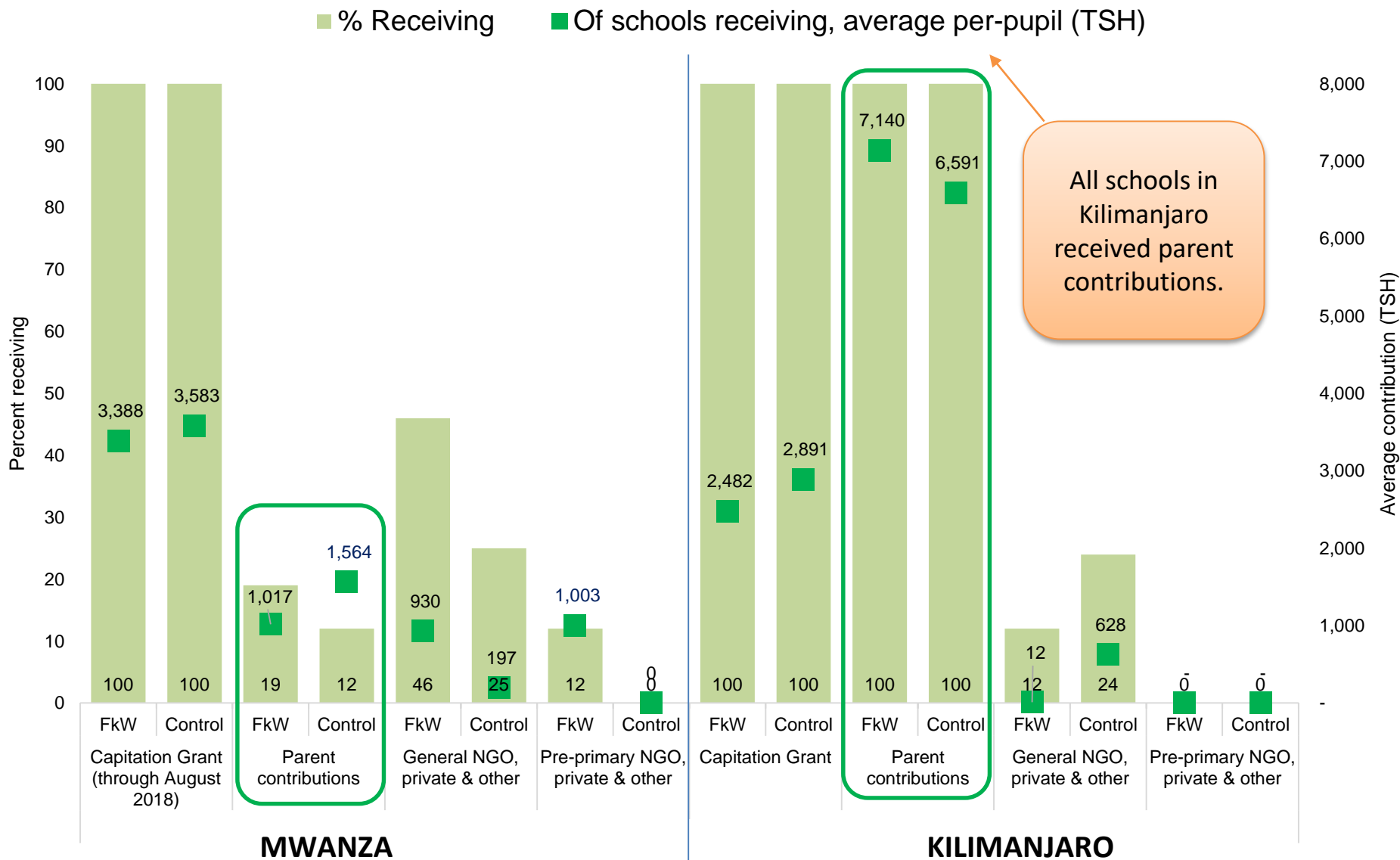
■ Capitation grant
■ Parent contributions
■ NGO, private & other contributions for pre-primary

■ Capitation grant
■ Parent contributions
■ NGO, private & other contributions

Per-pupil resources (2018, TSH)



Per-pupil resources by region (2018, TSH)



Family contributions

Qualitative findings and respondent voices

In intervention schools, family contributions (per pupil) exceeded the capitation grant.

In Kilimanjaro, all families contributed. Per pupil family contributions were 62-65 percent higher than the capitation grant. In Mwanza, fewer than 1 in 5 families contributed and contributions were less than 40 percent of capitation grants.

Family contributions were used for feeding programs, paraprofessional teachers, infrastructure, and learning materials.

Other contributions were less common and smaller.

“It’s the cooperation between me, the teachers, the school committee, the ward office and the village office. The ward leaders help us to mobilize when there are contributions. We also called the parents to attend the meetings and this has helped us a lot.”

WEO Mwanza

“We asked the stakeholders to explain. This reduced the impact (of the no contribution policy) and the damage was minimized. The parents sort of came to terms with it and continued to contribute and those who had hardened their hearts continued like that.”

Head Teacher Moshi

“The community contributes to support preprimary education. First they enroll their children but they also provide uniforms and teaching and learning tools. They also contribute food. They contribute towards infrastructure development, and they have constructed classroom blocks and toilets and dining areas and things like that.”

