



# Education NKRA Lab Report

Elimu ni ufunguo wa maisha...

April, 2013



# Content

Executive summary

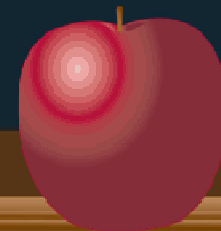
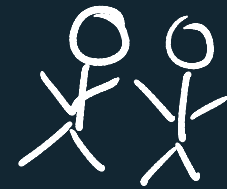
Context and case for change

Vision and overview of initiatives

Governance structure, KPIs, communication plan and funding requirements

Stakeholder sign-off and closing

$$2 + 2 = 4$$



# Executive summary

Improving education is of high importance to Tanzania – it is a **strategic agent for development for the country**. With this perspective, significant efforts have been made to increase access for all, resulting in a **huge enrollment expansion** over the last ~10 years. Over the same period of time **quality of education dropped significantly**. To address this challenge and reverse the trend, the education lab has focused on finding ways to raise the **quality of basic education**, and has set a very ambitious target to improve pass rates<sup>1</sup> in primary and secondary schools to **60% in 2013, 70% in 2014 and 80% in 2015**

Among several drivers of quality, the lab team has analyzed the most important challenges, and gone through an **extensive prioritization** effort to determine the focus areas that will give Big Results Now. Among the top issues we have addressed are **lack of accountability, availability of teaching and learning materials, low support for struggling students and poor school management**

To address the core issues, the lab recommends a business unusual **quality transformation programme** built on 4 integrated levers: Create **performance transparency**, motivate through **incentives**, provide **support where needed the most** and improve the **teacher conditions**

The lab has outlined each initiative in detail, including 3 feet implementation plans, budgets and a comprehensive set of KPIs to track progress and results

A **cross-functional team of 34 members from 31 organizations** worked together as a team for 6 weeks to develop the solutions. After the lab, the **Education Ministry Delivery Unit**, overseen by the **Presidents' Delivery Bureau**, will keep the strong momentum and drive the end-to-end implementation

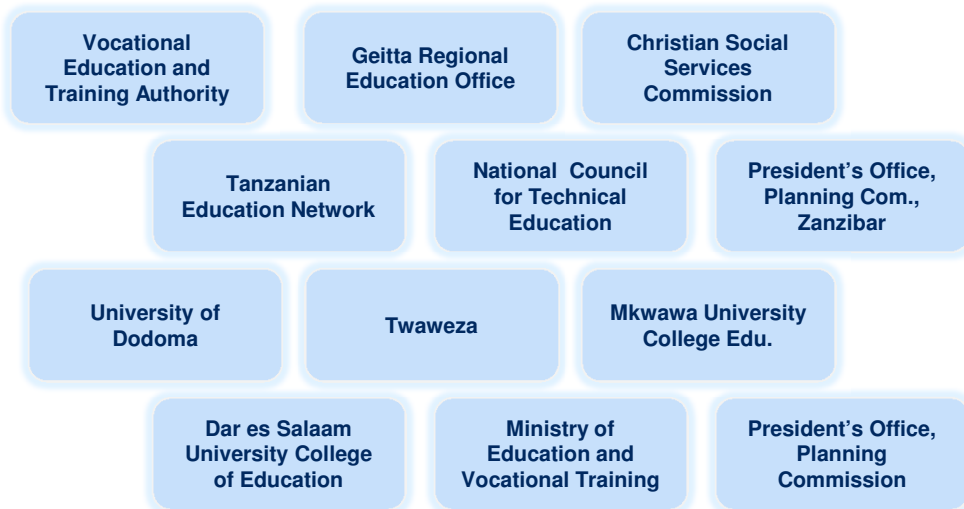
<sup>1</sup> Pass rates is defined as Grate A-C for primary and Div I-IV for secondary

# List of abbreviations

3Rs	Reading Writing and Arithmetic	ESMIS	Education Sector Management Information System	PCR	Pupil Class Ratio	SEDP	Secondary Education Development Programme
ACSEE	Advanced Certificate for Secondary Education Examination	GBP	Great Britain Pounds	PE	Primary Education	SLO	Statistics and Logistics Officer
ADEM	Agency for Development of Education Management	GoT	Government of Tanzania	PEDP	Primary Education Development Programme	SMS	Short Message Service
BEST	Basic Education Statistics	HCF	Highest Common Factor	PMO-RALG	Prime Minister's Office-Regional Administration and Local Government	SMT	School Management Team
BOQ	Bills of Quantity	HM	Head Master/Mistress	PMU	Procurement Management Unit	Std	Standard
BRN	Big Results Now	HoS	Head of Schools	PO-PSM	President's Office-Public Service Management	STEP	Student Teacher Enrichment Programme
CA	Continuous Assessment	HT	Head Teacher	PO-PSC	President's Office-Public Services Commission	TAHOSSA	Tanzania Heads of Secondary Schools Association
CE	Commissioner for Education	IAE	Institute for Adult Education	PPA	Public Procurement Act	TE	Teacher Education
CG	Capitation Grant	IEC Unit	Information Education Communication Unit	PPP	Public Private Partnership	TIE	Tanzania Institute of Education
CSEE	Certificate of Secondary Education Examination	ICT	Information Communication Technology	PPRA	Public Procurement Regulatory Authority	TL	Teaching and Learning
CWT	Chama Cha Walimu	INSET	Inservice Training	PS	Permanent Secretary	TOR	Terms of Reference
DAHRM	Director for Administration and Human Resource Management	KDS	Kigawe Kidogo Cha Shirika	PSLE	Primary School Leaving Examination	ToT	Training of Trainers
DE	Development Expenditure	KKS	Kigawo Kikubwa Cha Shirika	PTR	Pupil Teacher Ratio	TRC	Teacher Resource Centre
DEC	Director for Education Coordination	KPI	Key Performance Indicator	QA	Quality Assurance	TSC	Teacher Service Commission
DED	District Executive Director	LCM	Least Common Multiple	QAT	Quality Assurance Team	TSD	Teacher Service Department
DEO	District Education Officer	LGA	Local Government Authorities	RAO	Regional Academic Officer	TSS	Takwimu za Shule za Sekondari
DFID	Department for International Development	MoEVT	Ministry of Education and Vocational Training	RAS	Regional Administrative Secretary	TTU	Teacher Trade Union
DP	Development Partner	MoF	Ministry of Finance	RE	Recurrent Expenditure	TZS	Tanzanian Shillings
DPE	Director for Primary Education	MPP	Microsoft Powerpoint	REO	Regional Education Officer	USAID	United States Agency for International Development
DPP	Director for Policy & Planning	MSE	Monitoring and Evaluation	RS	Regional Secretariat	USD	United States Dollar
DSE	Director for Secondary Education	NCB	National Competitive Bidding	SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality	WB	World Bank
DSE	Director for School Inspectorate	NECTA	National Examination Council of Tanzania	SB	School Board	WEC	Ward Education Coordinator
EMAC	Education Materials Approval Committee	NGO	Non Government Organisation	SE	Secondary Education		



# This report is based on team work of 34 members from 31 organizations over 6 weeks – 6,800 collective hours



# Education has strategic importance to Tanzania

## *2025 vision for Education in Tanzania*

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Education should be treated as a **strategic agent** for **mindset transformation** and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively **solve the development challenges** which face the nation

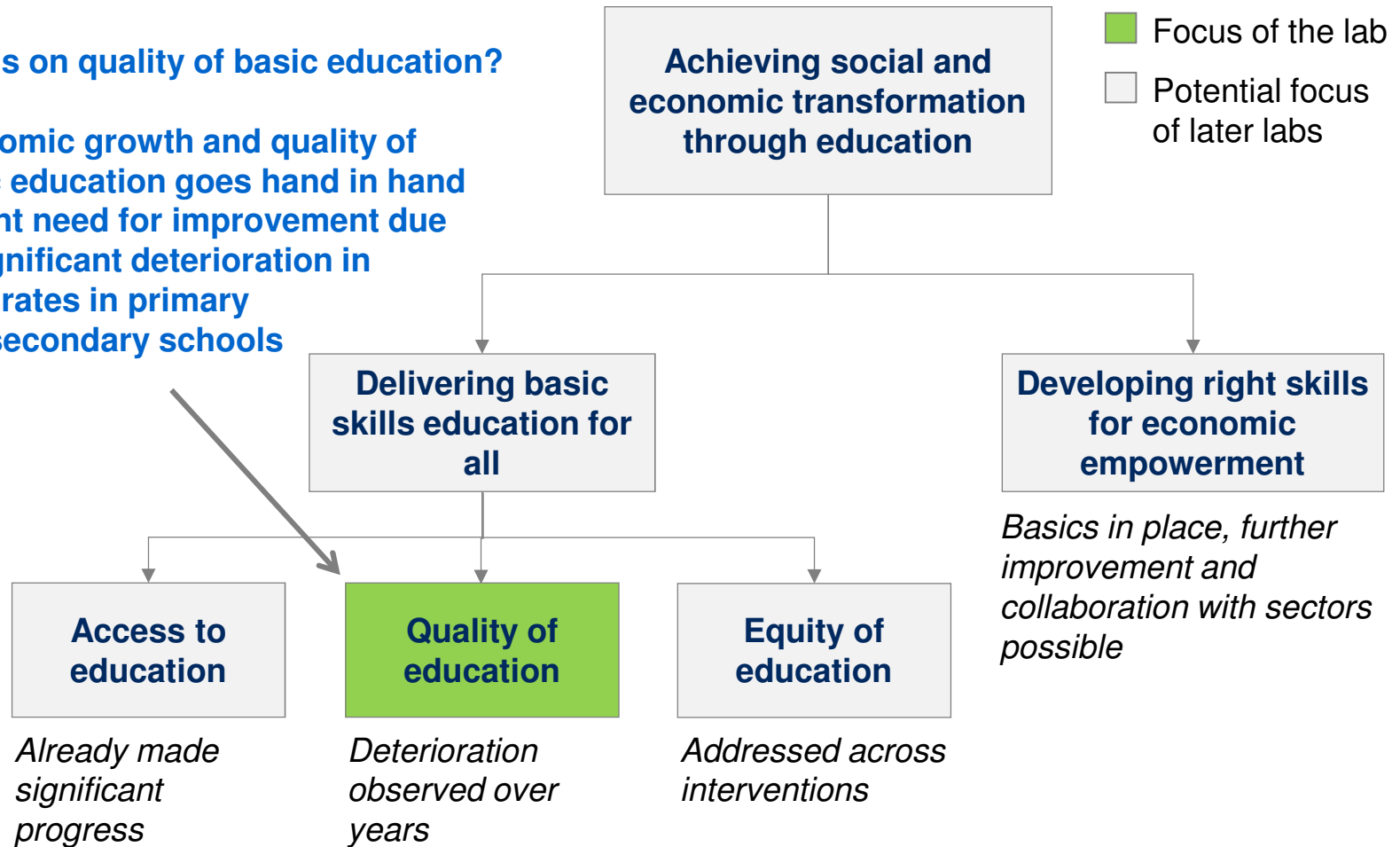
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# Several elements of education matter for realizing social and economic transformation of the country – The NKRA lab has focused on quality of basic education

Why focus on quality of basic education?

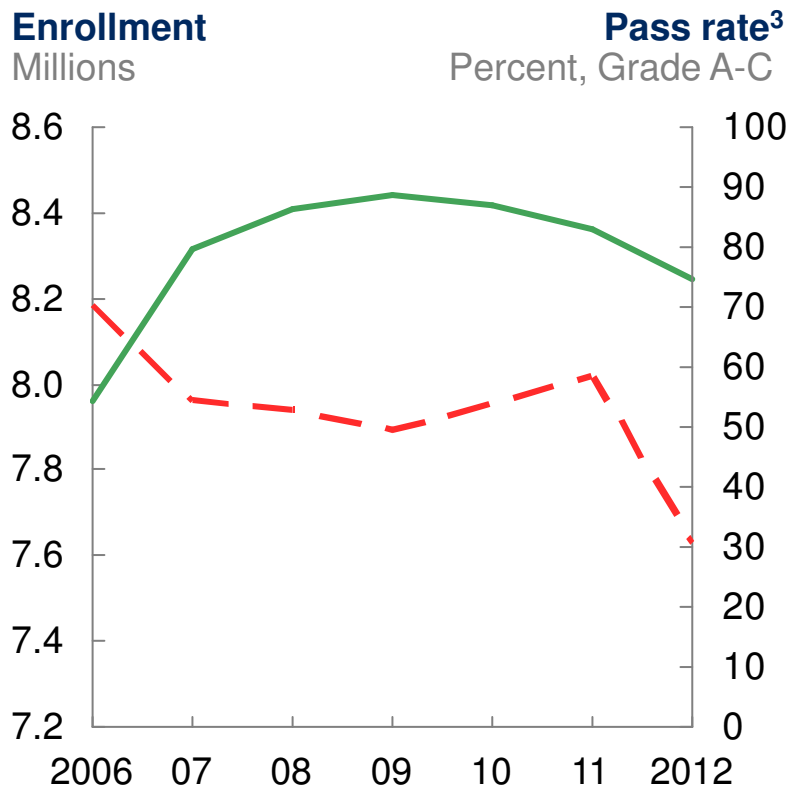
1. Economic growth and quality of basic education goes hand in hand
2. Urgent need for improvement due to significant deterioration in pass rates in primary and secondary schools



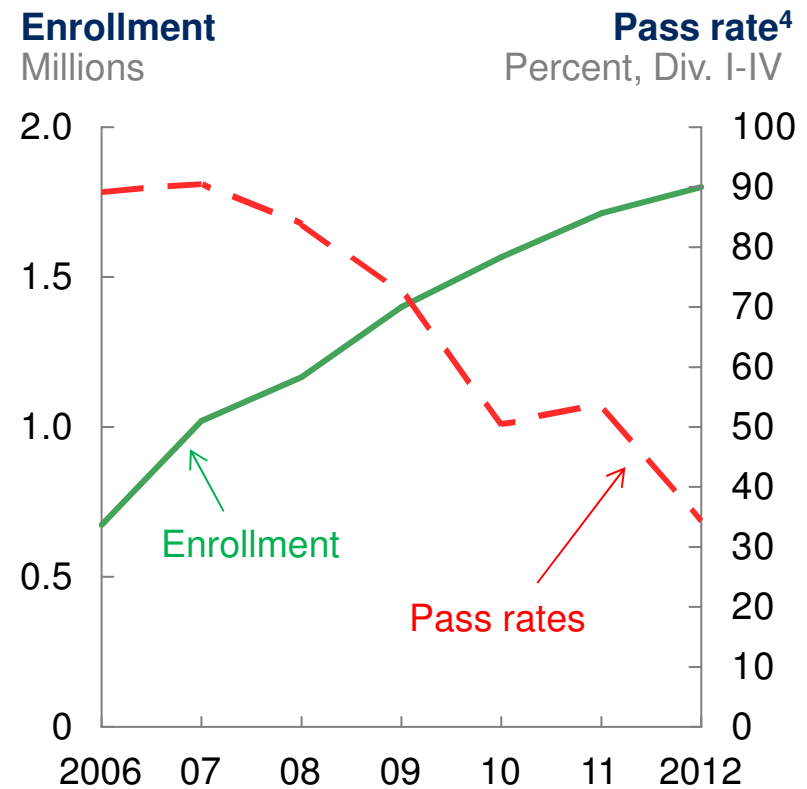
# While school enrollment rates have increased historically, the quality of education has declined

— Enrollment,  
- - Pass rate

Primary level, PSLE<sup>1</sup>



Secondary ordinary level, CSEE<sup>2</sup>



Although pass rate is not the only indicator for quality of education, currently it is the most reliable one in Tanzania

1 Primary School Leaving Examination

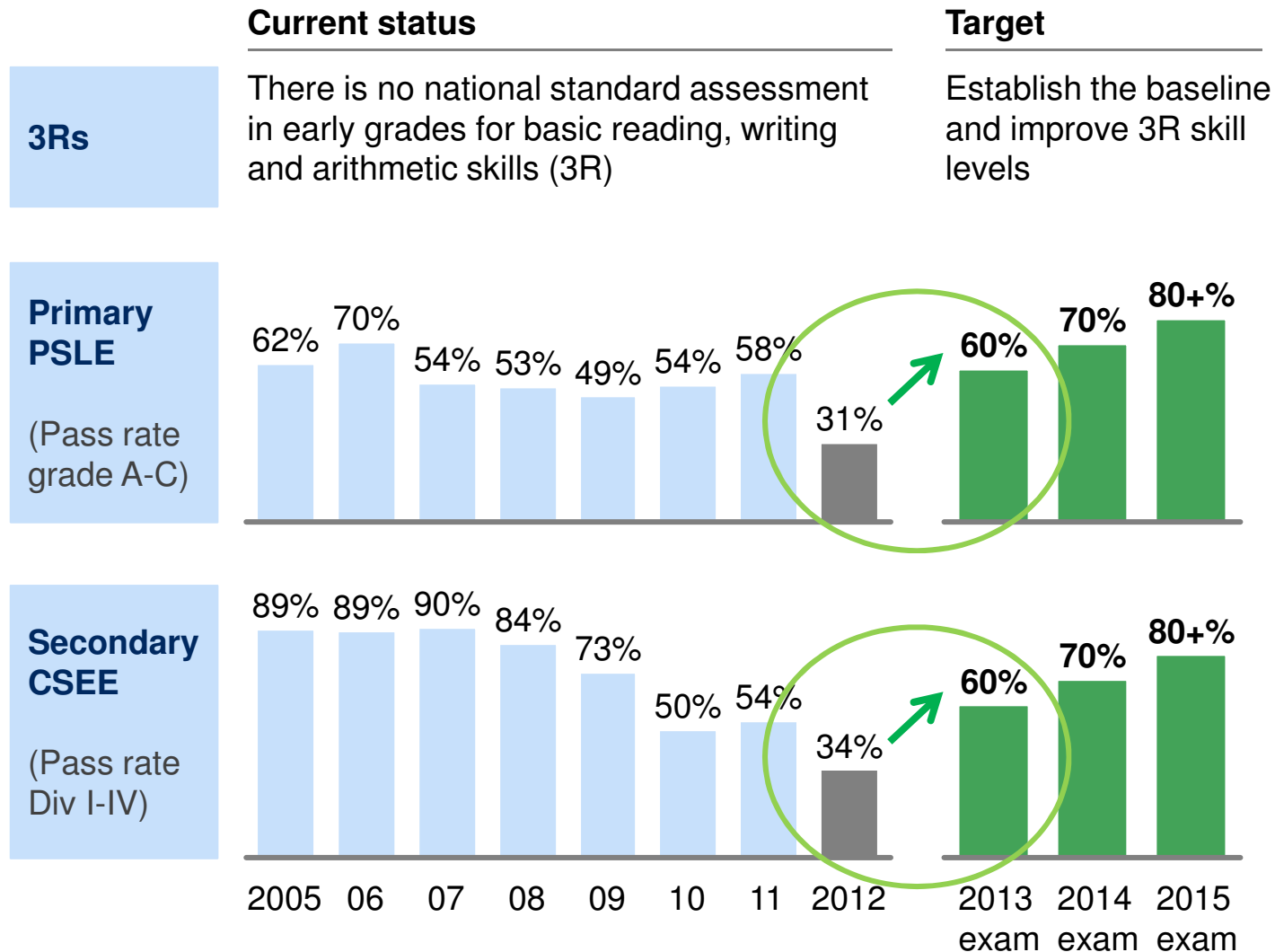
2 Certification of Secondary Education Examination

3 Grade A-C

4 Div I-IV

SOURCE: NECTA; BEST 2012; BEST 2010; team analysis

# To reverse the trend, we have set ambitious targets for improving quality of education in primary and secondary

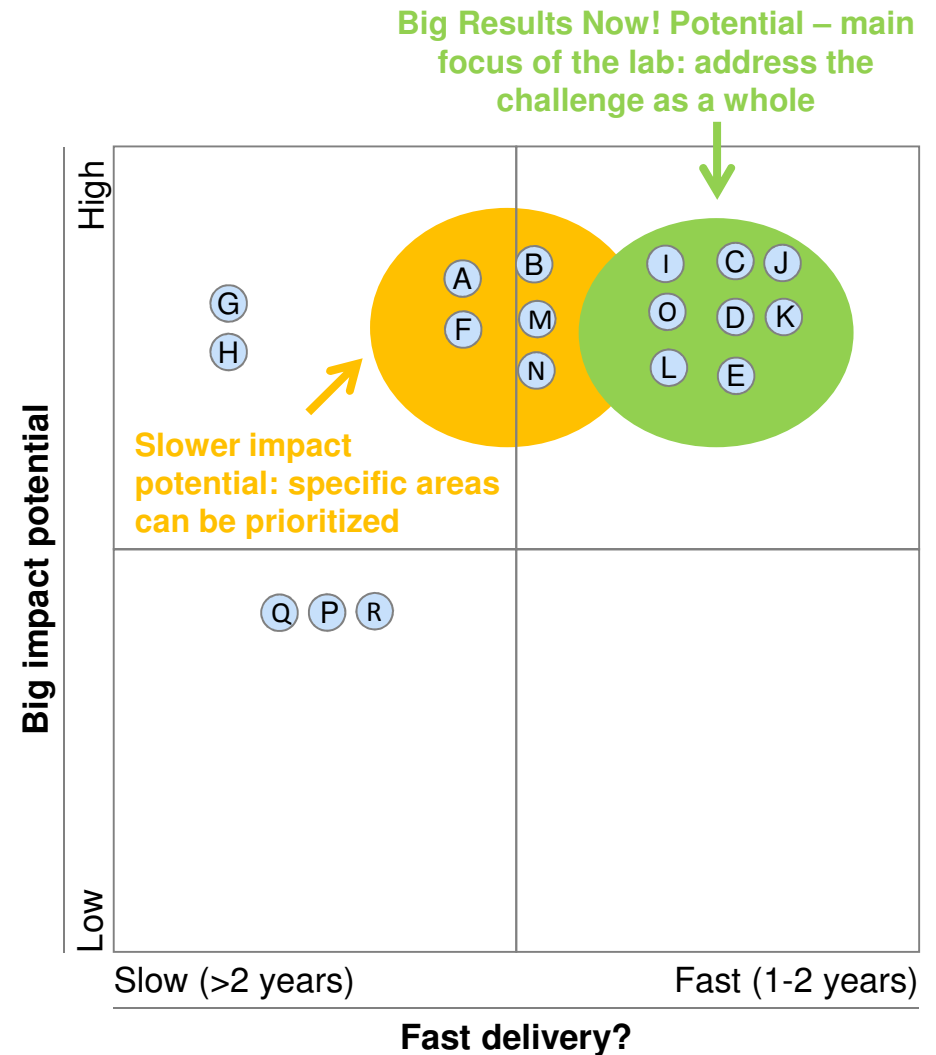


**Success is...**

- Any improvement, especially from 50% and up should be considered a great success
- Our targets are set very ambitiously, to stretch our efforts
- Overall, we want to kick-start the quality transformation and see improvement

# The lab has prioritized the most crucial challenges...

	Key challenges	
Teachers	(A)	Number of teachers
	(B)	Teacher competency/ capacity
	(C)	Teacher motivation
	(D)	Teacher accountability
T/L material and facilities	(E)	Teaching/Learning materials
	(F)	Infrastructure and facilities
Curriculum	(G)	Curriculum formulation process
	(H)	Current curriculum content
	(I)	Delivery /monitoring of curriculum
System and school management	(J)	School level management
	(K)	M&E and school quality assurance
	(L)	Use of resources
	(M)	Community involvement
Assessment of quality	(N)	Knowledge/skills assessments
	(O)	Reporting of results
Cross-cutting issues	(P)	General student health
	(Q)	Gender
	(R)	Infrastructure (electricity, ICT network, etc.)





