
Scaling quality improved Early Childhood Education in Tanzania in line with government systems and the prevailing context

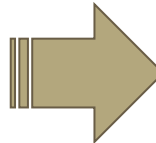
Southern Africa Conference on Early Childhood Development
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Lusaka Zambia

Presenter: Winnie Nyato
Tanzania

Children in Crossfire

The PPE Context in Tz

2015	2016
<p>PPE compulsory part of Basic Education</p> <p>The Education and Training Policy was launched</p>	<p>PPE included in the Fee Free Directive</p>



IMMEDIATE ENROLLMENT SURGE

1-mil to 1.5 million in 2016

AGE MIX AT THE EXTREME :

ranging 3 to >8-Yrs, NER still below 50%

COLOSSAL INFRASTRUCTURE CHALLENGES

(classes, WASH), children per class ranging 100 - 400

DIRE GAPS OF QUALIFIED TEACHERS

249:1 P:QTR (2018) 180:1 (2021)

NEW PPE CURRICULUM

competence-based, but limited knowledge + ability to practice, esp. learning through play

A Positive Emergency

Rapid increase in enrolment.

Government Expanding Provision

Quality of provision at jeopardy

*What constitutes
Quality PPE in
the context of a
Tanzania School.*

A Positive Emergency

Rapid increase in enrolment.

Government Expanding Provision

Quality of provision at jeopardy

*How do we
achieve quality
PPE provision at
scale.*

Programme Approach to Quality provision

CiC led technical investments to demonstrate improved quality of PPE delivery in Tanzania context

Teachers Professional Development

Build pre-primary teaching competencies

Deepen understanding - create and sustain a safe play based learning environment

Continuous learning – Community of Learners engage with ECE/ECD concepts



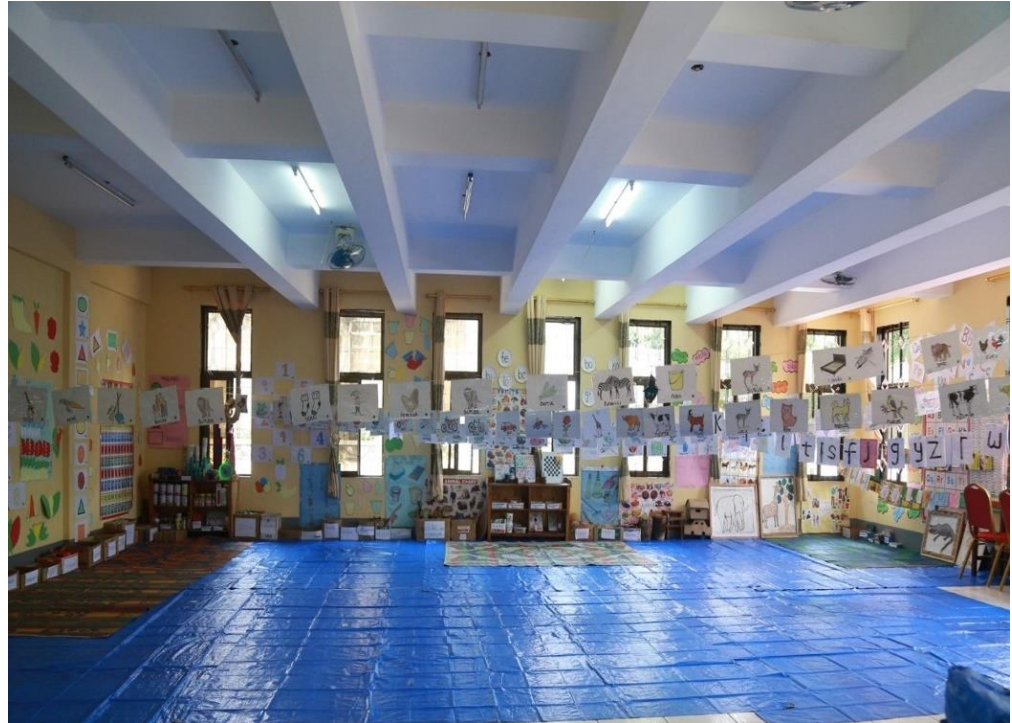
Practical Teachers' training

Teachers Professional Development

Build pre-primary teaching competencies

Deepen understanding - create and sustain a safe play based learning environment

Continuous learning – Community of Learners engage with ECE/ECD concepts



a practical example of a stimulating learning environment for pre-primary

Community of Learners

Build pre-primary teaching competencies

Deepen understanding - create and sustain a safe play based learning environment

Continuous learning – Community of Learners engage with ECE/ECD concepts



Onsite support to teachers

Strengthen existing mentoring structure

Provide individual teacher support

Support implementation of teachers and school action plans

Who is engaged:

Head Teachers, Ward Education Officers (WEOs)

School Quality Assurance Officers, District and Regional Education Officers and team

Tools:

School Quality Assurance framework

Digitalised PPE MEL tools used by WEOs



Infrastructure Support

Classrooms Constructed

- 41 complete (2018-21)
- 20 in progress (2022)
- Range TSH 7.5-15M
- Govt FFARS Account
- Community Contribution

Classrooms renovated

- 324 PPE Classes
- Range TSH 200k – 350k

Other

WASH / Sanitation facilities



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Provide Learning Kits support

Local/no cost materials
(made locally by teachers
parents + children)

PPE Teacher can resource
her own PPE setting



Anything safe and clean is a playing and learning material for children

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Stimulating Learning Environment



Commitment of pre-primary teachers and school leadership have contributed in creating such a stimulating learning environment

School and Leadership Management

Leaders:

- School Management Committee
- Ward, District and Regional leaders
- National Government

Engagement

- **Build Understanding** of PPE (science of ECD)
- **Ensure Inclusion** of PPE in school development plans
- Cascade **mentoring and support**



Parent Partnership Programme

Parent awareness on
Science of Ecd and
learning through play

Create consistency of
learning

Parent support: materials,
Feeding, child protection
etc.



Parent Partnership Programme

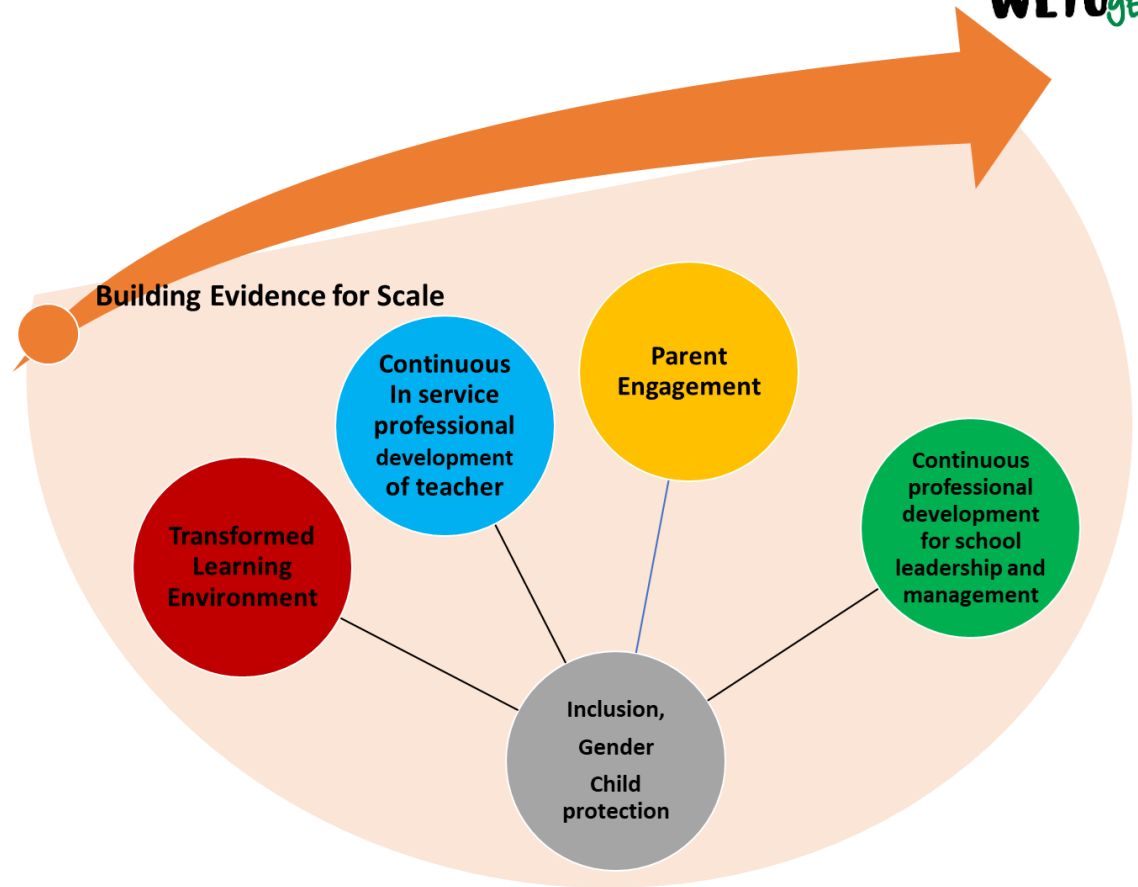


Quality PPE in a Tanzanian context - defined

Through the pilot based implementation, evidence for what constitutes quality at the school level in the context of Tanzania was gathered and documented

Defined Quality PPE at School level

For a sustained quality
improvement need these
components working side by side



Evidence for Scale

locally available resources + structures
aligned with PPE curriculum

Coverage: Dodoma Mwanza Morogoro

2016-2022: >175,000 PPE children in >650 PPE classes

Teachers KAP significantly improved + some children's
outcomes in pre-literacy, executive + social-emotional

Considered by Govt as a best practice for informing
national PPE model

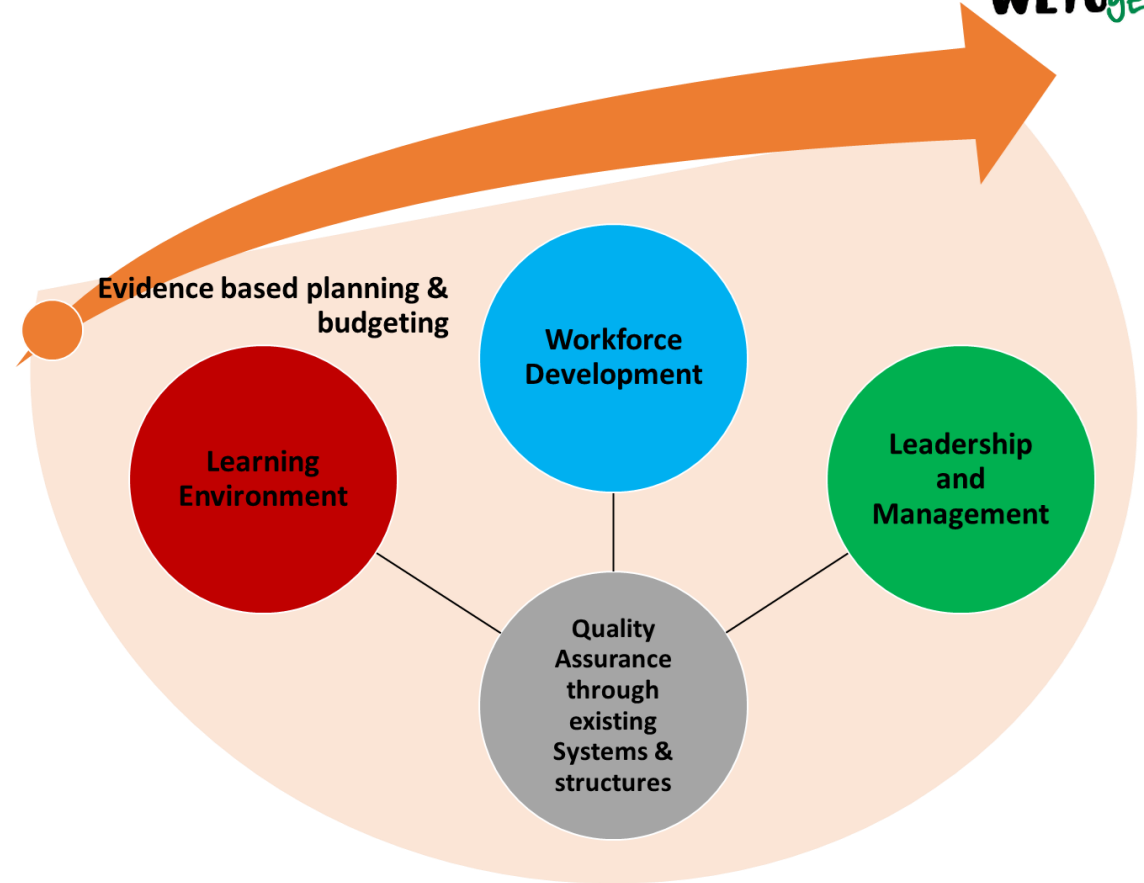
Systems strengthening & Scalability (district + regional
scale)