DEO Moshi



Family contributions

Respondent voices: Impacts of no contributions

“When there are limited contributions, it means the **services are disrupted**. For example if there is no food, the students will not eat, and if a young kid is not fed, then he may not manage his learning activities. When a child is **hungry**, they cannot focus and they may start crying. If there is no contributions, then we will not have **infrastructure like classrooms and toilets**.”

DAO Moshi

“It affected our finances a lot because many parents no longer participate. The children **used to have food** from January but now it’s different because the parents stopped contributing and there aren’t any legal actions that can be taken. So, the announcement of fee free education has affected us much and has been a challenge to the teachers as we don’t know how to clarify the issue concerning the contributions.”

Head Teacher, Moshi

“Yes, It has largely **affected the teaching and learning process**. Generally, the policy has just removed key activities like porridge session. That makes us **teach faster** so that we dismiss kids early so they can walk home for breakfast even before the periods end. And considering their huge number we normally find it impossible to make even three quarter of the class understand the lessons with that limited time. Sometimes we just ignore about understanding, we just teach them. Pupils are coming early in the morning. They start crying out of hunger even before 9:00 am. Kids can’t study with empty stomachs. The work becomes harder and the goals cannot be reached.”

Teacher, Mwanza

“With the new policy refusing contributions, there is no more porridge for pupils. Younger pupils are forced to **stay hungry and are unable to proceed with classes**. When it reaches 10am, we are forced to stop classes as all the pupils are complaining of hunger and want to go home. Yes, it has also greatly reduced attendance. For some, by 10am, they go home for short calls and don’t return to school again. So it has increased the rate of **dodgers**.”

Teacher 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 lower than the official level.

- TSh 833 official monthly grant

The grant, as reported by head teachers, averaged:

- TSh 455 in Kilimanjaro
- TSh 547 in Mwanza



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?

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- 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.





**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.





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
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- 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*:
 - a) Strengthen pre-primary teachers' professional development
 - b) Transform classrooms into cognitively stimulating environments with locally sourced learning materials
 - c) Stimulate community engagement to improve pre-primary
 - d) Further develop quality standards
 - e) 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.

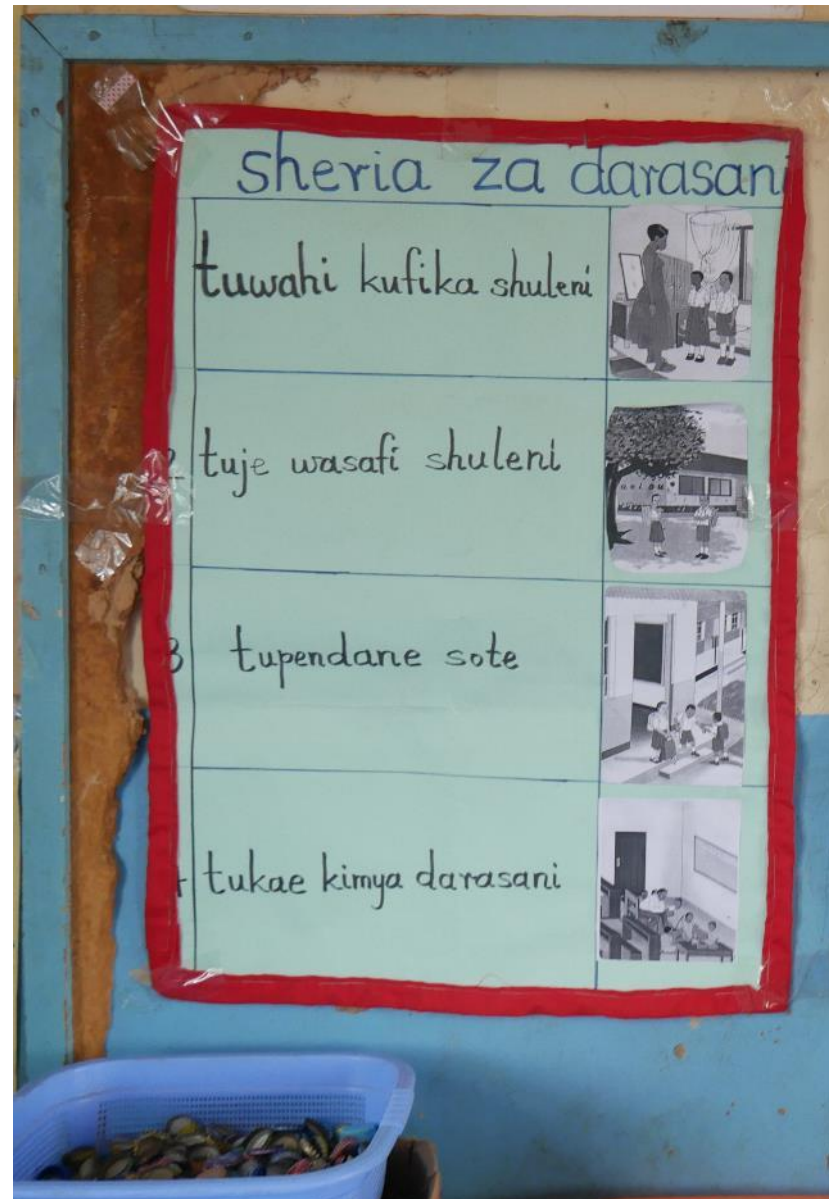
FkW training provides **concrete examples**, modeling **how to** effectively implement:

- 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

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