## ... and identified our 9 key initiatives for Big Results Now!

Key challenges	Key initiatives	Rationale for the selection
Teacher accountability M&E & school quality ass. Reporting of results Community involvement	<b>1 Official school ranking</b> <b>2 School incentive scheme</b>	<ul style="list-style-type: none"> <li>Accountability and quality assurance are among the most important challenges for quality</li> <li>Innovative ideas addressing accountability and M&amp;E are suggested as initiatives, with spillover effects on reporting of results and community involvement</li> </ul>
School level mgmt.	<b>3 School improvement toolkit</b>	<ul style="list-style-type: none"> <li>The most cost efficient method for strengthening the school management identified is providing practical guidelines complemented with training</li> </ul>
Knowledge/skills assessments	<b>4 National 3R assessment</b>	<ul style="list-style-type: none"> <li>Having no national assessment of 3Rs in the early grades allows poor performing students to move up the system. Having a basic assessment and baseline is fundamental for further improvement efforts</li> </ul>
Delivery /monitoring of curriculum Number of teachers Teacher comp./ capacity	<b>5 3R teacher training</b> <b>6 STEP (Student Teacher Enrichment Programme)</b>	<ul style="list-style-type: none"> <li>These challenges are too broad to address deeply in a single lab</li> <li>The team developed a targeted approach with quick wins:                             <ul style="list-style-type: none"> <li>Training existing teachers to support struggling students</li> <li>Teacher training of 3R teaching skills</li> </ul> </li> </ul>
Infrastructure and facilities	<b>7 Basic facilities construction</b>	<ul style="list-style-type: none"> <li>Focusing on new infrastructure will take time. Hence, the lab will focus on fast tracking SEDP II, an on-going “stuck” in process for ~3 years</li> </ul>
T&L materials Use of resources	<b>8 Capitation grants</b>	<ul style="list-style-type: none"> <li>Timely release of capitation grants is key to provide necessary teaching and learning materials to students and schools</li> </ul>
Teacher motivation	<b>9 Teacher motivation</b>	<ul style="list-style-type: none"> <li>Given the context, addressing teacher motivation is identified as a must for any quality improvement programme</li> </ul>

# Our quality transformation vision for the Tanzanian education system

## Step change in the quality of basic education

PSLE and CSEE pass rates of **60% (2013), 70% (2014) and >80% (2015)**

### Transparency

- 1** Rank **100% of all schools** in the annual official **school ranking**, starting with the 2012 PSLE and CSEE results

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- 4** Conduct the first **national 3R assessment** (reading, writing and arithmetic) in Standard II in October 2013

### Incentives

- 2** Reward **4000 most improved schools** every year with monetary & non-monetary incentives and recognize **top 200 performers**, starting with 2013 results

### Support

- 3** Distribute **School Improvement Toolkit** and train **19,000** school heads

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- 5** Train **12,300** Standard I and II teachers in **3R** teaching skills

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- 6** Train **17,000** primary and **8,000** secondary teachers to **support low performing students** ("STEP")

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- 7** Ensure **100% timely delivery of books and materials** to all students

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- 8** Construct **basic facilities** in **1,200** secondary schools

### Teacher conditions

- 9** Recognize teachers through non-monetary incentives, ensure **0 outstanding claims** by and of June 2013, and **0 unresolved claims >3 months** moving forward

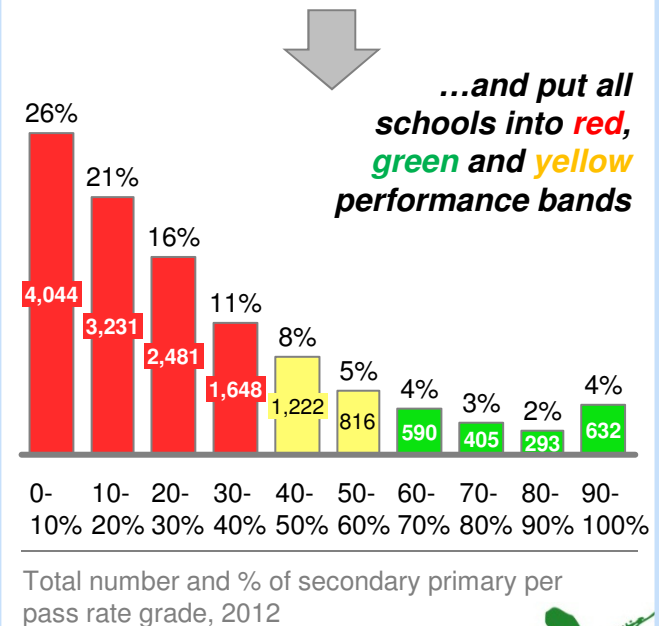


# 1 Official school ranking and results transparency will improve community engagement and accountability

**Lack of accountability** is one of the biggest challenges facing the education system today. We have **ranked all schools** by exam results and **will make it public** to raise accountability and provide better visibility for all

What's new?	Description
All schools will be ranked according to performance and improvement	<ul style="list-style-type: none"> <li>The ranking will be done according to <b>PSLE</b> and <b>CSEE exam results</b> (GPA for secondary, and pass rates for primary) every year</li> <li>Schools will be ranked in 2 different lists:               <ol style="list-style-type: none"> <li>Based on <b>improvement</b> since last year</li> <li>Based on <b>actual performance</b></li> </ol> </li> <li>All school will be classified into 10 bands and 3 groups: <b>Green schools</b>, <b>Yellow schools</b> and <b>Red schools</b></li> </ul>
The ranking will be easily available to everyone in Tanzania	<ul style="list-style-type: none"> <li>Published <b>online</b> (NECTA) in simple format</li> <li><b>Newspapers</b>, <b>radio</b> and <b>TV</b> announcements, and <b>SMS</b> service by NECTA</li> <li>Schools will receive <b>detailed feedback</b> from NECTA on results, with item analysis</li> <li>MoEVT, PMO-RALG, REOs, DEOs &amp; WECs will have <b>granular information</b> for decision making</li> </ul>

## School ranking, 2012

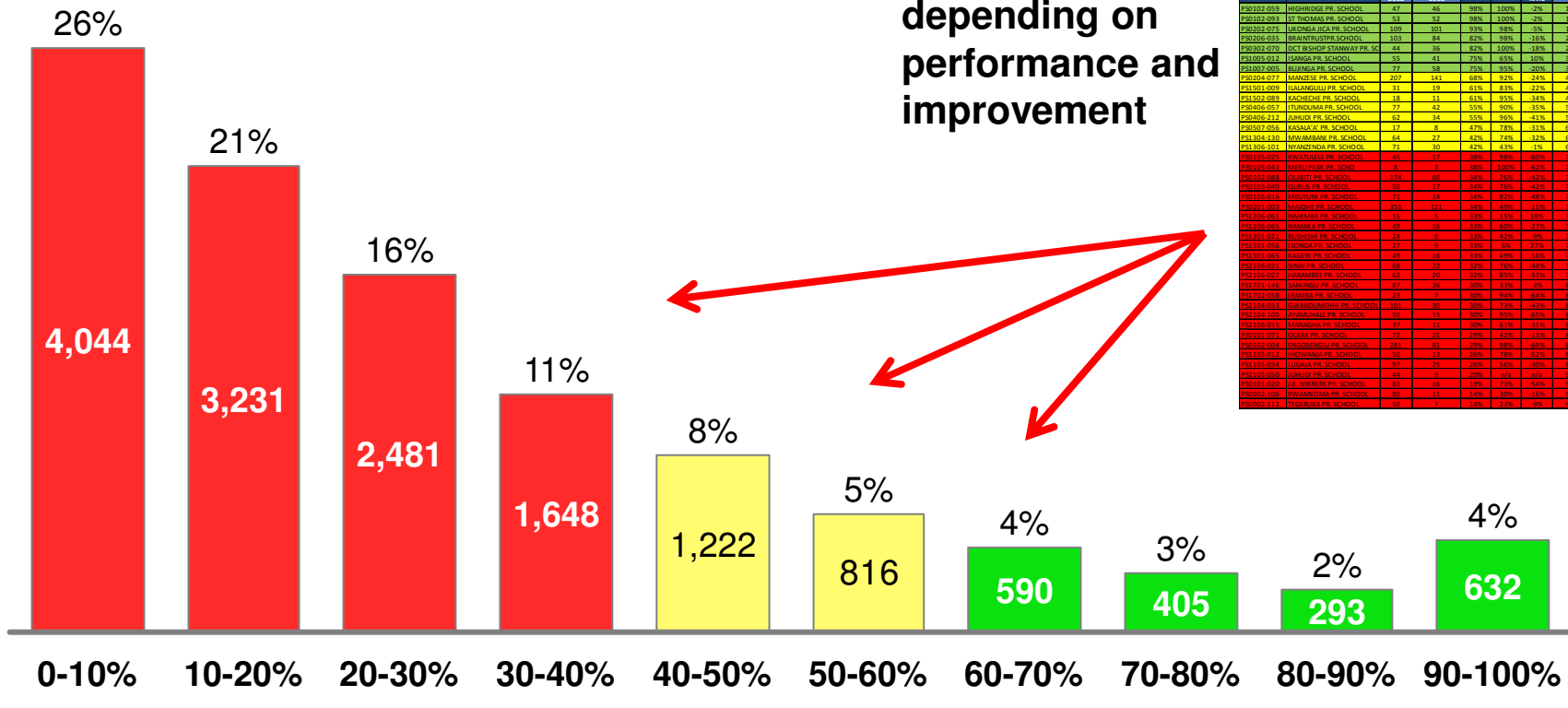


# 1 The ranking will be provided in an easy to understand format

Number of secondary schools (and %) by pass rate band

Schools will be classified as **Red**, **Yellow** or **Green** schools depending on performance and improvement

SCHOOL CODE	SCHOOL NAME	CLEAN CANDIDATES 2012	NUMBER OF STUDENTS PASSED (A-C) 2012	2012 PASS RATE	2011 PASS RATE	2011-12 CHANGE IN PASS RATE	SCHOOL BAND 2012	SCHOOL BAND 2011	2011-12 CHANGE IN BAND
PS0102-059	HIGHBRIDGE PR SCHOOL	87	46	88%	100%	-2%	1	1	0
PS0102-059	ST THOMAS PR SCHOOL	53	52	98%	100%	-2%	1	1	0
PS0202-075	UKONGA JEKA PR SCHOOL	109	101	93%	98%	-5%	1	1	0
PS0206-035	BRANTFLOUSTRIP SCHOOL	103	84	82%	98%	-16%	2	1	-1
PS0302-070	DOC BISHOP STANWAY PR SC	44	36	82%	100%	-18%	2	1	-1
PS0305-012	ISANGA PR SCHOOL	55	41	75%	65%	10%	3	4	-1
PS0307-035	BUJINGA PR SCHOOL	77	58	75%	95%	-20%	3	1	-2
PS0204-077	MANKOSE PR SCHOOL	207	141	68%	92%	-24%	4	1	-3
PS0301-009	HLANGULU PR SCHOOL	31	19	61%	83%	-22%	4	2	-2
PS0302-089	KACHECHI PR SCHOOL	18	11	61%	95%	-34%	4	1	-3
PS0406-057	TINDIMANA PR SCHOOL	77	42	55%	90%	-35%	5	2	-3
PS0406-212	KURUK PR SCHOOL	62	34	55%	86%	-31%	5	1	-4
PS0507-054	KASSIA A PR SCHOOL	17	8	47%	78%	-31%	6	3	-3
PS0306-130	NYAMBARA PR SCHOOL	64	27	42%	76%	-32%	6	3	-3
PS0306-101	NYAMZENDA PR SCHOOL	31	10	42%	43%	-1%	6	6	0
PS0104-024	KWATILELE PR SCHOOL	26	17	65%	78%	-13%	7	1	-6
PS0102-044	MATHEPEKE PR SCHO	8	5	63%	100%	-37%	7	1	-6
PS0102-088	OLASTI PR SCHOOL	174	60	34%	76%	-42%	7	3	-4
PS0103-040	OLUIS PR SCHOOL	56	19	34%	79%	-45%	7	3	-4
PS0103-014	IRIKURUM PR SCHOOL	71	24	34%	82%	-48%	7	3	-4
PS0201-003	MANGHE PR SCHOOL	155	121	78%	48%	30%	7	8	-1
PS0206-051	NARIMBA PR SCHOOL	15	3	20%	19%	1%	7	8	-1
PS0206-094	NAMBE PR SCHOOL	49	16	33%	60%	-27%	7	5	-2
PS0301-011	BUSHESI PR SCHOOL	24	8	33%	42%	-9%	7	6	-1
PS0301-056	SONDA PR SCHOOL	27	9	33%	6%	27%	7	10	-3
PS0302-054	KARETE PR SCHOOL	49	16	33%	4%	29%	7	5	-2
PS0206-011	SINAL PR SCHOOL	48	22	46%	76%	-30%	7	1	-6
PS0206-027	NARAMBET PR SCHOOL	52	20	37%	61%	-24%	7	2	-5
PS0302-144	MANGULU PR SCHOOL	67	25	37%	13%	24%	8	4	-4
PS0302-058	IRAMBA PR SCHOOL	24	9	38%	44%	-6%	8	1	-7
PS0204-033	DWANDUMENI PR SCHOOL	101	30	30%	71%	-41%	8	1	-7
PS0204-103	DWANDUMENI PR SCHOOL	80	13	16%	35%	-19%	8	1	-7
PS0206-010	MANAGHA PR SCHOOL	37	11	30%	61%	-31%	8	4	-4
PS0101-071	DURAY PR SCHOOL	72	21	29%	42%	-13%	8	6	-2
PS0102-004	INDIGANENI PR SCHOOL	181	51	28%	88%	-60%	8	1	-7
PS0103-012	INOWANJA PR SCHOOL	56	13	23%	78%	-55%	8	1	-7
PS0103-034	LUGALA PR SCHOOL	37	25	68%	90%	-22%	8	3	-5
PS0103-050	KURUK PR SCHOOL	44	8	18%	34%	-16%	8	10	-2
PS0101-020	H.E. NYERERE PR SCHOOL	83	16	19%	73%	-54%	8	1	-7
PS0802-206	DWANDUMENI PR SCHOOL	80	13	16%	35%	-19%	8	8	0
PS0802-214	LEGERWA PR SCHOOL	40	7	18%	32%	-14%	8	8	0



All schools grouped by pass rate (10 bands)

## 2 Our school incentive scheme will motivate schools to deliver better results

We will **increase motivation to deliver better quality** by launching a **school incentive system** – starting with the 2013 PSLE and CSEE:

- **Monetary** and **non-monetary** incentives will be provided for two groups of schools:
  1. **Most improving** schools (% increase)
  2. **Best performing** schools (absolute)
- Regional quotas will ensure fairness and inclusiveness
- The reward can **be used freely** by each school, dependent on an inclusive and transparent decision process
- **Potential gaming** and non-favorable school behavior must be **closely monitored and addressed**

*The most improving schools will be rewarded every year*



	Category	Prize
Primary	Top 100 schools (absolute performance)	“School of the year” status
	Top 300 schools (improvement)	3-5 million TZS* and “School of the year” status
	Next 2700 schools (improvement)	1-2 million TZS*
Secondary	Top 100 schools (absolute performance)	“School of the year” status
	Top 100 schools (improvement)	7-10 million TZS* and “School of the year” status
	Next 900schools (improvement)	2-4 million TZS*

**Annual public ceremony to hand out certificates<sup>2</sup>**



\* Amount of incentive increases if school has 40 pupils or above sitting for exam – min 10% improvement should be achieved for qualifying

2 Example certificate only - to be developed

### 3 Our “School Improvement Toolkit” for head teachers and head of schools will help every school progress

**Lack of training and management experience** prevents many head teachers/ head of schools from improving quality in school. We will provide **toolkits and training to all**

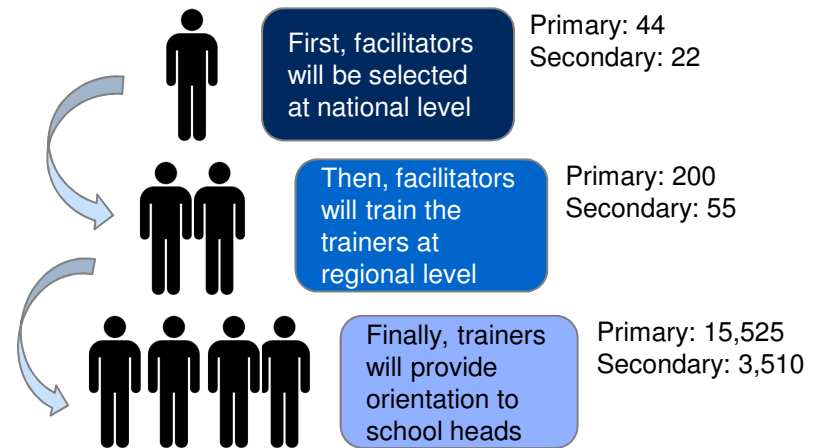
What’s new?	Description
Every head teacher and head of school will get a simple “school improvement toolkit”	<ul style="list-style-type: none"> <li>We’ve crated “<b>school improvement toolkit</b>” to support all school heads and head teachers in their job</li> <li>The toolkit complements the existing guidelines, and is focused around <b>practical advice</b> and <b>simple best practices</b></li> </ul>
Each head teacher and head of school will be trained to drive quality improvement	<ul style="list-style-type: none"> <li>All public school leaders , e.g. <b>15,525 head teachers</b> and <b>3,510 school heads</b> will receive training by Sep. 2013</li> <li>The orientation will ensure the best practice guidelines translate into real life actions</li> </ul>

The lab has developed a school improvement toolkit

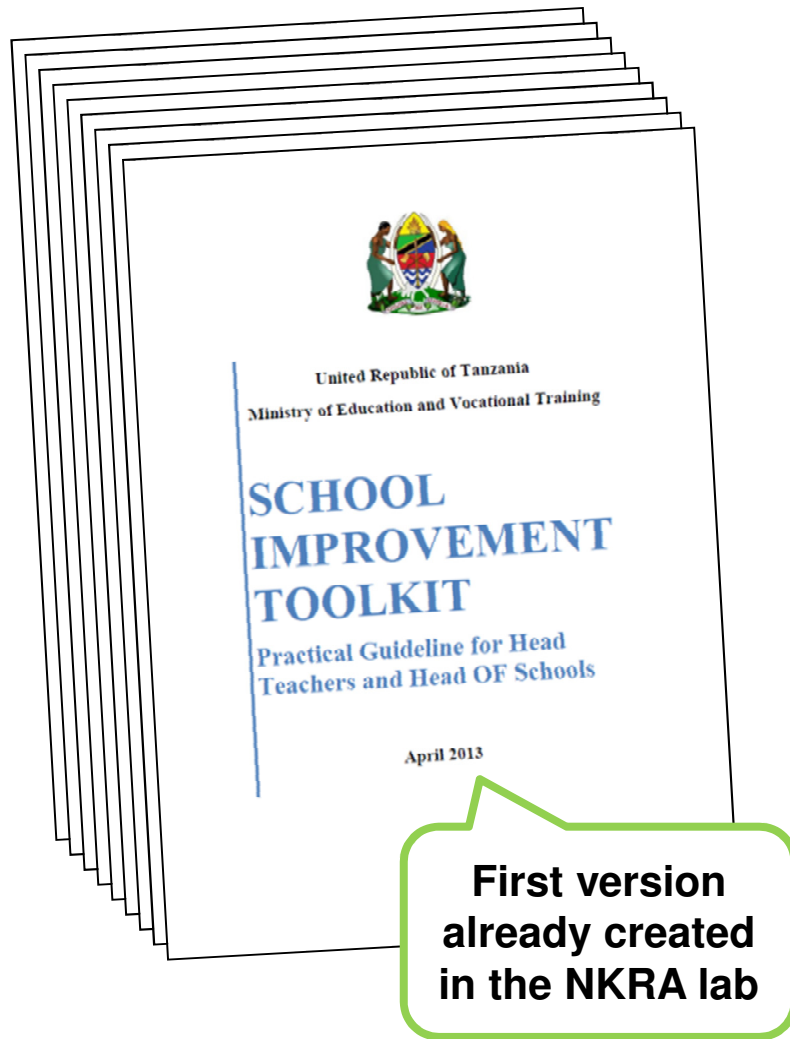
*Kiongozi Cha Kuimarisha Utendaji Wa Shule*  
 (= a practical guideline for school management)



We will use a train the trainer model:



### 3 The school improvement toolkit will contain simple and practical advice on how to manage the school effectively



#### Table of contents<sup>1</sup>

- 1 Introduction, by Commissioner of Education
- 2 Objectives of this toolkit
- 3 Role & responsibilities of Head Teachers and Heads of Schools
  - Core functions of school head
  - Key activities for each function
  - Best practice split of time
- 4 Resources available to your service (full set of guidelines)
- 5 Who can help you
  - Roles and responsibilities of REO, DEO and WEC
  - Practical interaction advices
- 6 Practical guidance for key issues
  - School – community involvement
  - Most common critical student issues
  - Teacher attendance
  - Teacher motivation & accountability
  - Enforcement of supervision & coaching of teachers
  - Sourcing for teaching & learning materials
- 7 School ranking and metrics to track for performance
- 8 Appendix

<sup>1</sup> Exact content may be updated in final version

# 4/5 A 3R assessment, followed by teacher training will ensure students master the basic skills in early grades

To ensure learning of basic skills, we will introduce a **national 3R assessment** in Standard II followed by **3R teacher training**

What's new?	Description
Conducting national 3R assessment in Tanzania	<ul style="list-style-type: none"> <li>Introduce a national 3R assessment (sample based, 10%<sup>1</sup> of schools) in Standard II to have a tool to understand the 3R skill level</li> <li>First assessment results ready by <b>December 2013</b></li> </ul>
Conducting 3R teacher training	<ul style="list-style-type: none"> <li>Training of <b>~12,300 teachers</b> in December 2013 and early 2014 in basic 3R teaching skills, covering 40 districts</li> </ul>

### Further suggestions:

- For effective learning, number of subjects thought in the early grades must be reduced
- Once the GPE programme is approved, it will allow taking learnings from BRN to a national level
- Going forward the 3R tool should also be used for continuous assessment by the teachers

	School level	National tests
Secondary	Form VI	ACSEE
	Form V	-
	Form IV	CSEE
	Form III	-
	Form II	FTSEE
	Form I	-
Primary	Std VII	PSLE
	Std VI	-
	Std V	-
	Std IV	Std IV
	Std III	-
	Std II	-
	Std I	-

*Note: A red circle highlights the Primary level (Std I to Std VII) and a red arrow points to the Std IV row.*

### Key challenges:

- Students move up the grades **without mastering the basic 3R skills** (reading, writing and arithmetic)

<sup>1</sup> Exact % might be adjusted marginally depending on outcome of the instrument assessment