PPE Quality Provision at Scale

For a sustained scaling of quality PPE provision, the scaling approach need to be done by the existing government structures and systems

Government Provision of Quality ECE at regional scale – proposed model



The Scaling Approach: Input and expected changes

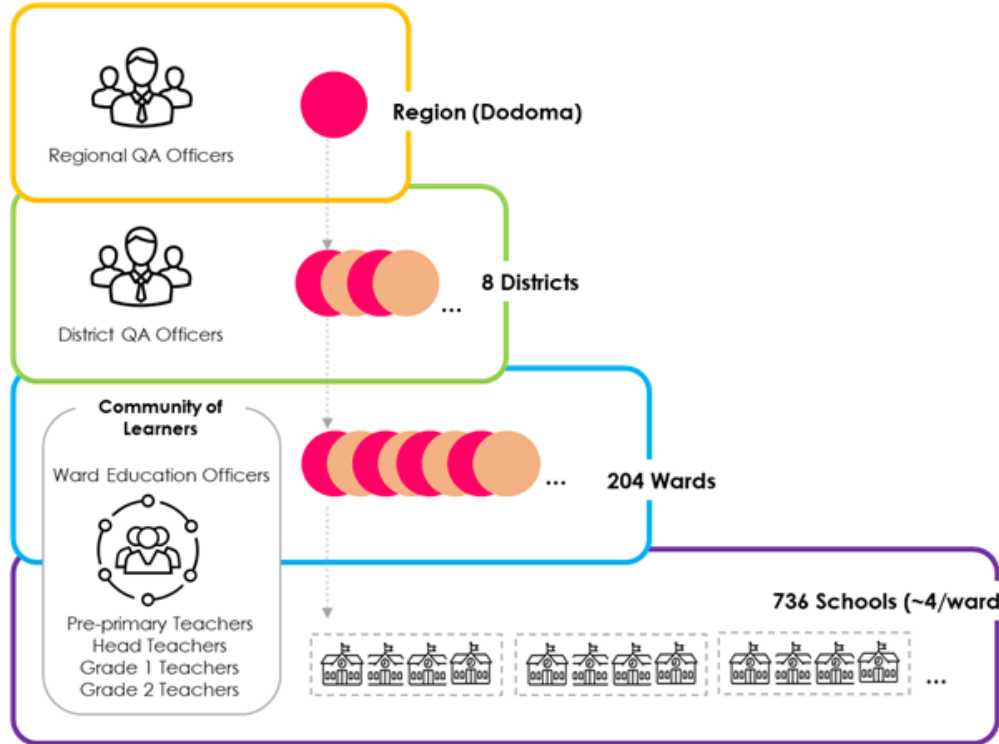


Input

Evidence on costing and scaling of ECE programmes to inform planning, budgeting and investment

- Capacity development in curriculum implementation, data led quality assurance
- Continuous professional development to strengthen management systems
- System aligned tools and processes for quality assurance.

Professional development - Improved knowledge, attitudes and practice of ECE.



Outcomes

- Transition from policy to practice - universalisation of quality ECE.
- Evidence informed regulations and standards.

- Trained ward and district level workforce will fulfil their existing mandates –improving ECE in schools through specific in-service teacher development, ensuring play-based learning environment in classrooms.
- They will sustain quality improvement at regional scale, using standard tools and processes of quality assurance, initiating data led planning at the Ward level, and cascading data upwards for regional planning and budgeting.

Plan, do, reflect, adjust – ongoing innovation and learning in teaching practice - improved quality of ECE provision and learning outcomes for children

Learnings and Recommendations

For a smooth transition and sustained learning outcomes there is a need have some intervention and improve the learning experience in grade one and two.

For a practical and sustained scaling of quality PPE provision, the scaling model needs to be done by and through the government systems



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