## 6 STEP will capacitate teachers to develop a culture of identifying and enriching low performing students

**Classrooms are overcrowded**, and **lower performing students** lack adequate attention to address learning needs. Many **teachers lack basic skills** and tools for effective teaching, such as lesson plans

To turn around, we will implement the **Student Teacher Enrichment Programme (STEP)** in primary and secondary schools to **capacitate teachers to identify and support low performing students**

### What's new?

### Description

**Institutionalize a culture of identifying and supporting low performing students**

Core elements of our "STEP" methodology, conducted by the teacher are:

1. **Test exams** to identify poor performing students in the class early that are behind and at risk of failing the final exam
2. **Item analysis** to understand core gaps
3. **Focused "STEP" classes** to the identified students on Saturdays and Fridays after prayer

**Teacher training for implementation**

Training of teachers in the "**STEP**" methodology through a cascading train the trainer model:

- ~17,000 teachers in ~5750 primary schools across 40 districts
- ~8000 teachers in ~1,900 secondary schools across 11 districts

**Quick wins for the 2013 exams**

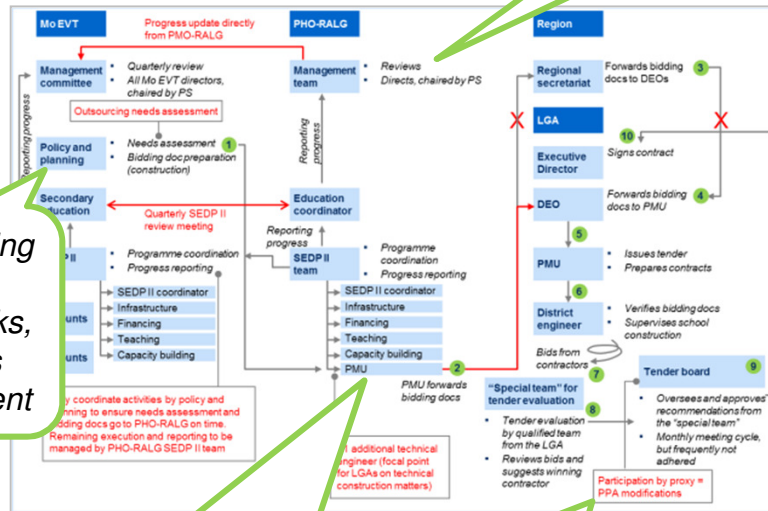
Supply all schools with **past years PSLE exam papers** (2008-2012, with modal answers) for student practice



# 7 We will ensure construction of basic facilities in 1200 schools by 2014

The **SEDP II facility construction** project has been “stuck” in process for ~3 years with little progress. We have “unlocked” the situation and will finalize the construction of **facilities in 1200 schools by 2014**

New SEDP II execution process



New **fast tracked timeline** with 3 feet implementation plans:

- **264** schools with facilities in Sep. 2013
- **528** schools with facilities in March 2014
- **408** schools with facilities in Sep. 2014

We have **already accomplished** our first **NKRA milestones**:

**26 billion** TZS funding released to start construction

**260 contracts awarded**





## 8 We will ensure teaching and learning materials reach schools through alternative funding and monitoring

**Sufficient books and material do not reach schools due to process inefficiencies and budgetary constraints. We've explored alternative funding and process improvements to ensure the required grants make it to schools on time**

### What's new?

### Description

#### Leveraging innovative sources of funding

The resource mobilization lab aims to provide ~158 Billion Shilling by 2015 for teaching and learning materials to schools through the *“Education Investment Levy”*

#### Implement quick changes to the capitation grant process

Ensure successful delivery and use of capitation grants<sup>1</sup> by:

- Implementing a **monitoring system** (use of funds) from LGAs to schools
- **Capacity building** of school board members and SMT
- Ensuring **transparency** through 3 feet plans and **KPIs**

### What's the “Education Investment Levy”?

- The telecommunications industry is the fastest growing industry in Tanzania
- The “Education Investment Levy” tax (proposed by the Resource Mobilization lab)
- If introduced, the new tax will generate

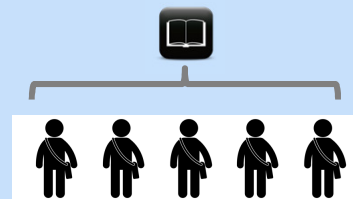
**158 billion** TSZ by 2015



### 3 years of Levy will transform primary schools

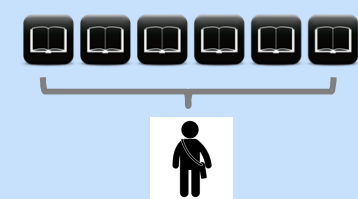
#### From...

**5 students share 1 book**



#### To...

**~6 books per student**



<sup>1</sup> SEDP II and PEDP III capitation grants, provided quarterly to all secondary and primary schools  
Impact calculation assumptions: 8,9 million students in primary, 3000 TZN required per book, 158 billion Levy (3 years)

## 9 Teacher motivation starts with recognizing the teachers, and resolving some of their biggest concerns

The lab aims to **kick-start** a larger **teacher perception transformation** in Tanzania, starting with **recognizing the teachers** through non-monetary incentives

### What's new?

### Description

Recognize teachers through non-monetary incentives

- Visualize support through **non-monetary recognition**, e.g. Minister to teacher press releases, personal letter from the Minister to all teachers, etc.
- Potential launch of a **teacher “mini-lab”**, purely focused on the challenges of teachers

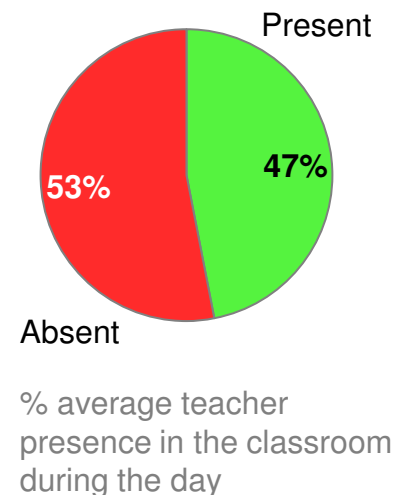
Clear all claims and reduce process time to <3 months

- Allocate funds** (25 billion TZN) and initiate process of **clearing all outstanding claims** by July 2013
- Reduce handling time of claims to **<3 months**, through **process modifications, M&E tracking system** and **ring-fencing budgets**

**Common saying:**  
*...Umekosa ajira nyingine zote, hata ualimu...!\**

### Key challenge:

The teaching profession is not respected, and teachers lack motivation, accountability and commitment to deliver. Multiple factors result in the very high teacher absenteeism from the classroom



\* English meaning: Did you fail to get a job, even teaching ?!

# Our initiatives aspire to bring the following change

Initiative	Headline KPI	2013	2014	2015
1 Official school ranking	▪ School ranking published	Yes	Yes	Yes
2 School incentive scheme	▪ Number of pri. & sec. schools rewarded for >10% improvement	4000	4000	4000
3 School improvement toolkit	▪ Number of head teachers w/ toolkit ▪ Number of head of schools w/ toolkit	15525 3510	- -	- -
4 National 3R assessment	▪ Minimum % of primary schools conducting the 3R assessment	10% <sup>2</sup>	10% <sup>1</sup>	10% <sup>1</sup>
5 3R teacher training	▪ Number of teachers trained in 3R methodology ▪ 3R results improvement in schools with trained teachers	6167 N/A	6167 Yes <sup>2</sup>	0 Yes <sup>2</sup>
6 STEP (Student Teacher Enrichment Programme)	▪ Number of primary schools conducting STEP ▪ Number of secondary schools conducting STEP	0 2048	6167 1000	5000 1000
7 Capitation grants	▪ % of schools (primary and secondary) timely receiving agreed capitation grants	100%	100%	100%
8 Basic facilities construction	▪ Number of secondary schools with basic facilities constructed	264	528	408
9 Teacher motivation	▪ Number of outstanding claims older than 3 months	0	0	0

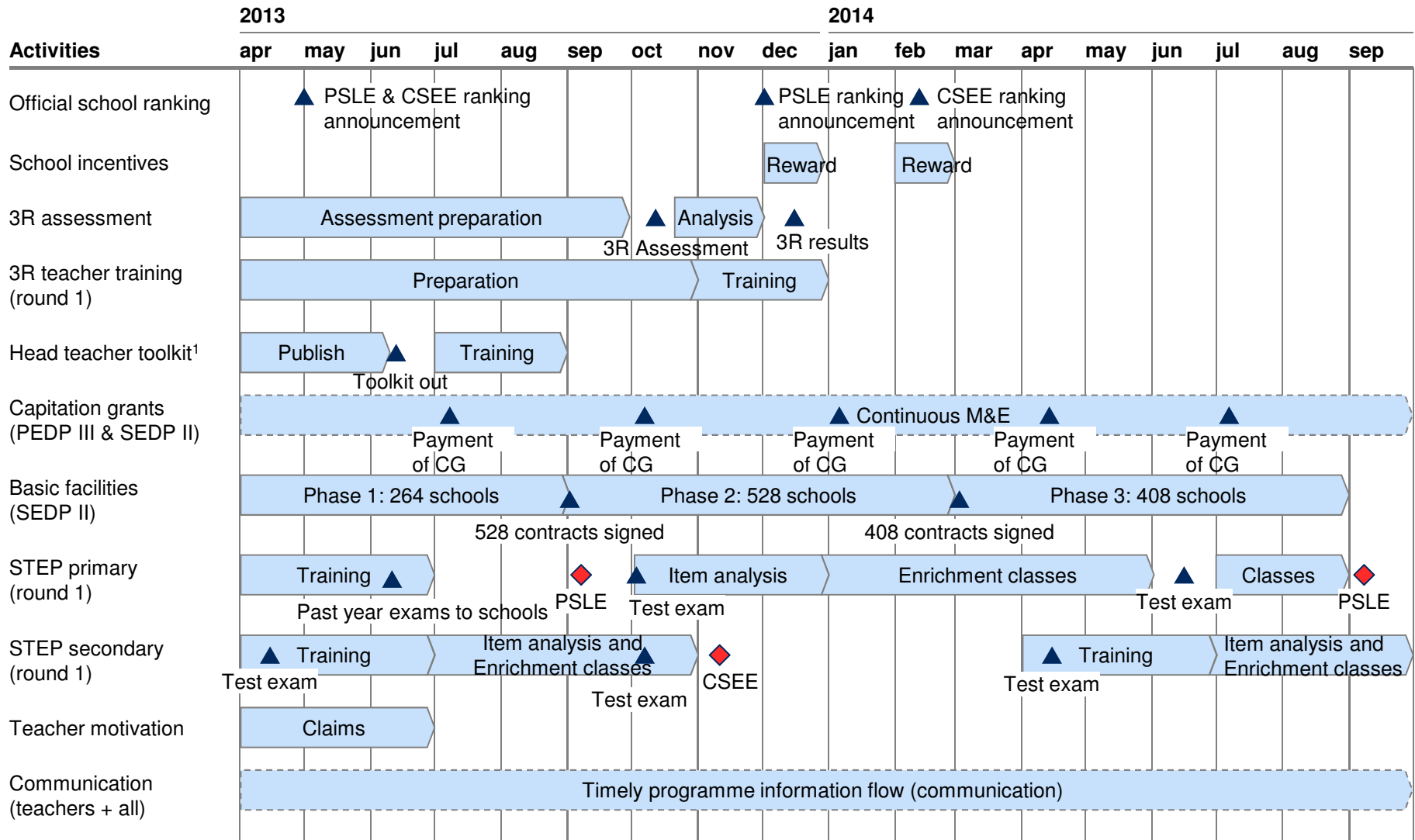
## Overall lab target:

- Improved quality of primary and secondary education:
- 60% pass rates in 2013
  - 70% pass rates in 2014
  - >80% pass rates in 2014
  - 3R transparency and increasing skills

1 Exact % might be adjusted marginally depending on outcome of the instrument assessment

2 Target to be set based on the first 3R assessment in 2013

# The implementation will follow an aggressive timeline



1 For head teachers and head of schools

# A detailed 3-feet implementation programme is prepared for each initiative to ensure timely execution

## EXAMPLE 3-FEET IMPLEMENTATION PROGRAMME

#	Initiative #	Sub-initiative #	Activity	Responsible institution	Responsible position	In lab	Apr		May			Jun			Jul		
							15	22	29	6	13	20	27	3	10	17	24
<b>4 Create and distribute school management toolkit</b>																	
	4.1	Identify and review existing necessary documents		Lab Team	-	x											
		4.1.1	Collect all necessary relevant documents	Lab Team	-	x											
		4.1.2	Review and outline the contents of each document	Lab Team	-	x											
		4.1.3	Document relevant content for the toolkit	Lab Team	-												
	4.2	Conduct interview to determine practical tools existing in schools		Lab Team	-												
		4.2.1	Prepare interview guides	Lab Team	-	x											
		4.2.2	Identify and invite participants	Lab Team	-	x											
		4.2.3	Conduct interviews	Lab Team	-	x											
		4.2.4	Write interview report and document insights	Lab Team	-	x											
	4.3	Design content and skeleton for the guideline		Lab Team	-	x											
		4.3.1	Clarify the objectives of the document	Lab Team	-	x											
		4.3.2	Establish the structure of the document, leveraging interview	Lab Team	-	x											
		4.3.3	Determine the main contents and sub-contents	Lab Team	-	x											
	4.4	Prepare final document for the toolkit		MoEVT	Commissioner	x	x	x	x								
		4.4.1	Produce a first draft for review	Lab Team	-	x											
		4.4.2	Review the draft by the Lab and produce final toolkit	MoEVT	Commissioner		x	x									
		4.4.3	Translate the toolkit to Kiswahili	MoEVT	Commissioner		x	x									
		4.4.4	Get approval for the final version from the Minister of MoEVT	MoEVT	Commissioner				x								
	4.5	Make toolkit available online in MoEVT website		MoEVT	Commissioner					x	x						
		4.5.1	Convert the toolkit content to electronic version in appropriate	MoEVT	Webmaster					x							
		4.5.2	Upload the version to the MoEVT website	MoEVT	Webmaster					x							
		4.5.3	Test the link for the usage	MoEVT	Webmaster					x							
		4.5.4	Release the toolkit content, after successful test	MoEVT	Webmaster					x							
		4.5.5	Request PMO-RALG to communicate the launch to school heads	MoEVT	PS					x							
			Inform school heads on the toolkit is available on the website	PMO-RALG	PS						x						
				MoEVT	Commissioner		x	x	x	x	x	x					
			Determine the number of toolkits needed in relation to number of	MoEVT	Commissioner		x										
			Determine the number of other stakeholders to be considered	MoEVT	Commissioner		x										
			Conduct a quotation for publishing the toolkit booklet	MoEVT	PMU					x							

1 Every critical step outlined

2 Clear who is responsible

3 Detailed timeline

# For successful implementation, the NKRA lab recommends establishing the following Education Ministry Delivery Unit

## NKRA Steering Committee

**Chair: President**

**Deputy Chair: Minister of Education**

### Members:

- Permanent Secretary of MoEVT
- Permanent Secretary of PMO-RALG
- Permanent Secretary of Ministry of Finance
- Exec Secretary of POPC
- Commissioner
- DEC PMO-RALG
- All project owners

## NKRA Steering Committee level:

Meet once a month

- Workstream / initiative owners to provide progress updates
- Make decisions and provides guidance / direction to the team
- Resolves conflicts
- Oversees all other matters related to NKRA

### Secretariat:

**Ministry Delivery Unit**  
(supported by PDB)

## Education MDU working team

Team of 4 Delivery Unit “catalyzers”, managing the day to day programme coordination

### Initiatives:

- STEP primary

### “Primary 2”

- School impr. toolkit
- 3R assessment
- 3R teacher training
- PEDP III capitation grant

### “Secondary”

- STEP secondary
- School impr. toolkit
- SETP II construction
- SEDP II capitation grant

### “Cross-cutting”

- Teacher motivation
- Official school ranking
- School incentives

### Owner:

Dir of Primary Education

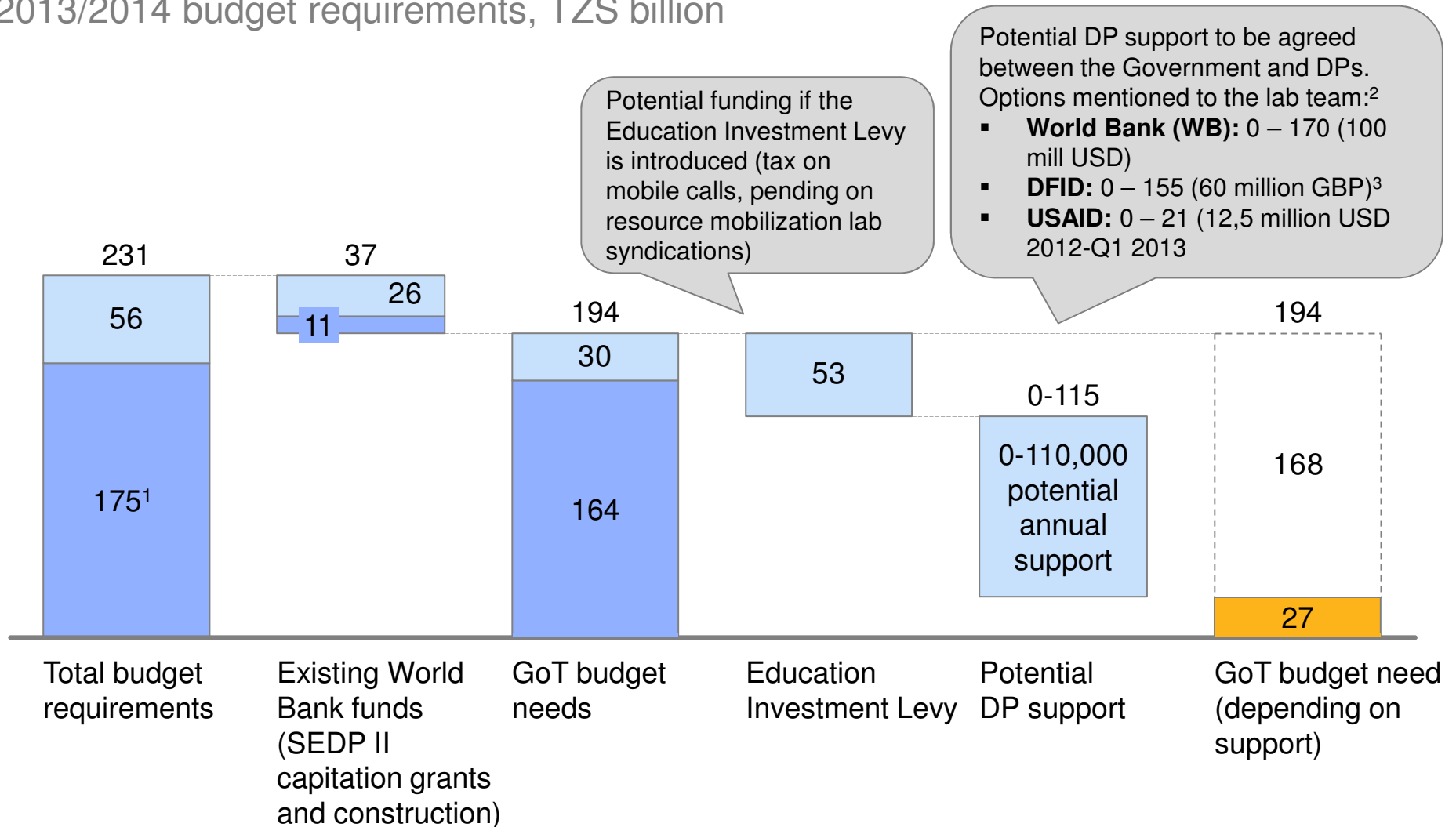
Dr. of Secondary Education

- Dir. of Teacher Training
- NECTA

# The lab initiatives require ~200 billion TZS – Innovative sources and DP support to be clarified

2013/2014 budget requirements, TZS billion

■ Total DE required  
■ Total RE required



1 Contains an estimate for outstanding teacher claims (21.000), which is currently under review to quantify exact amount

2 The following exchange rates are applied: TZS/USD: 1705, USD/GBP: 1,52

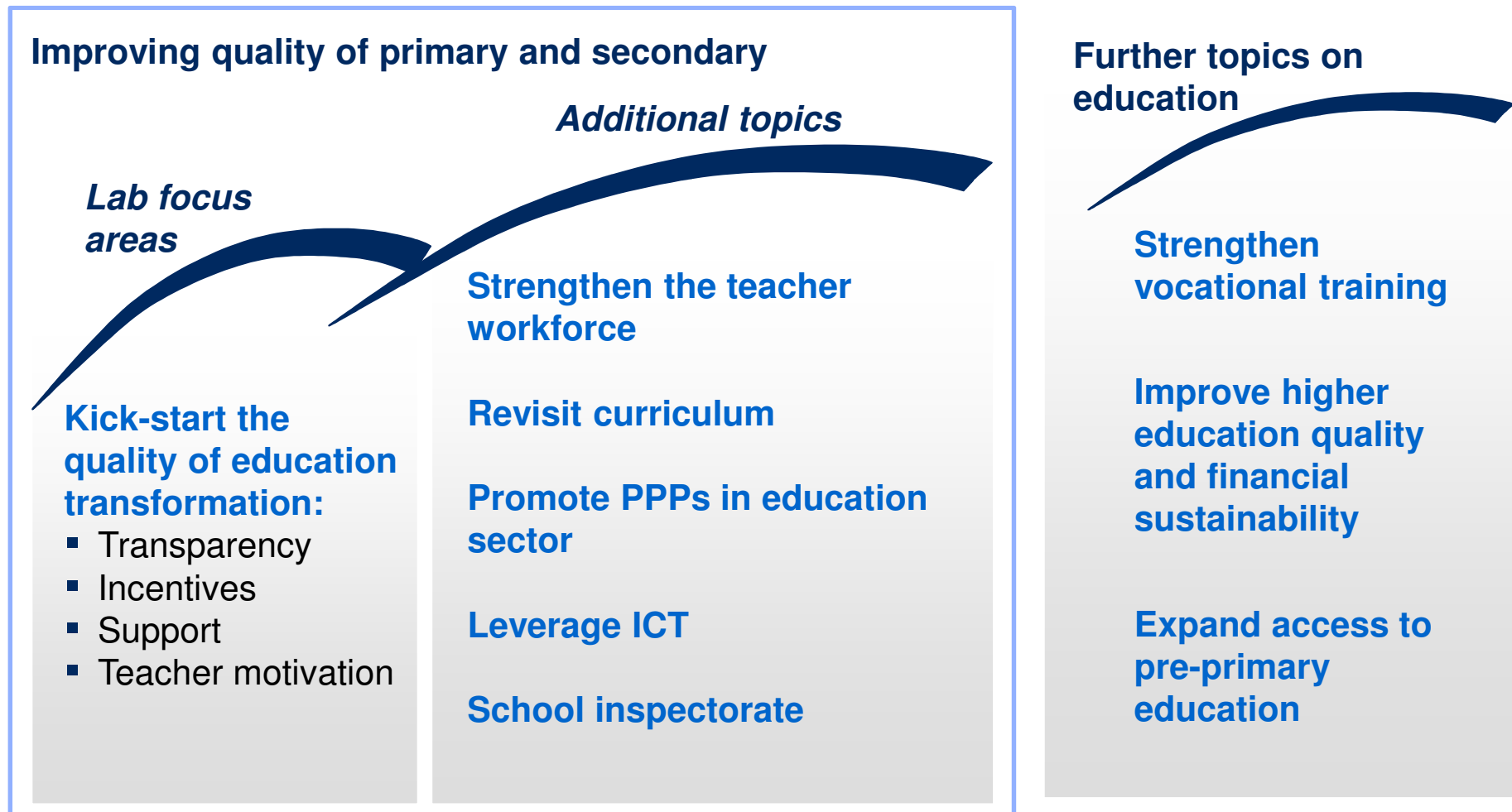
3 Ongoing project, where some funds could be allocated to the BRN initiatives

## Throughout our work, we've identified a set of additional high potential initiatives – They could not be covered in detail, but should be quickly carried forward by the system

	<b>Description of issue</b>	<b>Suggestions</b>
<b>Basic salary for teachers</b>	Low teacher salary compared to other public servants	Adjust salary levels, with a potential portion tied to attendance
<b>Hardship allowances for teachers</b>	Several schools in hard to reach areas lack teachers or have difficulties maintaining high quality teachers	Introduce hardship allowances for teachers in the hard to reach areas
<b>Management of teachers</b>	Multiple stakeholders are involved in the management of teachers (promotion, discipline, etc.) creating inefficiency	Clarify optimal structure for TSD (either independent or attached to PMO-RALG, instead of PO-TSC)
<b>Attendance tracking</b>	High student and teacher absenteeism, with limited visibility into size of the challenge	Revise monthly reporting structures (leveraging ICT) and regular tracking visits by WECs to schools
<b>School feeding</b>	Poor nutrition affects the learning ability of students	Launch school feeding programme in targeted areas (needs based)
<b>Detailed scorecards</b>	Insufficient level of insights for decision making by key stakeholders	Create a scorecard tailored to MoEVT, PMO-RALG, REO, DEO and WEC for report information in best way



# The first NKRA lab will kick start the quality of education transformation journey in Tanzania – We see several high potential lab areas going forward



# All NKRA lab participants are committed to our recommendations...



## BIG RESULTS NOW EDUCATION LAB: PARTICIPANT SIGN-OFF

*I hereby affirm my contribution and support for the findings of the Education Lab (conducted between February 22, 2013 – April 12, 2013 and endorse the lab's recommended initiatives and implementation programme. I also hereby pledge my personal efforts to achieving the initiatives and outcomes detailed in this report*

 Anthony J. Mtavangu Tanzania Teachers' Union	 Bugendi Joseph Agency for the Development of Educational Management	 Euphrasia C. Buchuma Geitta Regional Education Office	 Jamila A. Seif President's Office Planning Commission, Zanzibar	 Mwanahamisi A. Jakolo Tanzania Institute of Education	 Stellan A. Hyving Swedish International Development Cooperation Agency
 Arun R. Joshi World Bank	 Charles Y. Senkondo Tanzania Global Learning Agency	 Evarist Kamwaga Tzawetza	 Julius Rugemalira Tanzania Education Authority	 Paulina Nkwama Prime Minister's Office Regional Administration and Local Government	 Thomas LeBlanc US Agency of International Development
 Athumani S. Amasi National Examinations Council of Tanzania	 Christine Hape President's Office Public Services Commission	 Fulgence Swai Tanzania Education Network	 Juma Kabelwa Bagamoyo District Education Office	 Pepetua John Urjo Dar es Salaam University College of Education	 Willy L. M. Komba Mkwawa University College of Education
 Beatrice Omari Canadian International Development Agency	 Dorothy Mhalki Mpuguso Teacher Training College	 Hamdun I. Sulayman Muslim University of Morogoro	 Jumanne K Shauri Ministry of Education and Vocational Training	 Petro M. Pamba Christian Social Services Commission	 Wolfram A. Ngonyani Morogoro Teacher Training College
 Bernadetta N. Ndunguru Vocational Education and Training Authority	 Dorothy Mwaluko Ministry of Education and Vocational Training	 Henry L. Mambo Tanzania Public Services College	 Maryam A. Yusuf Ministry of Education and Vocational Training, Zanzibar	 Robert Mihayo Haki Elimu	
 Bernard Makali Prime Minister's Office Regional Administration and Local Government	 Enedy Mlali University of Dodoma	 Hilda Mikandawire Ministry of Education and Vocational Training	 Monica Nkhoma National Council for Technical Education	 Samuel Makundi Ministry of Education and Vocational Training	

# ... and our lab recommendations have received great support and endorsement by key stakeholders



## BIG RESULTS NOW EDUCATION LAB: STAKEHOLDER SIGN-OFF

I hereby affirm my support for the findings of the Education Lab (conducted between February 22, 2013 – April 12, 2013) and endorse the lab's recommended initiatives and implementation programme. I also hereby pledge the efforts of my ministry/department/agency/organization to achieving the initiatives and outcomes detailed in this report

Stakeholder organization	Stakeholder name and title	Signature	Comments
MoEVT	Dr. S. Kawambwa		Excellent work. Congratulations!
MOEVI	SERATINE CASIMIRO		Good work congratulations.
MOEVT	Baker G Issa		Bayo keep it up.
MOEVT	E. P. Bhatalusa		Congratulations and count on our full support
MOEVT	PAULINA K. MKONANSO		close follow up & teamwork for practical implementation
MOEVT	Dr. Edicome Shirima		Good Job
MOEVT	Zubeni Samataba		Commendable job we are looking forward to bringing changes.
NARTE	Dr. PD Nlewera		Good beginning

# Content

Executive summary

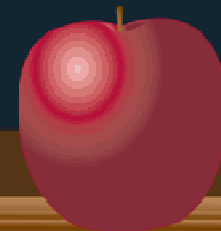
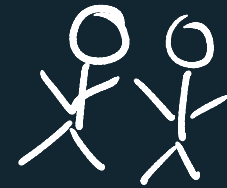
Context and case for change

Vision and overview of initiatives

Governance structure, KPIs, communication plan and funding requirements

Stakeholder sign-off and closing

$$2 + 2 = 4$$



# Education has strategic importance to Tanzania

## *2025 vision for Education in Tanzania*

“

Education should be treated as a **strategic agent** for **mindset transformation** and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively **solve the development challenges** which face the nation

”

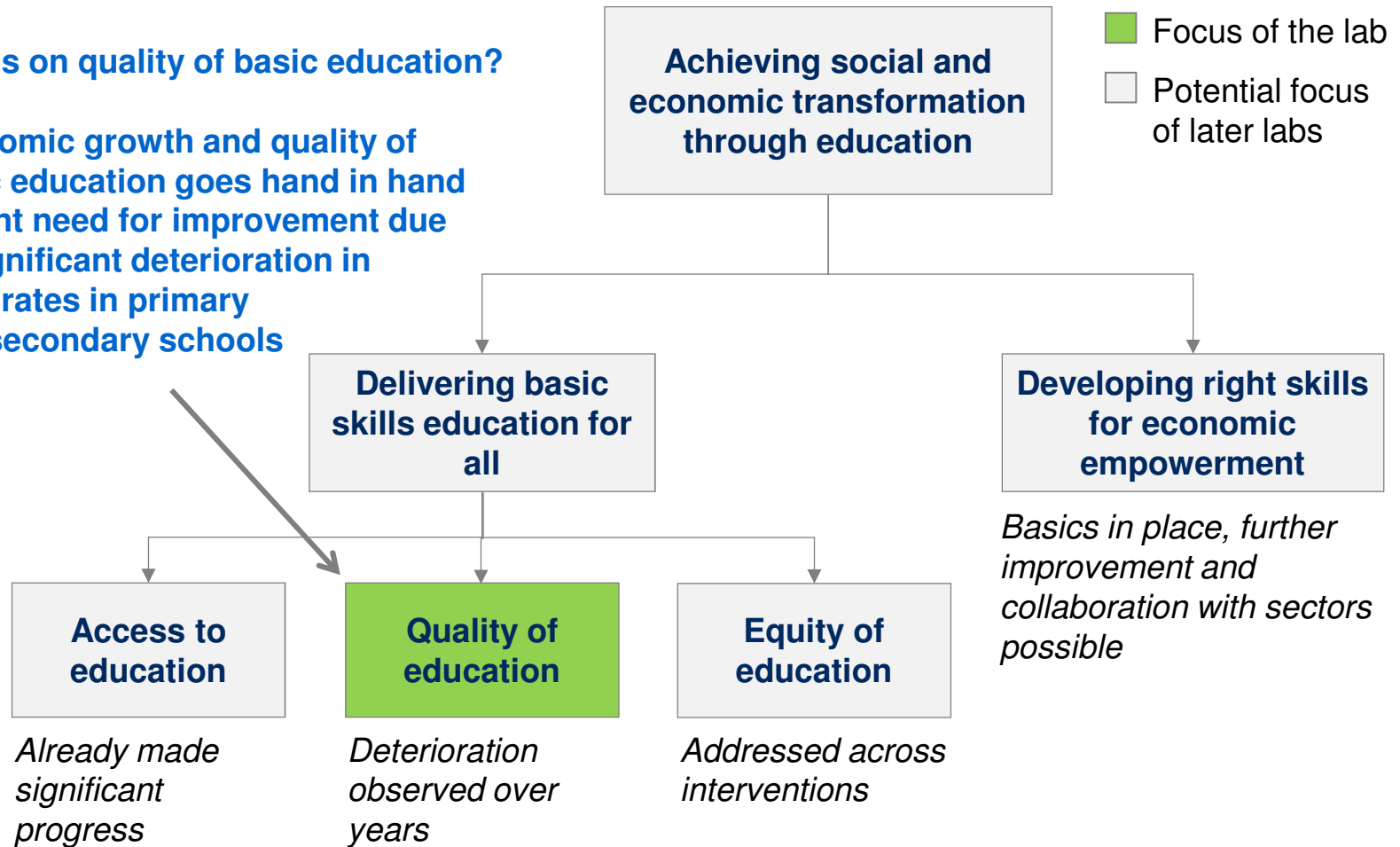




# Several elements of education matter for realizing social and economic transformation of the country – The NKRA lab has focused on quality of basic education

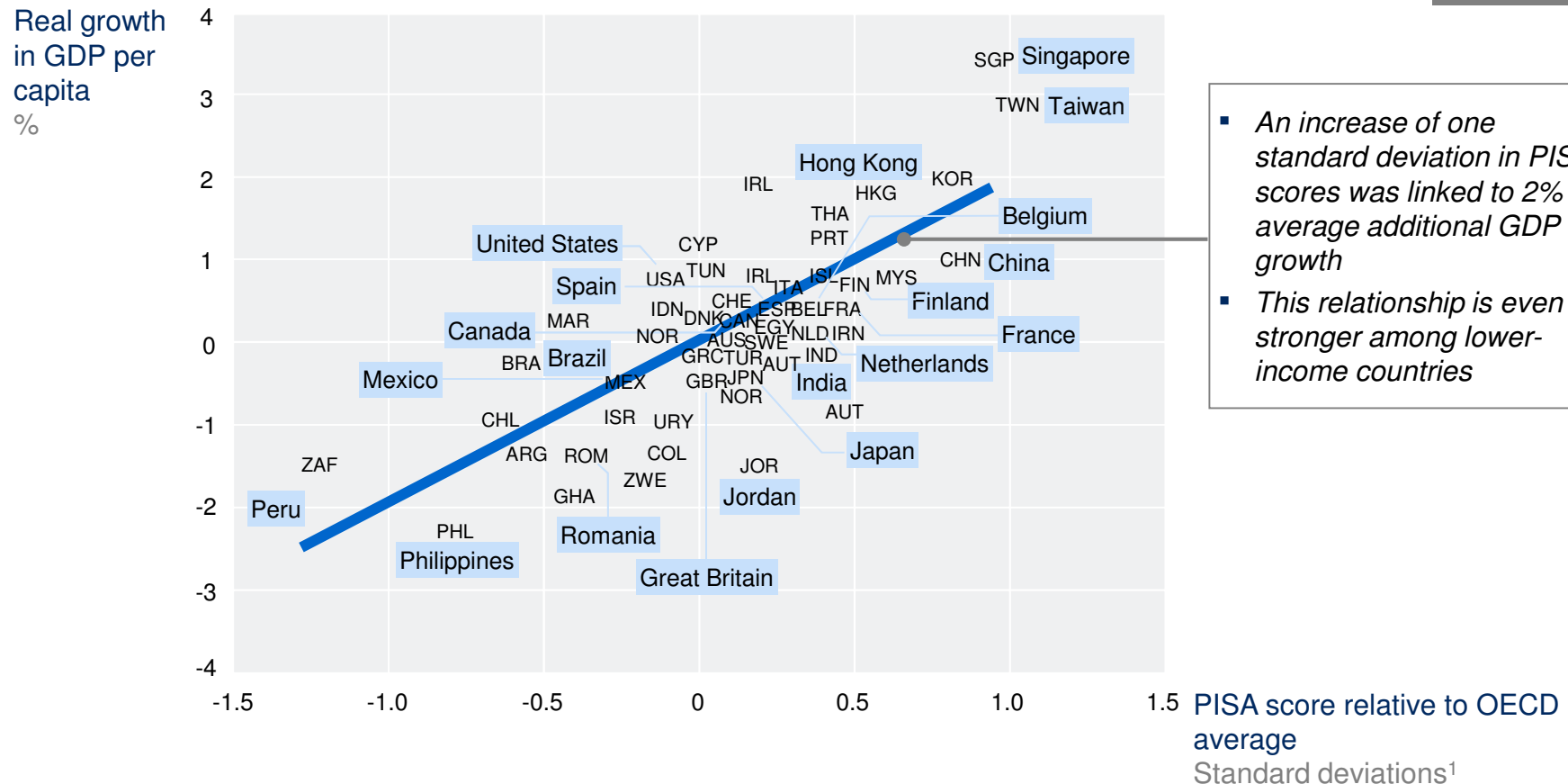
Why focus on quality of basic education?

1. Economic growth and quality of basic education goes hand in hand
2. Urgent need for improvement due to significant deterioration in pass rates in primary and secondary schools



# 1 International examples show that economic growth has a strong correlation with quality of the education system

SAMPLE COUNTRIES



1 One standard deviation is equivalent to 90 points

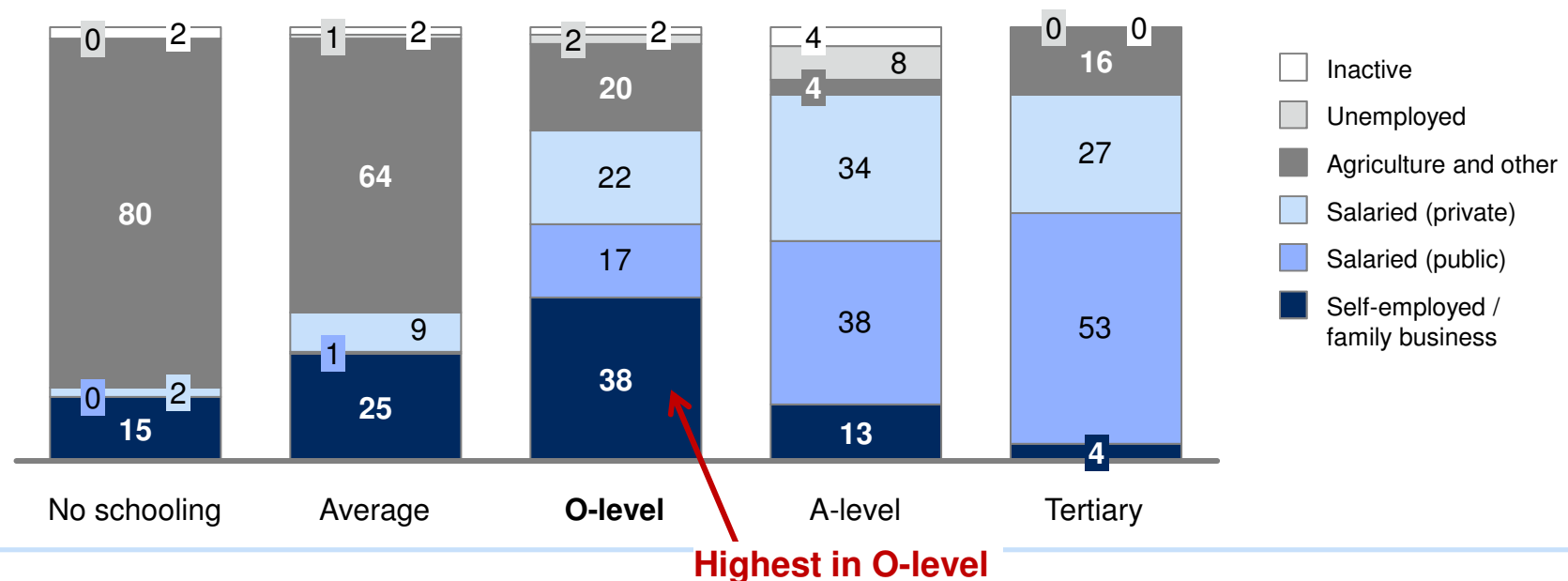
SOURCE: Education Quality and Economic Growth, Hanushek (World Bank, 2007); McKinsey

# 1 Basic education is critical for students to master required skills for formal jobs and self-employment

**Basic education** ensures children to acquire **basic hard skills and a good foundation of soft skills** needed for suitability to the workplace, defined as **'new basic skills'** that people need in 'middle-class' jobs:

- Competencies of **'reading and doing math'** at the ninth-grade level or higher
- **Problem solving skills** on semi structured problems
- The ability to **group working** with persons of various backgrounds and effective **communication** ability
- The ability to use personal **computers**

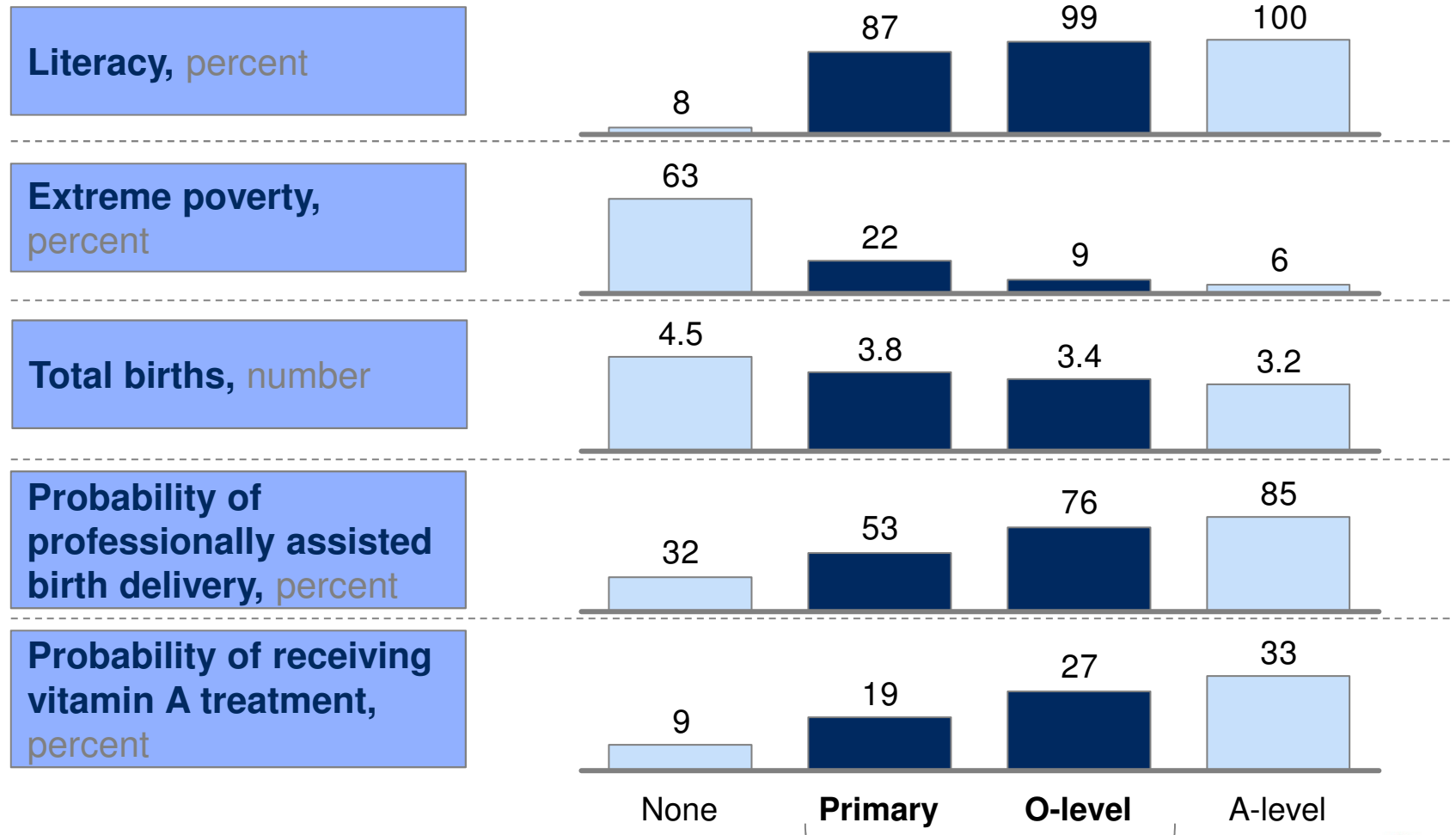
Employment status of the labor force (25-35 years), by level of education, 2006, percent





# 1 Which again is critical for improving social outcomes and realizing stronger human capital

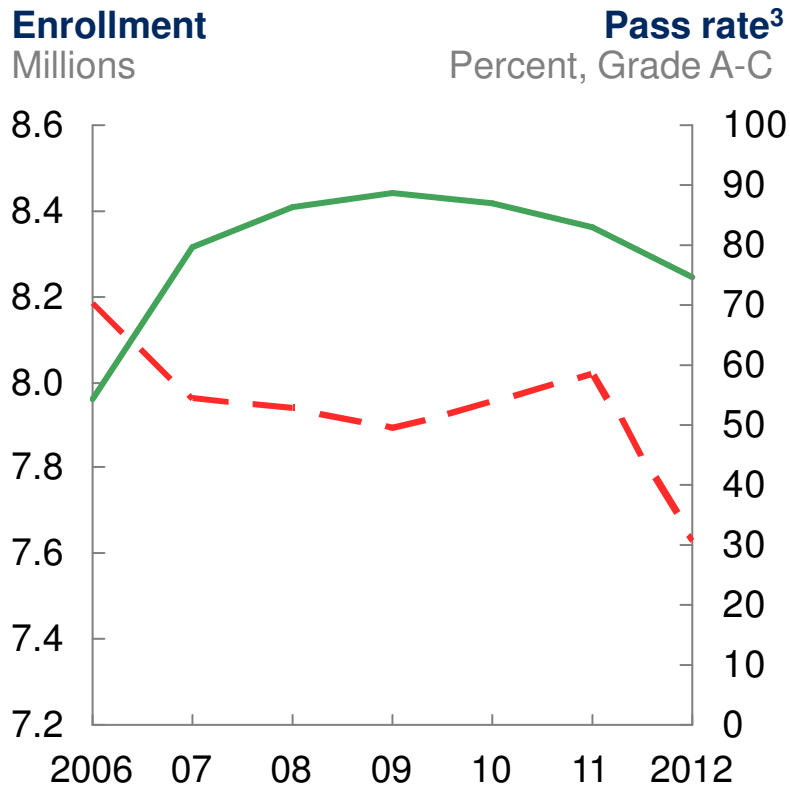
Simulated net impact of education level on social behavior, 2004/05



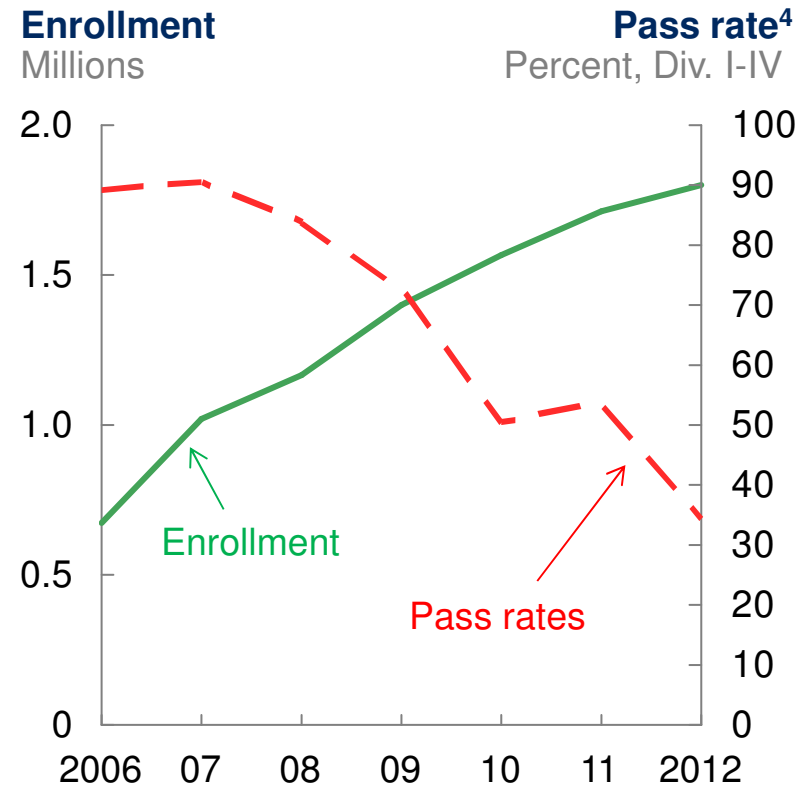
Most important increase comes in these levels

## 2 While enrollment rates in Tanzania have increased historically, the quality of education has declined

Primary level, PSLE<sup>1</sup>



Secondary ordinary level, CSEE<sup>2</sup>



Although pass rate may not only indicator for quality of education, currently it is the main reliable one in Tanzania

1 Primary School Leaving Examination

2 Certification of Secondary Education Examination

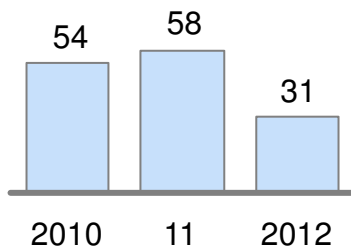
3 Grade A-C

4 Div I-IV

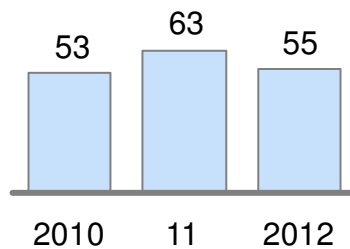
## 2 Different indicators confirm that quality of education is far from aspired levels

### National education system

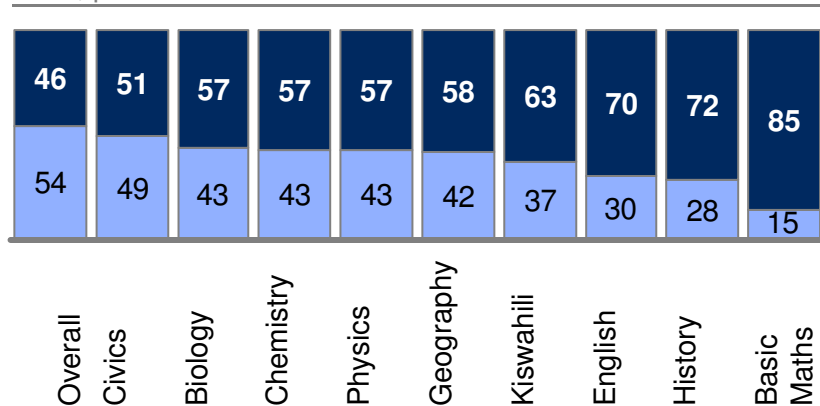
**PSLE<sup>1</sup> pass rate**  
Percent



**Primary education net completion rate**  
Percent

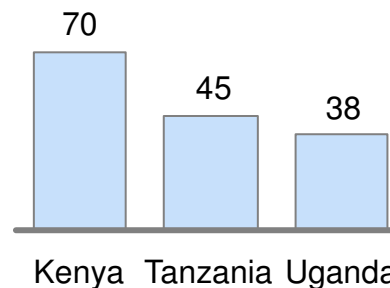


**Pass rate in CSEE<sup>3</sup> by core subjects**  
2011, percent of students examined



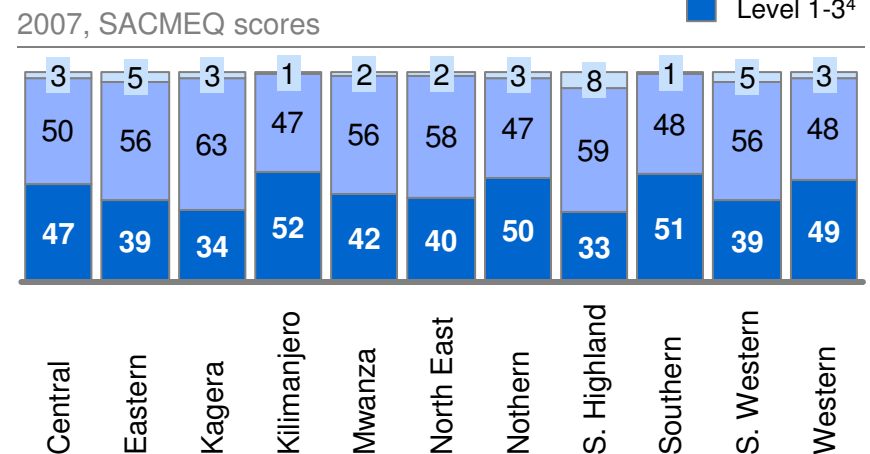
### International assessments

**UWEZO – Percentage of children aged 10-16 passing both literacy and numeracy tests, by country**  
2011



- **3 out of 10** Std III pupils can read a basic Kiswahili story
- **1 out of 10** Std III pupils can read a basic English story
- **3 out of 10** Std III pupils can add, subtract and multiply

**SACMEQ mathematics performance for Std VI students**  
2007, SACMEQ scores



1 Primary School Leaving Examination

2 1 Division I to IV are pass

3 Certification of Secondary Education Examination

4 Level 3 is defined as «basic numeracy», Level 6 as «mathematically skilled» and Level 8 as «abstract problem solving»

SOURCE: BEST 2012; Uwezo; SACMEQ 2007; team analysis

## 2 A significant drop in pass rates was observed in 2012 – what happened?

HYPOTHESIS ONLY

### Potential causes contributing to the drop

#### Disruptions in teaching

- Teaching disrupted 1-2 months before the exam:
  - **Teacher strike** in July 2012
  - **National census** conducted in Aug – Sep 2012 (many school heads out of school)

#### Teacher motivation

- Teachers in general were very disappointed by the management of the strike in 2011 by the Government, leading to extremely poor motivation to deliver this year
- According to teacher interviews, several teachers are still on “go slow” strike at present, not teaching according to full capacity

#### System changes

- 2012 CSEE students were among the first products of the huge enrollment expansion, suffering from pressure on all education inputs (teachers, books, classrooms, etc.)
- Mandatory repetition in Form II was removed in 2008. The students failing in Form II in 2010 were likely failing again in Form IV in 2012 (this has now been changed back)

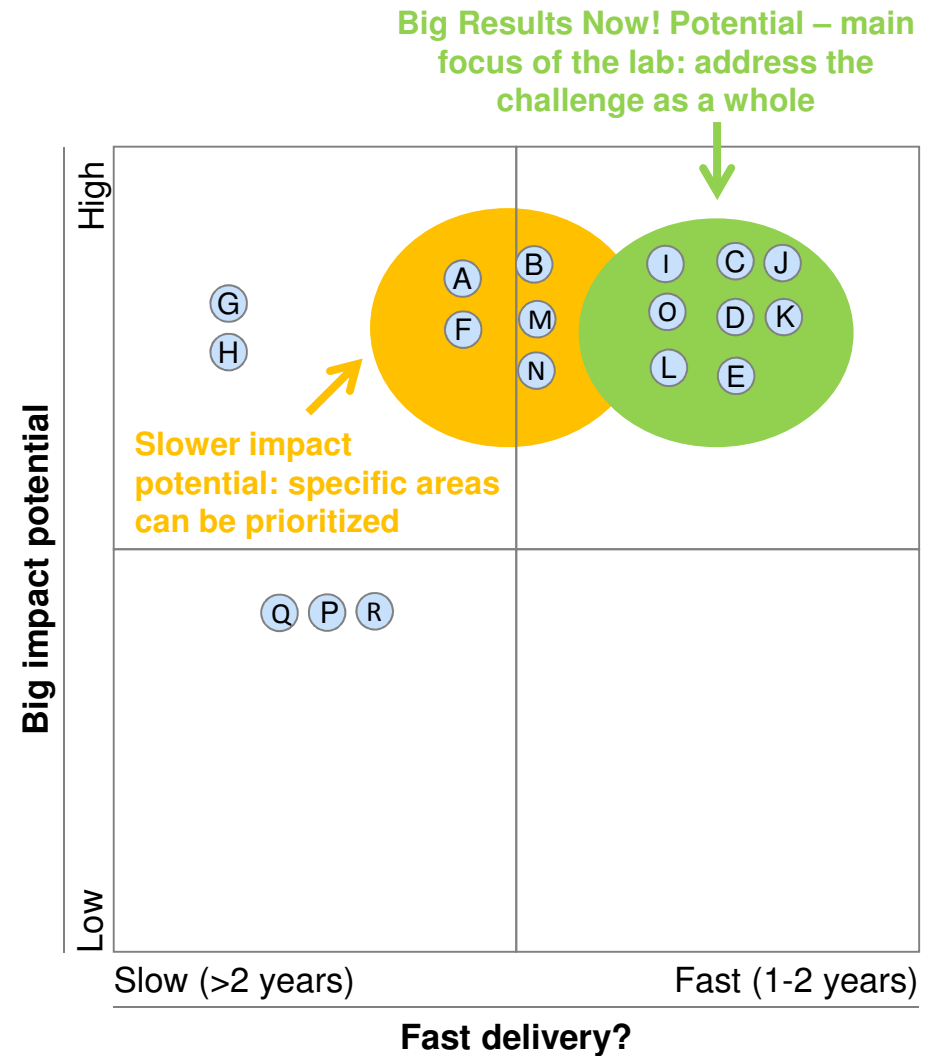
#### Grading scheme

- Assumption that earlier upward adjustments to grading scheme not repeated in 2012, and hence the results appear lower (to be confirmed by NECTA)

**A special task force Committee has been established and mandated to investigate the 2012 exam rate drop, and will report its findings in April**

## 2 Our lab has reviewed the key challenges for quality education, and shortlisted the ones with high potential

	Key challenges	
Teachers	(A)	Number of teachers
	(B)	Teacher competency/ capacity
	(C)	Teacher motivation
	(D)	Teacher accountability
T/L material and facilities	(E)	Teaching/Learning materials
	(F)	Infrastructure and facilities
Curriculum	(G)	Curriculum formulation process
	(H)	Current curriculum content
	(I)	Delivery /monitoring of curriculum
System and school management	(J)	School level management
	(K)	M&E and school quality assurance
	(L)	Use of resources
	(M)	Community involvement
Assessment of quality	(N)	Knowledge/skills assessments
	(O)	Reporting of results
Cross-cutting issues	(P)	General student health
	(Q)	Gender
	(R)	Infrastructure (electricity, ICT network, etc.)



## 2

## ...and identified 9 key initiatives for Big Results Now!

Key challenges	Key initiatives	Rationale for the selection
Teacher accountability M&E & school quality ass. Reporting of results Community involvement	<b>1 Official school ranking</b> <b>2 School incentive scheme</b>	<ul style="list-style-type: none"> <li>Accountability and quality assurance are among the most important challenges for quality</li> <li>Innovative ideas addressing accountability and M&amp;E are suggested as initiatives, with spillover effects on reporting of results and community involvement</li> </ul>
School level mgmt.	<b>3 School improvement toolkit</b>	<ul style="list-style-type: none"> <li>The most cost efficient method for strengthening the school management identifies is providing practical guidelines complemented with training</li> </ul>
Knowledge/skills assessments	<b>4 National 3R assessment</b>	<ul style="list-style-type: none"> <li>Having no national assessment of 3Rs in the early grades allows poor performing students to move up the system. Having a basic assessment and baseline is fundamental for improvement</li> </ul>
Delivery /monitoring of curriculum Number of teachers Teacher comp./ capacity	<b>5 3R teacher training</b> <b>6 STEP (Student Teacher Enrichment Programme)</b>	<ul style="list-style-type: none"> <li>The challenges identified are too broad to address deeply in a single lab</li> <li>The team developed a targeted with quick wins:               <ul style="list-style-type: none"> <li>Training existing teachers to support struggling students</li> <li>Teacher training of 3R pedagogy</li> </ul> </li> </ul>
Infrastructure and facilities	<b>7 Basic facilities construction</b>	<ul style="list-style-type: none"> <li>Focusing on new infrastructure will take time. Hence, the lab will focus on fast tracking SEDP II, an on-going “stuck” in process for ~3 years</li> </ul>
T&L materials Use of resources	<b>8 Capitation grants</b>	<ul style="list-style-type: none"> <li>Timely release of capitation grants is key to provide necessary teaching and learning materials to students and schools</li> </ul>
Teacher motivation	<b>9 Teacher motivation</b>	<ul style="list-style-type: none"> <li>Given the context, addressing teacher motivation is identified as a must for any quality improvement programme</li> </ul>



# How will the delivery lab methodology help realize Big Results Now in quality of education?

## How can the delivery lab help?

- The lab is as a **catalyzer** for change
- It carefully **shortlists** and resolves the **most urgent challenges**
- It is **short term** focused to deliver “Big Results Now!”
- Brings **innovation** to the “business as usual” environment
- Creates **transparency, commitment** and **accountability** to deliver beyond normal

## ...but bear in mind that...

- ... one delivery lab **does not aspire to create a sector-wide transformation and build a sector framework**; it is rather a method to create solutions in selected areas
- ... the lab has to **prioritize ruthlessly**; it will only overcome the implementation challenges if the **solutions are detailed enough** with a focused scope

# Content

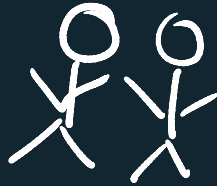
Executive summary

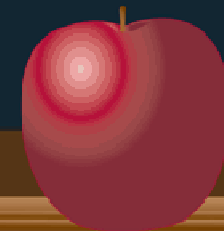
Context and case for change

Vision and overview of initiatives

Governance structure, KPIs, communication plan and funding requirements

Stakeholder sign-off and closing

$$2 + 2 = 4$$
Two simple stick figures drawn in white on the chalkboard, one to the left of the other, representing the number 4.



# Our quality transformation vision for the Tanzanian education system

## Step change in the quality of basic education

PSLE and CSEE pass rates of **60% (2013), 70% (2014) and >80% (2015)**

### Transparency

- 1 Rank **100% of all schools** in the annual official **school ranking**, starting with the 2012 PSLE and CSEE results
- 4 Conduct the first **national 3R assessment** (reading, writing and arithmetic) in Standard II in October 2013

### Incentives

- 2 Reward **4000 most improved schools** every year with monetary & non-monetary incentives and recognize **top 200 performers**, starting with 2013 results

### Support

- 3 Distribute **School Improvement Toolkit** and train **19,000** school heads
- 5 Train **12,300** Standard I and II teachers in **3R** teaching skills
- 6 Train **17,000** primary and **8,000** secondary teachers to **support low performing students** ("STEP")
- 7 Ensure **100% timely delivery of books and materials** to all students
- 8 Construct **basic facilities** in **1,200** secondary schools

### Teacher conditions

- 9 Recognize teachers through non-monetary incentives, ensure **0 outstanding claims** by and of June 2013, and **0 unresolved claims >3 months** moving forward

# To reverse the trend, the lab has set ambitious targets for improving quality of education in primary and secondary

## Current status

## Target

### 3Rs

There is no national standard assessment in early grades for basic reading, writing and arithmetic skills (3R)

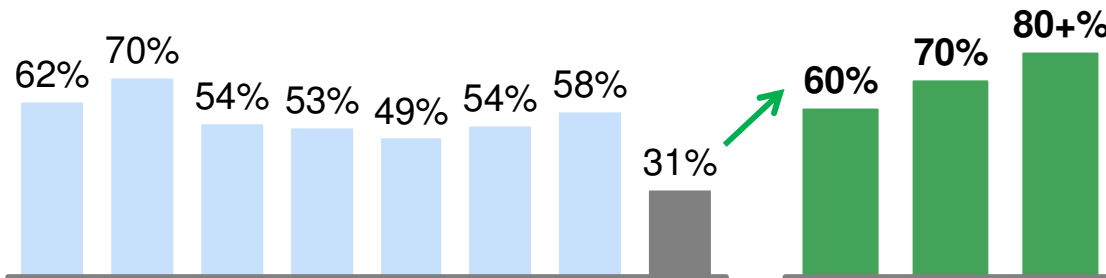
Establish the baseline and improve 3R skill levels

### Success is...

- Our targets are set very ambitiously, to stretch our efforts
- Any improvement, especially from 50% and up should be considered a great success
- Overall, we want to kick-start the quality transformation and see improvement

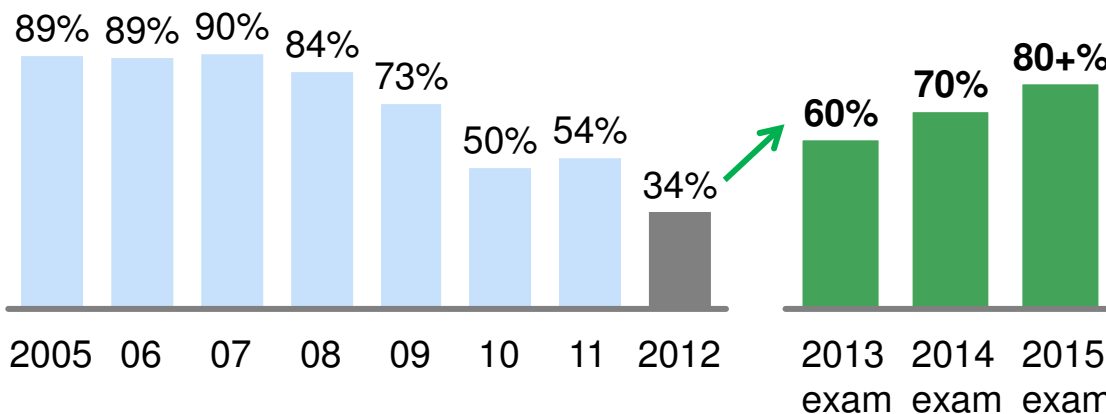
### Primary PSLE

(Pass rate grade A-C)



### Secondary CSEE

(Pass rate Div I-IV)



...which will make headline news in the years to come!

**THE CITIZEN**  
 Friday, 27 February 2016  
 < Are our artistes sampling or simply copying? **THE BEAT**

**DEBATE** Education: 700 thousand additional students pass the national exams thanks to focused efforts

## Children learn better now, as the program pays off

The results for national exams has been announced yesterday by NECTA and results show impressive results nationwide, as the outcomes of basic education increase significantly.

NECTA has announced the PSE and CSEE results together yesterday, and the results signal that efforts of the government to improve quality of education yields results. 700 thousand students managed to success in PSE this year, compared to 570 thousand in 2011 and 290 thousand in CSEE, compared to 180 thousand in 2011. The results are not surprising, says the officers from the Ministry of Education and Vocational Training. "When the program for 'Improving Educational Quality' was launched back in 2013 as part of initial portfolio of President's Delivery Program, most people were skeptical that we would not be successful. We see that the interventions yield to results today". The results are also in line with assessments of other organizations, such as results announced by Uwezo this year. As a part of the program, 100 thousand teacher guides were distributed and a new coaching program for the teachers has been introduced. As the career package for the teachers has been updated, the retention and motivation of the profession has been improved significantly.

Also, the school monitoring program allowed the school and district management to track teacher attendance, and student performance in a continuous manner.

**80%**  
The pass rate achieved in primary education compared to 50% last year

*Continued on page 2*

## Railway back on track: best result for freight transport since 2003

The central TRL line has managed to transport a volume of 1.2 million tons of freight in 2015. As the top management explained in its press conference yesterday, this a result of joint efforts of the Govt, TRL and RABCO rekindling the train operator's operations from scratch and increasing the number of rolling stock, in particular locomotives. Looking back, TRL's chief executive summarized: "When we started to rethink operations in 2012, we was transporting 0.2 million tons/year. Thanks to getting the right people on board, we managed to stabilize the pride of Tanzania's railway system within only 3 years".

*Continued on page 2*

**Energy: Lighting up Tanzania** p.8  
**Finance: New PPPs are established** p.14  
**Agriculture: Yields in positive track** p.15

JANUARY 2020

Global Education Best Practices | Tanzania Vision 2025: Big Results Now

# TIME

## The Tanzanian Success story

# Driving the Education Transformation in Africa

www.time.com

# Key initiatives



- 1 Official school ranking
- 2 School incentive scheme
- 3 School improvement toolkit
- 4 National 3R assessment
- 5 3R teacher training
- 6 STEP (Student Teacher Enrichment Programme)
- 7 Basic facilities construction
- 8 Capitation grants
- 9 Teacher motivation



# Detailed solutions

What will be different?

How will schools be ranked?

How will the ranking be public?

Detailed implementation programme





# There is a lack of accountability at all levels in the basic education system

NOT EXHAUSTIVE

## REOs, DEOs /WECs

- **No effective system** for holding anyone accountable (e.g. head of schools, etc.)
- **Limited transparency** of school performance, and hence suboptimal decision making and support to schools that need it the most

## Inspectors

- **Schools are not inspected** as stipulated in the policy, largely due to **lack of resources**
- When inspected, suggestions are **not fully utilized for quality improvement**, as inspectors are often **seen as a threat**

## School heads

- School heads<sup>1</sup> sometimes **lack required capacity**, due to several reasons:
  - Selection criteria not always followed
  - Limited qualified talent pool to choose from
  - Lack of training for school heads (no formal trainings after appointment since 2008)
- Several **school boards/committees not functioning**, limiting ability to hold heads of schools accountable

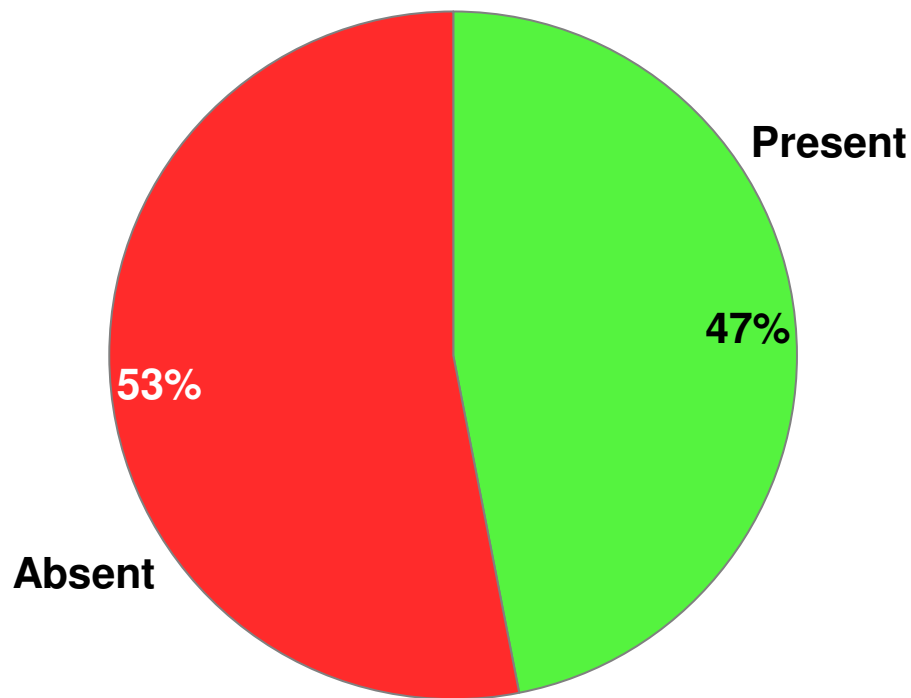
## Teachers

- **Long bureaucracy for taking disciplinary actions** on teachers allows getting away with “sloppy” performance, e.g. the process typically takes more than 1 year

<sup>1</sup> Represents both Head Teacher in primary and Head of School in secondary

# A critical consequence of the lack of accountability, is teacher absenteeism from class

**Teacher absenteeism rate from classroom**  
Percent, per day



**Accountability is one very critical, but not the only reason, teachers are not in the classroom**

- Remote distances from housing to the schools
- Long distances to necessities, like the bank for collecting salaries, medical care, etc.
- Low level of motivation to teach
- Hard conditions putting pressure on the teachers, like overcrowded classrooms
- Insufficient teacher competency and understanding of the job requirements
- Etc.

# Accountability can be realized through 3 elements, that must be applied simultaneously to realize desired impact

## Performance transparency

- Performance of each school is transparent to public
- Schools, DEOs, REOs and policy makers receive insightful information on performance



## Reward to successful schools

- Schools who manage to improve results receive monetary and non-monetary rewards

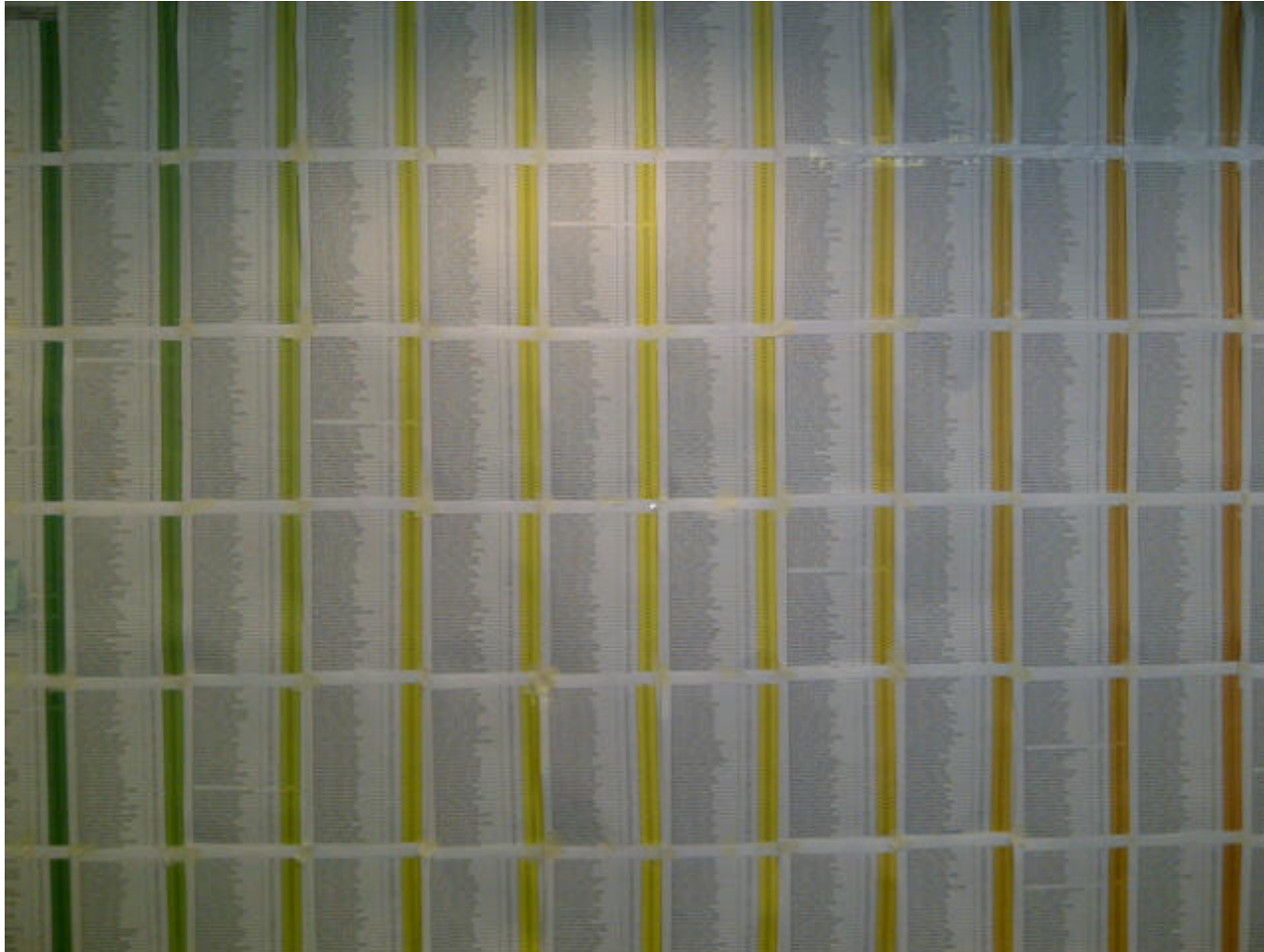


## Support to low performing schools

- Low performing schools receive instructional, managerial and resource support

*Details outlined in this chapter*

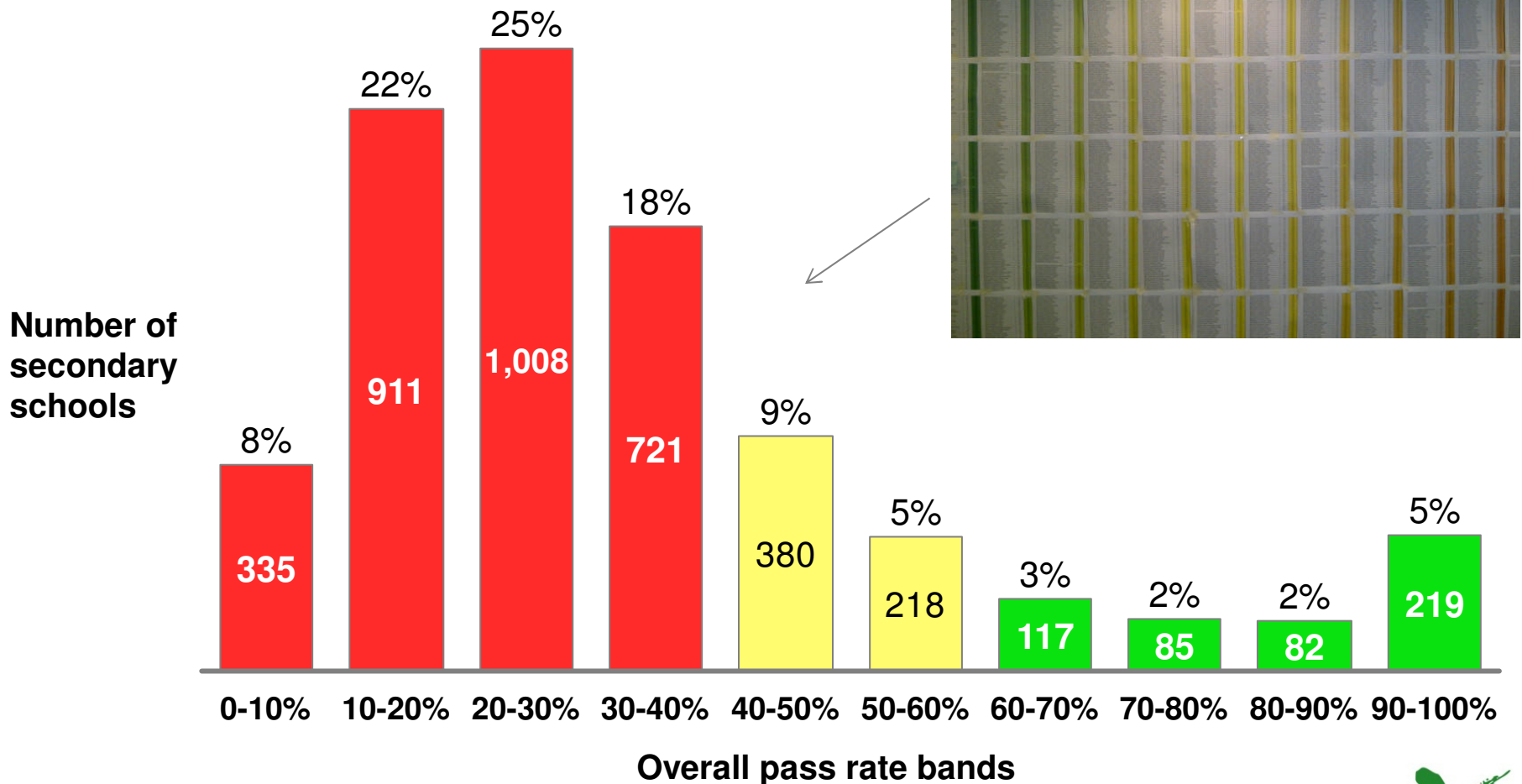
**The lab team has ranked every school according to pass rates, both for primary and secondary schools**



***~16000 primary schools and  
~3600 secondary schools have been ranked according to pass rates in 2012***

# We believe official school performance transparency will raise accountability in the Tanzanian education system

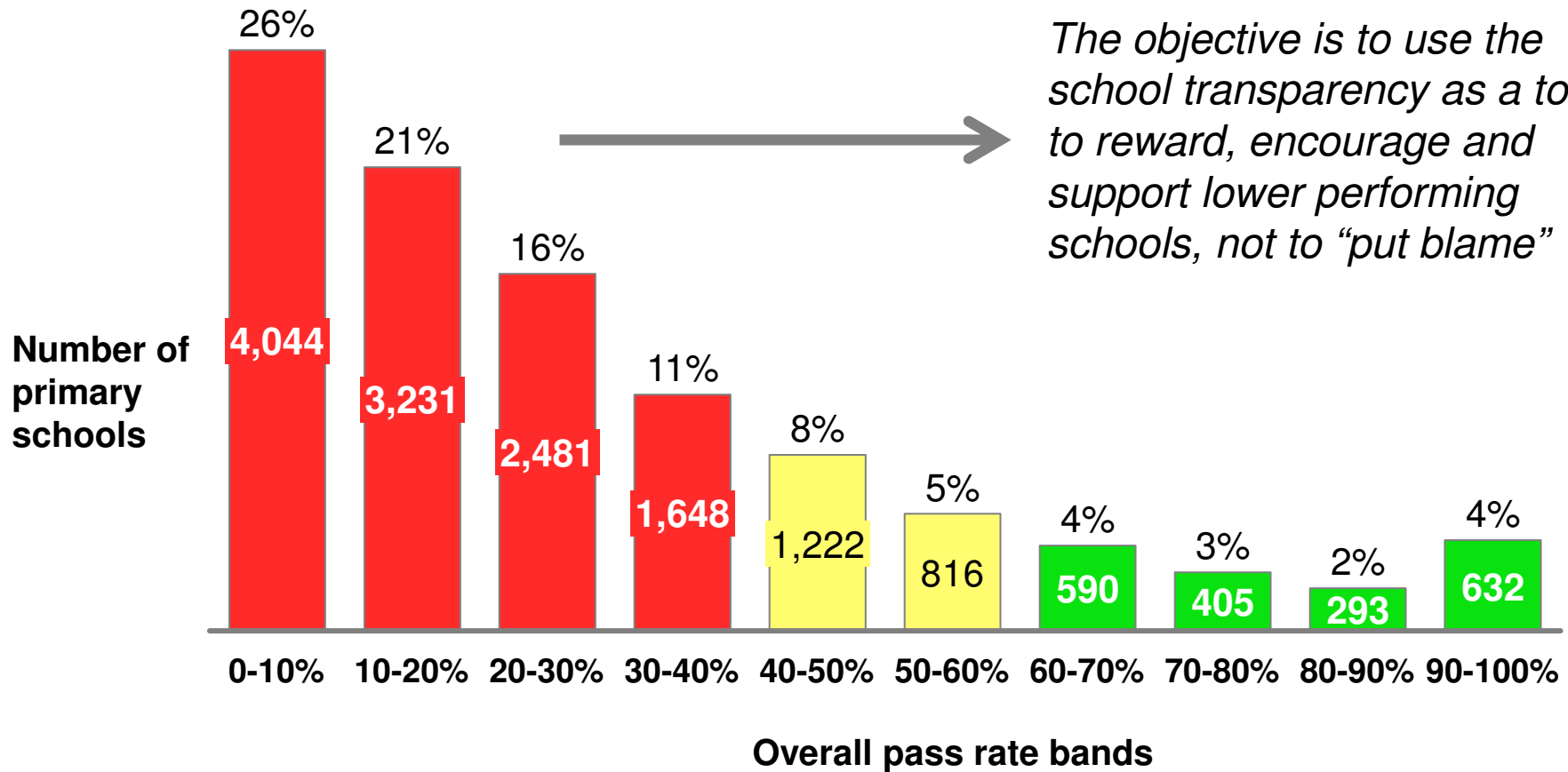
**Secondary schools:** Total number and % of schools per pass rate band



\* Change in % from year 2011 to 2012  
Source: Necta, Lab team analysis

# Through incentives and close support, we believe schools will move up from the lower bands

Primary schools: Total and % of schools per pass rate band



\* Change in % from year 2011 to 2012  
Source: Necta, Lab team analysis



# Focus groups with teachers and head teachers support the school ranking, as long as there is sufficient support

Insights from focus group with head of schools, 20<sup>th</sup> March 2013

## Supporting reactions

- School ranking would
  - Awaken schools for improvement
  - Help schools to make self-assessment
  - Motivate teachers and students to work harder
  - Allow us to reward good performance
  - Standardize and broaden existing efforts on performance tracking and incentives

## Things to watch out for

- Must ensure that once the poor performing are identified, they get required support, not only “shame”
- Incentives must be high enough for schools to be motivated
  - If the budget is small, better give larger awards to fewer schools than a small amount to many schools
- Schools should have control on how to use to incentive
- Non-monetary recognition is as important as the monetary one





# Detailed interview notes

## Introduction

The aim was to get opinions/inner feelings of Heads of Secondary Schools on issues pertaining to ranking of schools, fair way of assessing school performance, introduction of reward system to performing schools and how the same should be distributed.

## Participants

- Mr. Sungura Bandiko – Maendeleo Secondary School;
- Mr. Ibrahim Yunus Rashid – Feza Boy's Secondary School;
- Mr. Paul B. Lorri – Mikwambe Secondary School; and
- Mrs. Monica Saria – Kisutu Secondary School.

## Responses

- **Ranking of Schools basing on performance:** On the idea of school ranking based on performance, all four participants agreed that it is a good idea as it helps each school to make self-assessment and know how it is fairing in terms of performance. The idea is to motivate both teachers and students to work harder. However, they were of the opinion that for schools to perform better there is a need to get support from higher authorities in terms of facilities and advice. They also said that there is a need to have monitoring mechanism for performance of schools and it should be throughout the hierarchy and not only at school level
- **Is pass rating a fair way of assessing schools performance?:** On whether pass rating in final examinations is a fair way of assessing school performance, all respondents agreed that it is a fair way and it wakes up schools).
- **What kind of reward (monetary and non-monetary) is necessary to motivate schools to increase their performance?:** Respondents said that both monetary and non-monetary rewards are important. They however, emphasized that rewards given to schools should be those that benefit all as they all work as a team hence have a contribution to school performance. Non-monetary rewards which include among others certificates and advertisement of best performers, recognition etc. were also emphasized as they increase loyalty and motivation. However, they were of the opinion and emphasize that rewards should be based on improvement rather than absolute rank.
- **How should the reward be distributed?:** Respondents were divided on the issue of distribution of rewards. Some argued that the distribution should be based at school level while others said at individual level. Finally the respondents agreed that distribution of rewards should be decided in a participatory and transparent manner where by all: teachers, students' representatives and school committee arrive at an agreed decision. In addition to that it was agreed that relevant authorities have to provide a guideline on the distribution of the reward and ensure that the Heads of Schools account for the reward and also write and submit a report within a month. During the discussion it was learnt that individual rewards are important and many schools already practice that in their own agreed arrangement.
- **Is it better to reward a small number of schools (100) with a big price, or reward many schools (1000) with a smaller prize?:** Respondents Preferred to reward smaller number of schools but bigger reward and rewarding has to be based on the final standardized exam. Respondents were of the opinion that both continuous assessments and exams should be taken into account so as to be able to achieve good ranking.
- **How would you spend the money if your school was rewarded with 1,000,000 tzs?:** All school heads preferred participatory decision making on how the money given should be spent. Therefore, teachers, students' representatives and the school committee should be involved. The school committee with guidance of school management team should adhere to guiding rules from higher authority than the school.

# Our aspiration – Official school ranking according to performance, coupled with incentives and support mechanism, will increase accountability

## Aspiration



- We believe **using available school performance data** in a good way can improve quality of education in Tanzania in 3 ways:
  - **Create urgency for change** by key actors and raise accountability to deliver
  - **Help identify the schools that need special attention** and support
  - **Improve decision making** at Ministerial, REO and DEO level, as a result of better information on facilities, resources, etc.

## What it means in practice:



- We will create an **annual official school ranking** based on PSLE and CSEE pass rate results
  - Published online (NECTA, MoEVT, PMO-RALG), booklet to schools, radio and SMS service
  - Ranking to be established based on fully transparent criteria and grading schemes
- **Improving schools will be rewarded** through an incentive system:
  - The most improving x secondary schools and x primary schools with **monetary incentives**
  - HoS, WEC, DEO and REOs managing the improving schools will receive recognition and other **non-monetary rewards**
- **Poor performing schools will receive support**, not only “shame”



## What success looks like:

- First incentives paid out after the 2013 exams, **reversing the 2012 results trend**

# Detailed solutions

What will be different?

How will schools be ranked?

How will the ranking be public?

Detailed implementation programme



# There are several critical stakeholders for receiving the school performance data

Stakeholder	What information is needed?
General public	<ul style="list-style-type: none"> <li>Performance of individual school</li> <li>Improvement from last year</li> </ul>
Schools	<ul style="list-style-type: none"> <li>Detailed performance by subject</li> <li>Improvement since last year</li> </ul>
REOs, DEOs, WECs	<ul style="list-style-type: none"> <li>Comparison with schools in district/region/overall</li> <li>Performance by subject</li> </ul>
MoEVT and PMO-RALG	<ul style="list-style-type: none"> <li>Transparency of region, district and school performance to support decision making</li> </ul>

- Several media should be used to allow easy access to the public, also for hard to reach areas

- Schools, REOs, DEOs and the Ministry have more needs than the general public
- Additional reports will be needed

Transparency on grading and methodology should be ensured

# Several metrics could be used for ranking the schools for public

NOT EXHAUSTIVE

## High level assessment of the potential ranking metrics

Metric	Cons	Pros
NECTA exams results (current, Δ)	Eliminates other factors, like attendance, facilities, qualifications, treats unequally equipped schools equally	<ul style="list-style-type: none"> <li>Easy to get from NECTA</li> <li>Trustworthy, authentic</li> <li>Acceptable national wide</li> </ul>
Classroom attendance (Teacher/Student)	Labour intensive, authenticity challenges	<ul style="list-style-type: none"> <li>Drives accountability</li> <li>Puts direct pressure on absenteeism</li> </ul>
Pass in tests/continuous assessment	Labour intensive , authenticity challenges	<ul style="list-style-type: none"> <li>Helps monitoring progress/improve teaching</li> <li>Assist allocation of resources</li> <li>Timely informed remedial measures</li> <li>Compounded in NECTA exam results</li> </ul>
Teacher Qualification	<ul style="list-style-type: none"> <li>Not readily available</li> <li>Subjective indicator</li> <li>Not fully the mandate of HOS to employ</li> </ul>	<ul style="list-style-type: none"> <li>Reflect academic strength of school</li> </ul>
Scheme of Work Lesson Plan	<ul style="list-style-type: none"> <li>Not uniform</li> <li>Not authentic</li> <li>Prepared ad hoc</li> </ul>	<ul style="list-style-type: none"> <li>Accountability</li> <li>Organize/enhance teaching/learning</li> <li>Reflect academic coordination</li> </ul>

**All metrics have advantages and disadvantages for usage in the national ranking**

**Hence, the decision must be based on a set of principles for what is the most important, e.g.:**

- Simple and easy to understand, even for uneducated parents
- Easy to collect
- Authentic and reliable
- Comprehensive enough to reflect quality

# Results in NECTA exams are selected as the key metric

## Potential metrics

- **NECTA exams results (current,  $\Delta$ )**
- Classroom attendance (Teacher/Student)
- Pass in tests/continuous assessment
- Teacher Qualification
- Scheme of Work, Lesson Plan

## Why are the NECTA exam results the best choice?

- NECTA results are best metric in terms of **reliability and practicality**
- It is also the metric which is strongest to reflect **quality of education**, among potentials
- The process of collecting the data is **already in place**, and can be used without much lead time
- There are several metrics that can be **added to their ranking in future** if collection methodology and reliability is improved
  - Teacher attendance
  - Std. IV and Form II exams
  - Continuous assessment results

# Schools will be ranked by percentage of passing students

## Primary

Ranking  
formula



Number of students with grade  
A-C

Number of students sat at the  
exam with clean records

## Secondary

Ranking  
formula



Average GPA of the school

## Rationale

- In **primary**, pass rate is used
  - The metric (% pass rate) is easy to understand, and fits the overall lab objective
  - “Clean records” is selected as denominator as it’s the official rate published by NECTA
- In **secondary**, GPA will be used
  - This is the metric normally NECTA reports results, people are used to it
  - This reflects also improvement after passing, therefore even if Div I-IV, which is a low aspiration is set as objective, this metric will also motivate schools to improve further



# There will be 2 lists published every year: one based on annual results, and one based on improvement

## List 1 – Annual results

### Objective of the list

Show band of each school every year, and identify schools that needs extra support

School number	School name	Number of students 2012	Number of students passed 2012	Percentage passing 2012	Percentage passing 2011	Improv. in percentage	GPA 2012	GPA 2011	Improv. in GPA	Band 2012	Band 2011	Improv. in bands	
50239	ST. FRANCIS GIRLS SECONDARY	90	90	100%	100%	n/a	0%	1.9	1.8	-0.1	1	1	0
54213	MARIAN BOYS' SECONDARY	75	75	100%	n/a	n/a	0%	2.0	n/a	n/a	1	n/a	1
50189	FEZA BOYS' SECONDARY SCH	69	69	100%	100%	0%	2.0	1.8	-0.2	2	1	-1	
51604	THOMAS MORE MACHIRINA	20	20	100%	100%	0%	2.1	2.0	-0.1	2	1	-1	
50248	MARIAN GIRLS SECONDARY	88	88	100%	100%	0%	2.2	2.0	-0.1	2	2	0	
51846	QUEEN OF APOSTLES-LUSHIP	24	24	100%	100%	0%	2.3	2.3	0.0	2	2	0	
53674	ST. JOSEPH MILLENIUM SEC	132	132	100%	100%	0%	2.5	1.9	-0.6	3	1	-2	
50295	PRECIOUS BLOOD SECONDA	34	34	100%	100%	0%	2.6	2.7	0.2	3	3	0	
50177	ST. MARY'S JUNIOR SEMINA	28	28	100%	100%	0%	2.6	2.4	-0.2	3	2	-1	
50159	ST. JOSEPH'S TERAMBOGO	64	64	100%	100%	0%	2.6	2.7	0.1	3	3	0	
53861	ANDERLEK RIDGES SECOND	139	138	99%	99%	0%	3.0	3.0	0.0	4	3	-1	
50420	CHANJALE SEMINARY	36	36	100%	100%	0%	3.0	2.8	-0.2	4	3	-1	
51522	SCOLASTICA SECONDARY SCH	67	67	100%	100%	0%	3.0	2.6	-0.4	4	3	-1	
50461	JOHN PAUL II KAHAMA SEC	100	98	98%	100%	-2%	3.5	3.4	-0.1	5	4	-1	
50825	MUDIO ISLAMIC SEMINARY	65	65	100%	100%	0%	3.5	3.6	0.1	5	5	0	
50136	MUSOMA SECONDARY SCHG	86	73	85%	86%	-1%	3.5	3.4	-0.1	5	4	-1	
51071	ST. MATTHEW'S SECONDARY	485	481	99%	98%	1%	3.5	3.5	0.0	5	4	-1	
50832	KIPONDA SECONDARY SCHG	37	36	97%	100%	-3%	3.5	3.5	0.0	5	5	0	
54584	GASPAN DEL BUFFALO SECO	18	18	100%	95%	5%	3.5	3.8	0.3	5	5	0	
50392	WIKOKOTONI SECONDARY SCH	185	185	97%	100%	-2%	4.0	3.5	-0.5	6	5	-1	
50886	KAISHO SECONDARY SCHOOL	149	135	89%	99%	-10%	4.0	3.5	-0.5	6	4	-2	
52352	ALOYSIUS SECONDARY SCHG	87	77	89%	88%	0%	4.0	4.2	0.2	6	6	0	
50547	MAZWI SECONDARY SCHOOL	217	140	65%	52%	12%	4.2	4.4	0.2	7	8	1	
51929	CENTENARY SECONDARY SCH	41	36	88%	98%	-10%	4.2	3.8	-0.4	7	5	-2	
51518	THOMAS MORE SECONDARY	89	63	71%	96%	-25%	4.2	3.9	-0.3	7	5	-2	
54514	ORKEESWA SECONDARY SCH	31	23	74%	n/a	n/a	4.2	n/a	n/a	7	n/a	n/a	
53735	GOLDLAND SECONDARY SCH	105	54	51%	59%	-7%	4.4	4.4	0.0	8	8	0	
51625	J.W. BUKANGA SECONDARY SCH	74	52	70%	62%	8%	4.4	4.4	0.0	8	8	0	
50857	LONGIDDO SECONDARY SCHG	229	134	59%	83%	-26%	4.4	4.1	-0.3	8	6	-2	
51197	GREEN ACRES SECONDARY SCH	198	116	59%	93%	-34%	4.4	3.9	-0.5	8	5	-3	
51991	ISAKAMALIWA SECONDARY SCH	5	2	40%	60%	-20%	4.6	4.5	-0.1	9	8	-1	
52001	MWEMAGE SECONDARY SCH	32	16	50%	53%	-3%	4.6	4.5	-0.1	9	8	-1	
51260	SIMA SECONDARY SCHOOL	140	54	39%	57%	-19%	4.6	4.4	-0.2	9	8	-1	
53554	NAKOMA SECONDARY SCHOOL	46	18	39%	75%	-36%	4.6	4.4	-0.2	9	7	-2	
52307	GORONG'A SECONDARY SCH	89	29	33%	57%	-24%	4.8	4.5	-0.3	10	8	-2	
50907	ZINGIBARI SECONDARY SCH	138	34	25%	48%	-23%	4.8	4.5	-0.3	10	8	-2	
50390	HAMAMANI SECONDARY SCH	207	61	29%	n/a	n/a	4.8	n/a	n/a	10	n/a	n/a	

## List 2 – Improvement from last year

Recognize the improvement made, even if the school is at the lower ranks in the first list

School number	School name	Number of students 2012	Number of students passed 2012	Percentage passing 2012	Percentage passing 2011	Improv. in percentage	GPA 2012	GPA 2011	Improv. in GPA	Band 2012	Band 2011	Improv. in bands
51284	MSANGANI SECONDARY SCH	19	19	100%	61%	39%	3.7	4.5	0.8	5	8	3
53841	EPIPHANY SECONDARY SCHG	13	13	100%	91%	9%	3.6	4.2	0.7	5	7	2
50247	BONICONSILI MABAMBA GIR	72	72	100%	100%	0%	3.0	3.6	0.7	3	5	2
51267	BROOKEBOND SECONDARY SCH	27	27	100%	100%	0%	2.6	3.3	0.6	3	4	1
52506	CARMEL SECONDARY SCHOOL	36	36	100%	100%	0%	2.4	3.0	0.5	2	3	1
53093	KANANURA SECONDARY SCH	22	18	82%	73%	9%	4.0	4.3	0.4	6	8	2
53640	MOUNT CHANZA SECONDARY	66	49	74%	40%	34%	4.2	4.6	0.4	7	9	2
52426	CHAMAZI ISLAMIC SEMINARY	35	48	91%	65%	25%	4.1	4.4	0.4	6	8	2
50434	NDEMIBELA SECONDARY SCH	112	103	92%	85%	6%	3.9	4.2	0.3	5	7	2
52095	IMESELA SECONDARY SCHOOL	32	21	66%	49%	17%	4.3	4.6	0.3	7	8	1
50756	MURUTUNGURU SECONDARY	44	44	100%	100%	0%	3.7	3.7	0.0	5	5	0
53579	EBENEZER SECONDARY SCHG	49	40	82%	90%	-9%	4.1	4.1	0.0	6	6	0
54549	LUGANGA SECONDARY SCHG	112	33	29%	35%	-5%	4.7	4.7	0.0	9	9	0
52196	HEKA SECONDARY SCHOOL	28	7	25%	18%	7%	4.8	4.8	0.0	9	10	1
52227	KITOWO SECONDARY SCHOOL	116	42	36%	37%	-1%	4.6	4.7	0.0	9	9	0
51948	MONGOLA SECONDARY SCH	104	39	38%	37%	0%	4.6	4.7	0.0	9	9	0
51625	J.W. BUKANGA SECONDARY SCH	74	52	70%	62%	8%	4.4	4.4	0.0	8	8	0
52100	MAWAMAMONGU SECONDARY	22	12	55%	50%	5%	4.5	4.6	0.0	8	8	0
54513	KASANGA SECONDARY SCH	39	9	23%	16%	7%	4.8	4.9	0.0	10	10	0
52394	MSAFARI SECONDARY SCHOOL	112	35	31%	31%	0%	4.7	4.8	0.0	9	9	0
50619	MGETA SECONDARY SCHOOL	35	15	43%	41%	2%	4.6	4.6	0.0	8	9	1
53379	NORINI SECONDARY SCHOOL	51	12	24%	18%	5%	4.8	4.8	0.0	9	10	1
53673	KAGONGO SECONDARY SCH	117	30	26%	22%	4%	4.8	4.8	0.0	9	10	1
52604	CHUNYU SECONDARY SCHOOL	17	8	47%	52%	-4%	4.5	4.6	0.0	8	8	0
53433	MNYAWI SECONDARY SCHOOL	44	8	18%	14%	4%	4.8	4.9	0.0	10	10	0
52601	HANGAI SECONDARY SCHOOL	23	4	17%	24%	-7%	4.9	4.8	-0.1	10	9	-1
53300	RUNAZI SECONDARY SCHOOL	98	58	59%	75%	-15%	4.3	4.3	-0.1	7	7	0
51560	KISIWA PANZA SECONDARY SCH	14	3	21%	31%	-10%	4.9	4.8	-0.1	10	9	-1
50834	PANDANI SECONDARY SCHOOL	71	25	35%	44%	-9%	4.7	4.7	-0.1	9	9	0
50447	MDABULDO SECONDARY SCH	153	53	35%	48%	-13%	4.6	4.6	-0.1	9	9	0
52543	NEHOBOKO SECONDARY SCH	28	11	39%	42%	-2%	4.7	4.6	-0.1	9	9	0
53636	TAMBAZI SECONDARY SCHOOL	78	6	8%	15%	-8%	4.9	4.9	-0.1	10	10	0
52934	MSANGAWALE SECONDARY SCH	69	39	57%	61%	-5%	4.5	4.4	-0.1	8	7	-1
53711	KIMWANI SECONDARY SCHOOL	68	14	21%	32%	-11%	4.8	4.7	-0.1	10	9	-1
50995	MUKULURU SECONDARY SCH	48	9	19%	29%	-10%	4.8	4.8	-0.1	10	9	-1
51939	MAWENI SECONDARY SCHOOL	135	35	24%	55%	-29%	4.8	4.5	-0.2	9	8	-1
51537	MTAMBILE SECONDARY SCH	57	30	53%	77%	-25%	4.6	4.4	-0.2	9	7	-2
52501	KISIBA SECONDARY SCHOOL	52	21	40%	61%	-21%	4.6	4.4	-0.2	9	7	-2
50918	KIMNYAKI SECONDARY SCHG	257	32	12%	41%	-28%	4.9	4.6	-0.2	10	9	-1
51025	INTELA SECONDARY SCHOOL	121	11	9%	36%	-27%	4.9	4.7	-0.2	10	9	-1
51203	IGANZO SECONDARY SCHOOL	201	55	27%	48%	-20%	4.7	4.5	-0.2	9	8	-1
54093	MUKULWE SECONDARY SCHOOL	37	4	11%	24%	-13%	4.8	4.6	-0.2	10	9	-1
52699	WEMA SECONDARY SCHOOL	140	37	26%	53%	-27%	4.7	4.5	-0.2	9	8	-1
51357	AMULUBAYI ISLAMIC SEMINA	60	46	77%	88%	-11%	4.5	4.0	-0.5	7	6	-1
53034	MTONI SECONDARY SCHOOL	225	61	27%	49%	-22%	4.7	4.5	-0.2	9	8	-1
52714	NYABIWE SECONDARY SCHOOL	50	16	32%	51%	-19%	4.7	4.0	-0.7	9	6	-3

# The schools will be grouped into bands each year for simple communication

## PRIMARY

Pass rate	Band (Utepe)
91-100%	Band 1
81-90%	Band 2
71-80%	Band 3
61-70%	Band 4
51-60%	Band 5
41-50%	Band 6
31-40%	Band 7
21-30%	Band 8
11-20%	Band 9
1-10%	Band 10

- For simple to understand communication, **schools will be grouped into “grades”** according to pass rate results
- There will be **10 bands**; from Band1 (highest performing schools with 91-100% pass rates) to Band 10 (lowest performing schools with 1-10% pass rates)

SCHOOL/CENTRE NAME	NUMBER OF STUDENTS SAT (CLEAN DATA) 2012	NUMBER OF STUDENTS PASSED 2012	PERCENTAGE OF STUDENTS PASSED 2012
MWENDAKULIMA SECONDARY SCHOOL	68	33	49 %
OLDUVAI SECONDARY SCHOOL	33	16	48 %
ILAMBILOLE SECONDARY SCHOOL	97	47	48 %
MCHUNGAJI MWEMA SECONDARY SCHOOL	64	31	48 %
KATUMBA SECONDARY SCHOOL	95	46	48 %
KISAM SECONDARY SCHOOL	31	15	48 %
MISAMALO SECONDARY SCHOOL	29	14	48 %
BUHANGIJA SECONDARY SCHOOL	85	41	48 %
JUMBI SECONDARY SCHOOL	27	13	48 %
BRILLIANT SECONDARY SCHOOL	256	123	48 %
NYAMPULUKANO SECONDARY SCHOOL	279	134	48 %
KILIMANI SECONDARY SCHOOL	50	24	48 %
MWAMALA SECONDARY SCHOOL	48	23	48 %
MADIBIRA SECONDARY SCHOOL	71	34	48 %
DYNAMIC HIGH SCHOOL	23	11	48 %
META SECONDARY SCHOOL	297	142	48 %
KAPUGI SECONDARY SCHOOL	84	40	48 %
MIZINGANI SECONDARY SCHOOL	21	10	48 %
HABIYA SECONDARY SCHOOL	42	20	48 %
MTOPEPO SECONDARY SCHOOL	282	134	48 %
CHANJAGAA SECONDARY SCHOOL	40	19	48 %
OVERLAND SECONDARY SCHOOL	40	19	48 %
MKINGA SECONDARY SCHOOL	80	38	48 %
KAGONDO SECONDARY SCHOOL	19	9	47 %
IPAMUDA SECONDARY SCHOOL	19	9	47 %

## SECONDARY

GPA	Band (Utepe)
1-2	Band 1
2.1-2.5	Band 2
2.6-3	Band 3
3.1-3.5	Band 4
3.6-4	Band 5
4.1-4.2	Band 6
4.3-4.4	Band 7
4.5-4.6	Band 8
4.7-4.8	Band 9
4.9-5	Band 10

## Improvement list will be also shown in colors to reflect success

Pass rate or GPA difference  
since last year's ranking

Corresponding group

**+**

**Improving**

**0**

**Neutral**

**-**

**Decreasing**

# Look of the report

**PRIMARY**

School	Clean records	# of students with A-C	Percentage passing 2012	Percentage passing 2011	Difference	Band 2012	Band 2011	Difference
School A	50	40						

**SECONDARY**

School	Clean records	# of students with Div I-IV	Percentage passing 2012	Percentage passing 2011	Difference	GPA 2012	Band 2012	Band 2011	Difference
School A	50	40							

# The reports to the MoEVT, PMO-RALG, REOs, DEOs, WECs and schools, will contain tailored detailed information

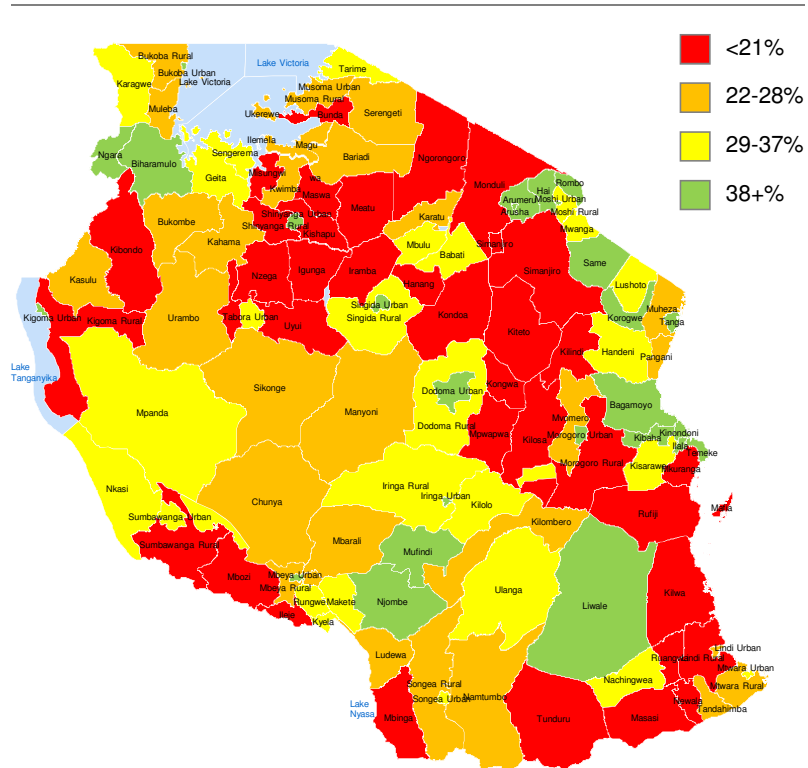
Level of report	<u>National</u>	<u>By region</u>	<u>By district</u>	<u>By school</u>
<b>MoEVT / PMO-RALG</b>	✓	✓	✓	
<b>REO</b>	✓	✓	✓	
<b>DEO</b>	✓		✓	✓
<b>WEC</b>	✓		✓	✓
<b>School</b>	✓		✓	✓

Will include overall score, score by subject, and comparisons

# These reports should have visual representation for comparison (1/2)

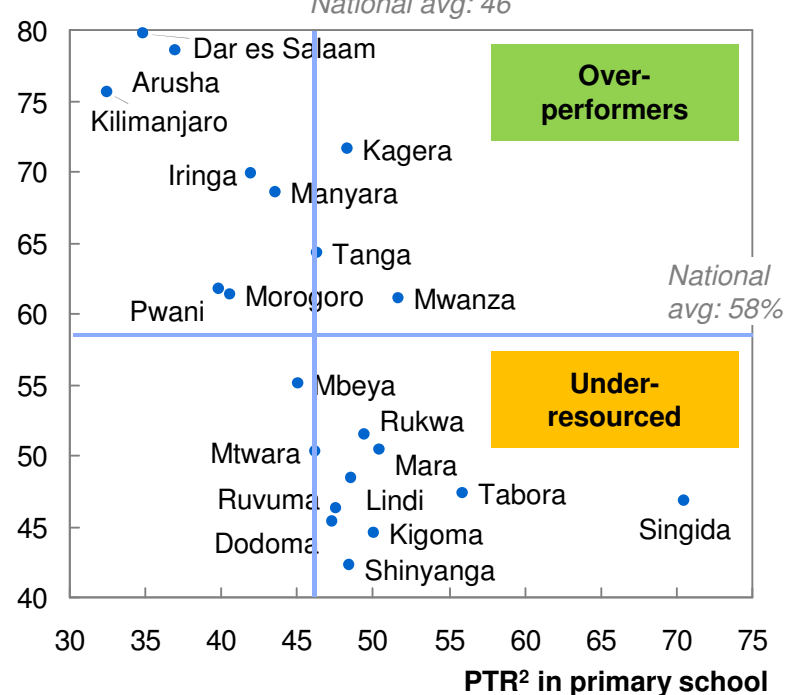
## Example of performance information to MoEVT and PMO-RALG

Percent of students with grade A-C in PSLE  
Percent, 2012



## Example of integrated reports to MoEVT and PMO-RALG (long term)

Pass rate in PSLE  
Percent



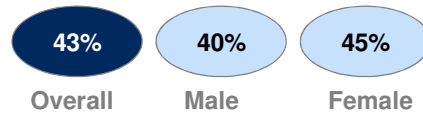
# These reports should have visual representation for comparison (1/2)

## Example of performance information to REO

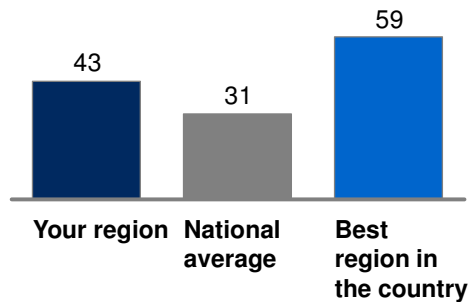
2012 Primary school performance report for:  
**KILIMANJARO** Region

### OVERALL PERFORMANCE

Percent of students with A-C grade

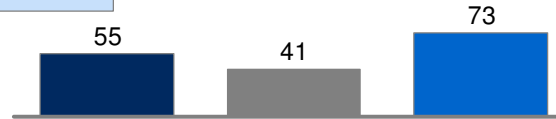


National comparison

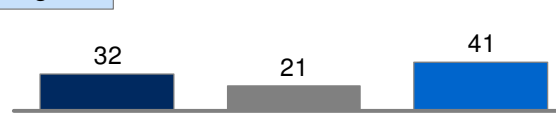


### PERFORMANCE BY KEY SUBJECTS

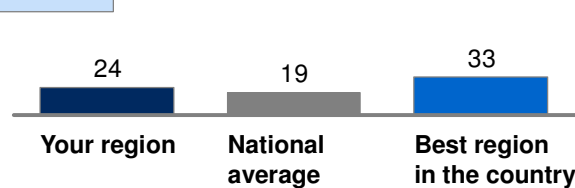
Kiswahili



English



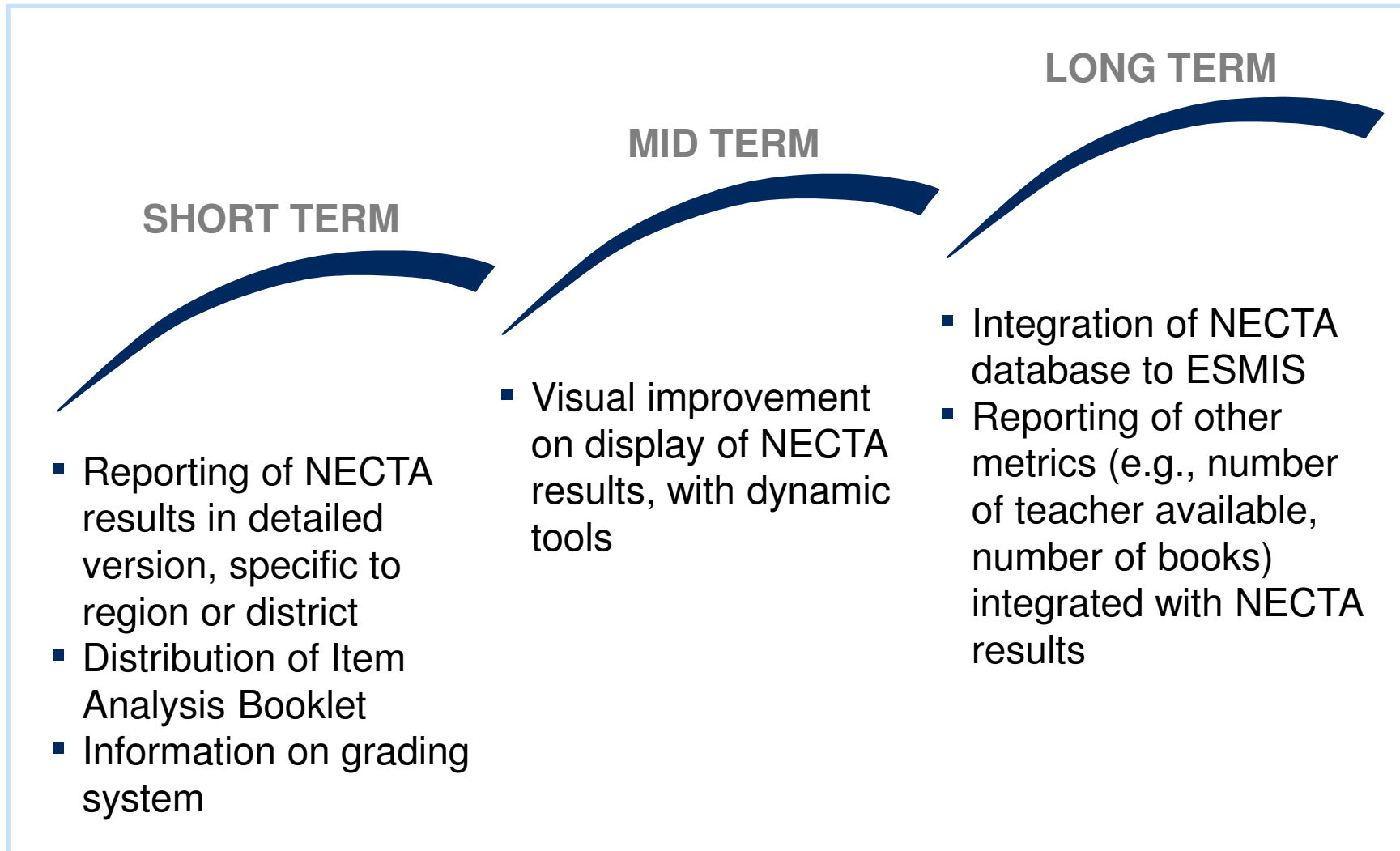
Maths



Will also include performance by district



## There can be additions in terms of content in different waves



# Transparency and consistency of the grading system is a key success factor for credibility of the school ranking

<b>Challenge</b>	<b>Implication</b>	<b>Suggestion</b>
The methodology behind the NECTA grading is not fully known by all education stakeholders	Exam results might not be comparable year on year, unless the grading scheme is fully transparent	The grading system <sup>1</sup> should be shared among key stakeholders, and ideally there should be no adjustments by year
Schools use different levels to define grades than NECTA	Creates confusion among teachers and students who are used to levels defined in schools	Schools should adopt definitions set by NECTA

<sup>1</sup> Two pieces of information are important: 1) What are the scores that define grade A, B, etc. 2) How a student classified as Div I, II, etc!

# Detailed solutions

What will be different?

How will schools be ranked?

How will the ranking be public?

Detailed implementation programme



# What media channels will be used for making the school data available to the public?

Media channel	Description of channel strategy	Release date for 2012	Owner
Internet	<ul style="list-style-type: none"> <li>Publish results on the NECTA, MoEVT and PMO-RALG websites for easy access</li> <li>Release should be timed according to the release of the 2012 “Exam committee” report</li> </ul>	May 27th	ES of NECTA
Newspapers	<ul style="list-style-type: none"> <li>Extended reach and awareness among the broader public</li> <li>Enforce accountability, multiplier effect</li> </ul>	3 <sup>rd</sup> June	Minister of MoEVT
TV / Radio	<ul style="list-style-type: none"> <li>Broadcast-special interview, award ceremonies</li> <li>Reach also hard to reach and rural areas</li> </ul>	3 <sup>rd</sup> June	Minister of MoEVT
SMS system	<ul style="list-style-type: none"> <li>Push/pull SMS services for the public</li> <li>Timely and fast, using existing SMS systems</li> </ul>	May 27th	ES of NECTA
Booklet	<ul style="list-style-type: none"> <li>Publish for Schools, WEC, DEO, REO, and Ministries</li> <li>For record keeping, and visualization of the importance of ranking to the system</li> </ul>	May 27th	ES of NECTA

## The standard schedule for ranking activities will go hand in hand with the examination timelines

Activity	May 2013	Dec 2013	Jan 2013	Mar 2014	Responsibility
Announce raking of school results	Both results				NECTA
Aggregate results		PSLE	CSEE		NECTA
Publishing the results		PSLE	CSEE		NECTA
Public announcement and rewarding of most improving schools			PSLE	CSEE	MoEVT/ PMO-RALG

*The first school ranking announcement following the publishing of the report from the NKRA Labs, after Open Day*

# Getting the right message out to the public and schools from day 1 is a critical success factor

- Before the school ranking publishing, there has to be a communication of the objectives and methodology of the ranking to public and to schools
- To public, a communication strategy should be designed and executed by the Minister of MoEVT
- To schools, communication will be done via
  - An announcement to be sent by PMO-RALG
  - A chapter within the School Improvement Toolkit, which will be distributed to the schools

7. Dashboard and metrics to track for performance

7.1 Why do we need transparency on school ranking of results


- **Support where needed most:** The first step of ranking school ranking on results is to identify the starting point based on current performance. This is done so that support needed can be provided to the school that shows consistent efforts in improving students' outcomes.
- **Staying on track:** Transparency of school performance results is practiced as a means to improve performance. Heads of school, teachers, parents and even students get access to performance ranking data compelling for school improvement by demanding accountability.
- **Catalyzing performance:** Transparency facilitates competition, which motivate and drive schools to strive for better results. It highlights schools that have maintained best performance, and those showing significant improvement over time. Underperforming schools will be spurred on to raise aspirations, align efforts to do better and identify schools they can learn from good practices.
- **Celebrate success:** Highly ranked schools will be rewarded through a national recognition scheme.

**Eligibility:** Every School is eligible to be awarded this incentive on condition that it ranks amongst the top 100 Secondary Schools and 300 Primary Schools within each region in terms of:

- ✓ improvement of pass rates compared to the previous year
- ✓ absolute performance



**Rewards:** The rewards will be both in terms of monetary and non-monetary. Non-monetary will include: submission of certificates and public recognition, will be based on improvement and also absolute performance. While monetary incentives will be reserved for performance improvement alone.

PRIMARY		SECONDARY	
Top 3000 schools	1-2 Mln TZS	Top 1000 schools	2-4 Mln TZS
Top 300 schools	3-5 Mln TZS	Top 100 schools	7-10 Mln TZS




 For top 300 schools in primary, and top 100 schools in secondary, based on improvement, and top 100 schools in both levels for absolute performance

**NOTE:** Content from draft version, subject to potential change

# In publishing the results, several risks must be taken into account

-  Low likelihood
-  High likelihood

## Risk

- Reaction from under-resourced schools and critique on fairness 
- Extensive pressure by parents on schools and teachers, especially which have low level of inputs 
- Preparation towards exam and ignoring other elements of the learning 

## Mitigation

- Ranking list of improved schools
- There should be a clear communication plan to schools on purpose of the ranking
- Support to under resourced and lower performing schools should be in place
- There should be a clear communication plan to the parents on purpose of the ranking
- Normal procedures on monitoring practices in schools and quality should be fully on place (e.g., inspectorate)
- Focusing on exam results will eventually bring quality in other aspects also



# Detailed solutions

What will be different?

How will schools be ranked?

How will the ranking be public?

Detailed implementation programme











## Key initiatives



- 1 Official school ranking
- 2 **School incentive scheme**
- 3 School improvement toolkit
- 4 National 3R assessment
- 5 3R teacher training
- 6 STEP (Student Teacher Enrichment Programme)
- 7 Basic facilities construction
- 8 Capitation grants
- 9 Teacher motivation

# Detailed solutions

What will be different?

Detailed implementation programme





# Incentive scheme will be key initiative to improve performance

## What we will do

- **Monetary incentives** to most improved schools
- **Non-monetary incentives** both to improved schools and top performers
  - Certificates of achievement
  - Special ceremony to issue certificates and recognize success
  - Publication of their success on the media

## Why we want to do it

- The **recognition and rewarding of the good performance** is a must to promote improvement. Transparency alone will not create the motivation to perform at the desired level
- The **monetary incentive** will be an additional driver for performance: Reward will cover a broad enough base to motivate all schools, while rewarding the top performers even more
- Rewarding of **improvement**, not absolute performance, will incentivize schools at every performance band to improve
- The system will be **the foundation of an outcome based, performance culture in education sector in Tanzania**

# Alternatives for model of monetary incentive scheme

Alternatives	PROS	CONS
Top X number of schools that showed improvement	<ul style="list-style-type: none"> <li>▪ Easy to calculate and communicate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limits the number of schools to receive rewards, even if they show improvement</li> </ul>
All schools above X% improvement based on their performance	<ul style="list-style-type: none"> <li>▪ Every school can get reward, based on individual improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget is not definite, before results are achieved</li> </ul>
All schools show improvement of X number of bands based on their performance	<ul style="list-style-type: none"> <li>▪ Every school can get reward, based on individual improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget is not definite, before results are achieved</li> <li>▪ Estimation of budget is even harder</li> </ul>



Alternative 1 is selected, mainly because it can predict the budget implications better

# The model for submission of monetary incentives

	Number of schools to be awarded		Amount of incentive to be awarded (million TZS)			
	PRIMARY	SECONDARY	PRIMARY		SECONDARY	
	<40 pupils	>40 pupils	<40 pupils	>40 pupils	<40 pupils	>40 pupils
Incentive to top group based on improvement	Top 300	Top 100	2	4	7	10
Incentive to broader group based on improvement	Next 2,700	Next 900	1	2	3	5

## BUDGET IMPLICATION:

**7 billion TZS** in primary schools and **4.4 billion TZS** for secondary schools  
*(if all schools in the list qualify for it\*)*

\* **NOTE:** Award is with condition **on improvement of 10% from last year**. If a school is in one of the above list, but have not improved 10% or more from last year, then it will not receive the incentive (as a result, there can be less schools incentivized in total, based on each year's performance)

# Also non-monetary awards will be provided to schools

## Who receives

- Group 1: Based on improvement from last year
  - **Top 300** schools in primary
  - **Top 100** schools in secondary

*(overlaps with schools that also receive the larger monetary incentive)*



- Group 2: Based on absolute performance that year
  - **Top 100** schools in primary
  - **Top 100** schools in secondary

## What is provided

- **Certificate:** A certificate should be provided to the school, to recognize and motivate success. It should be signed either by the Minister of MoEVT or higher authority (Prime Minister, Chief Secretary or the President)
- **Ceremony:** A ceremony to award certificates will be conducted. School head should be invited to the ceremony
- **Publicity:** This group of schools will be announced publically in newspapers and TVs

Focus groups signaled that non-monetary recognition will be as impactful as monetary incentives for the schools

# Rewarding schools for their collective improvement is the best option among alternatives

	+	-
School	Build solidarity/ownership/ team spirit	Rewards even lazy ones (Kenge na Mamba)/ removes individual commitment
Head of schools	Promote accountability to HOS	Results fragmented team spirit in school
Teachers	Boost morale to teachers, create platform for competitiveness	Creates complains on non – compliance to criteria

# Schools should decide how to use the incentive reward, as long as the process is transparent and participatory

There are alternative levels of restriction that can be posed upon schools for type of usage of the monetary incentive



**Fully under control of the school itself:** School can decide how to spend money itself. It can be used either in improvement for school, or as a bonus to teachers, or non-teaching staff

**Fully controlled centrally:** MoEVT or PMO-RALG prescribes usage of the money or sends directly teaching and learning materials, does infrastructure investment, etc.

- Previous experience in similar programs shows that when the usage is fully controlled centrally, the **planning becomes harder** and **it is rare that the guidelines fit the immediate needs of the schools fully** (cases are observed where computers are sent to schools but the school had no rooms to locate them, or reliable electricity to power)
- **Focus groups** also strongly suggested that schools should be independent on determining how to spend it
- Very important matter in this case is: decision should be **participatory** and **transparent**. Also, supervisors should **approve** usage beforehand

# Detailed solutions

What will be different?

Detailed implementation programme











## Key initiatives



1 Official school ranking

2 School incentive scheme

3 **School improvement toolkit**

4 National 3R assessment

5 3R teacher training

6 STEP (Student Teacher Enrichment Programme)

7 Basic facilities construction

8 Capitation grants

9 Teacher motivation

# Detailed solutions

What will be different?







Equip school heads with tools needed to effectively manage their schools

Extend school head authority

Detailed implementation programme



# The roles of a school head<sup>1</sup> span across several dimensions

Activities	Responsibilities	Shared responsibilities with	Importance
<b>Management of Human resources</b>	<ul style="list-style-type: none"> <li>- Teachers and non teaching staff attendance</li> <li>- Staffing needs and development (induction, mentoring peer teaching, teaming appraising teacher performance)</li> <li>- Learning environment in general</li> <li>- Teachers records</li> </ul>	<ul style="list-style-type: none"> <li>- Deputy head</li> <li>- Maintenance teacher</li> </ul>	
<b>Managing students</b>	<ul style="list-style-type: none"> <li>- Students' attendance</li> <li>- Students records</li> <li>- Students reports</li> <li>- Provisional of special services</li> <li>- Control students' behaviour</li> <li>- Assessment and motivation</li> </ul>	<ul style="list-style-type: none"> <li>- Academic master/mistress</li> <li>- Discipline master</li> <li>- Heads of departments</li> <li>- School counsellor</li> <li>- Prefects</li> </ul>	
<b>Managing resources (Financial and admin)</b>	<ul style="list-style-type: none"> <li>- Receive and translate into action documents, policies from MoEVT</li> <li>- Financial accountability (budgeting)</li> <li>- Designing school projects</li> </ul>	<ul style="list-style-type: none"> <li>- Deputy head</li> <li>- Store Keeper</li> <li>- School Accountant</li> <li>- Maintenance</li> </ul>	
<b>Managing Curriculum and instructional activities</b>	<ul style="list-style-type: none"> <li>- Planning for teaching (lesson preparation, timetabling)</li> <li>- Supervise teaching</li> <li>- Assessment and evaluation</li> <li>- Motivating teachers and students</li> <li>- Put in place mechanism to hold teachers and students accountable for performance</li> <li>- Allocation resources for instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Academic master/mistress</li> <li>- Heads of departments</li> </ul>	
<b>Managing Extra-curricular activities</b>	<ul style="list-style-type: none"> <li>- Overseer of all non-class activities</li> <li>- Sports and games</li> <li>- School projects</li> <li>- Clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Sports teacher</li> <li>- Project Teacher</li> <li>- Heads of departments</li> </ul>	
<b>Managing school-community relationship</b>	<ul style="list-style-type: none"> <li>- Link between Government organizations, community and parents</li> <li>- Secretary to School Board and committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Deputy Head</li> <li>- School Board/committee</li> </ul>	

<sup>1</sup> School head term is used to represent both Head Teacher for primary education and Head of School for secondary education

# There are multiple resources available to school heads for guidance

S/N	LIST OF DOCUMENTS	OBJECTIVE OF THE DOCUMENT	INSTITUTE	YEAR OF PUBLICATION
1	Secondary School Head Management Guide	To guide head of school on the roles and responsibilities vested on him/her	Ministry of Education and Culture (MOEC)	1997 (Under revision)
2	Primary School Head Teacher Management Guide	To guide head teacher on the roles and responsibilities vested on him/her	Ministry of Education and Culture (MOEC)	1982
3	Financial Management Guide	To assist school heads in using financial resources allocated to school	MoEVT	2010
4	Procurement Regulations	To assist school heads in procuring different items in school	PPRA	2011
5	Guidelines for School Supervision	To assist school supervisors at all levels of basic education sub-sector	MoEVT	2010
6	Whole School Inspection Checklist	To provide a broad list of items to be used in inspecting and supervising education delivery	MoEVT	2010
7	Whole School Development Plan Manual for Primary School	Planning, supervising and implementing school development activities	MoEC	1998 (Under revision)
8	Self Assessment Form for Schools	Guidance for individual school self-assessment	MoEVT	-
9	Education Circulars	To give directives on education matters to the school management	MoEVT	-
10	Education and Training Policy Doc 1995	To guide education delivery at all levels in country	MOEC	1995 (Under revision)
11	Education Act 1978 with its Amendment 1995, 2002	To guide education delivery at all levels in country	MOEC	1978 Amended 1995/2002



# Although guidelines are plenty, no simple up to date summary of how to effectively manage a school

S/N	LIST OF DOCUMENTS
1	Secondary School Head Management Guide
2	Primary School Head Teacher Management Guide
3	Financial Management Guide
4	Procurement Regulations
5	Guidelines for School Supervision
6	Whole School Inspection Checklist
7	Whole School Development Plan Manual for Primary School
8	Self Assessment Form for Schools
9	Education Circulars
10	Education and Training Policy Doc 1995
11	Education Act 1978 with its Amendment 1995, 2002

- There are so many documents with similar content
- Several documents are old and not up to date
- Not all documents are available to each head

## Recommendation

- We suggest having a single, summary guide, that contains the most important elements and is easy to understand
- There will be an orientation to all school heads on this guide

# Head of school interviews also proves that guidelines are useful, but availability and interpretation skills are often low

## Availability of guidelines

- Most secondary schools have several guidelines for head of schools available
- For primary, few documents are provided to heads, mostly only appointment letter with job description and PEDP financial guidelines were provided
- Other documents are acquired individually; most of the heads tend to buy them for their own use

## Source of guidelines

- Most of the heads interviewed said that they got the documents from the Ministry of Education and Vocational Training
- Some said that they found the document in the school
- For Primary school heads the case is that they are buying by themselves for personal uses
- PEDP documents were brought by the project coordinators

## Use of guidelines

- School heads assented that they are using them daily as reference in managing the school
- Some of them revealed that they use them when needed and do not refer to them often
- In terms of usefulness of the documents the heads said that the documents are useful
- For primary schools the documents are rarely used since most of these documents are not available in schools

## Challenges in using guidelines

- Head of School Guideline is outdated
- Having inadequate leadership skills, they struggle to use and translate guidelines into action
- For primary schools the challenges are that they are not oriented on the use of documents

Source: Focus group interview conducted by the delivery lab with head teachers from public and private, primary and secondary schools

# Only few of the heads of schools interviewed had received their 5 days training after appointment, and raised several areas of training needs



## Training needs

- Training on school management
- Financial management
- Follow up and documentation
- Procurement
- Human behavior
- Regular refresher courses in school management
- Orientation in management (Primary school heads)

No school head has received a formal training since 2008

# Our aspiration – Empowering school heads will make them key agents for the improvement of quality



## Aspiration

- School heads struggle in managing schools, since a) They are not appointed always based on clearly established criteria b) They do not receive training after appointment, specifically on leadership and management skills
- **Providing practical tools** to school heads and **giving opportunity for them to internalize suggestions and translate it into real life**, will empower them to drive transformation in schools



## What it means in practice:

- We will create a **School Improvement Toolkit**, a practical guideline to summarize and complement existing management resources. This toolkit will focus on
  - Key information for orientation for a new head (who is who, what are resources)
  - Practical hints to address most important issues for quality
- In addition, there will be an **orientation program** to school heads: 3 day training to deliver best practice management techniques
- To complement efforts, power of school heads in **disciplinary issues** are also strengthened, and **structure of TSD** is suggested to be updated



## What success looks like:

- **Toolkit is published** and **distributed** to all school heads, and **all heads receive orientation of 3 days within 2013**

# Detailed solutions

What will be different?

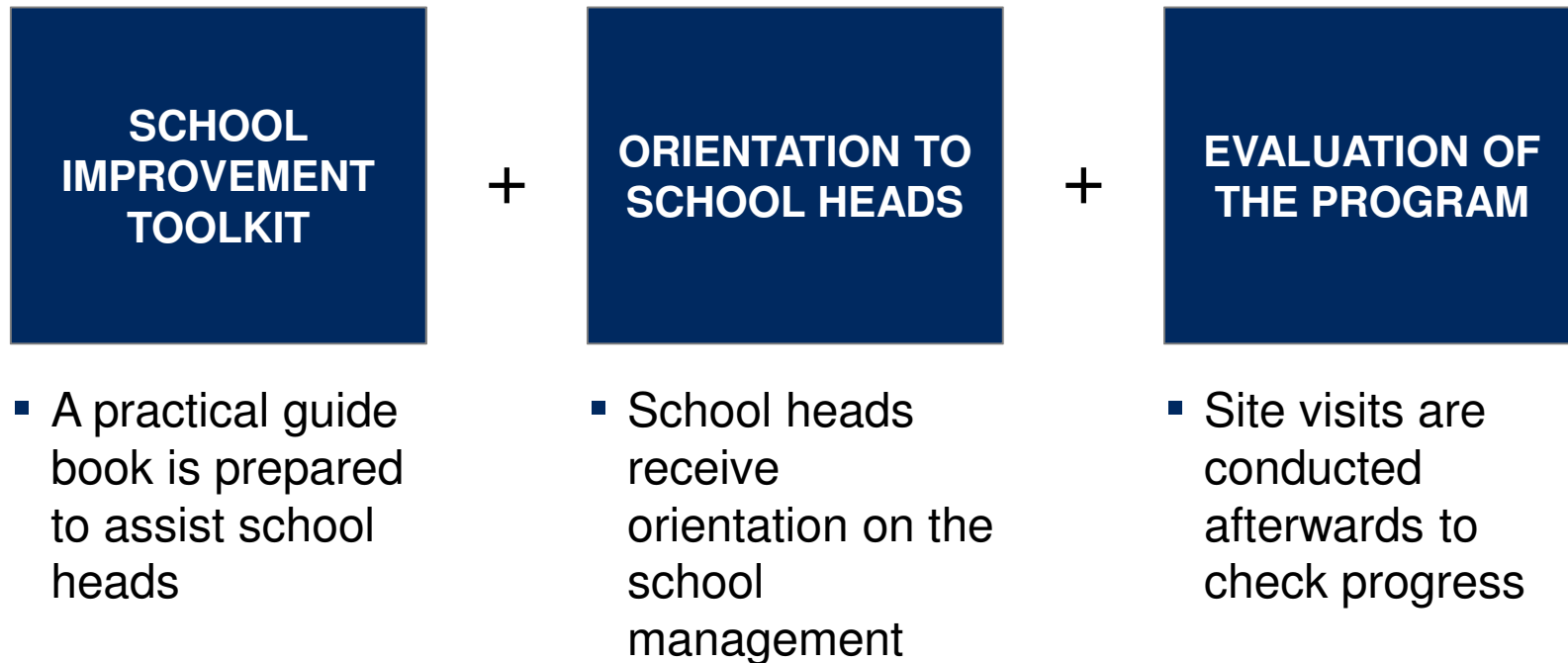
Equip school heads with tools needed to effectively manage their schools

Extend school head authority

Detailed implementation programme



## 3 main activities will support and empower school heads to improve quality in their school

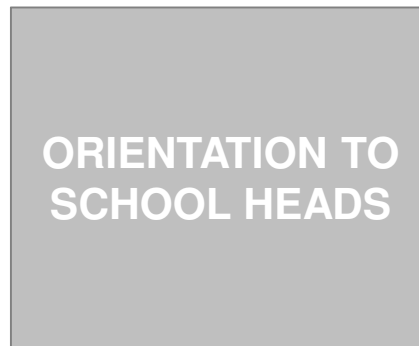


## 3 main activities will support and empower school heads to improve quality in their school



- A practical guide book is prepared to assist school heads

+



- School heads receive orientation on the school management

+



- Site visits are conducted afterwards to check progress

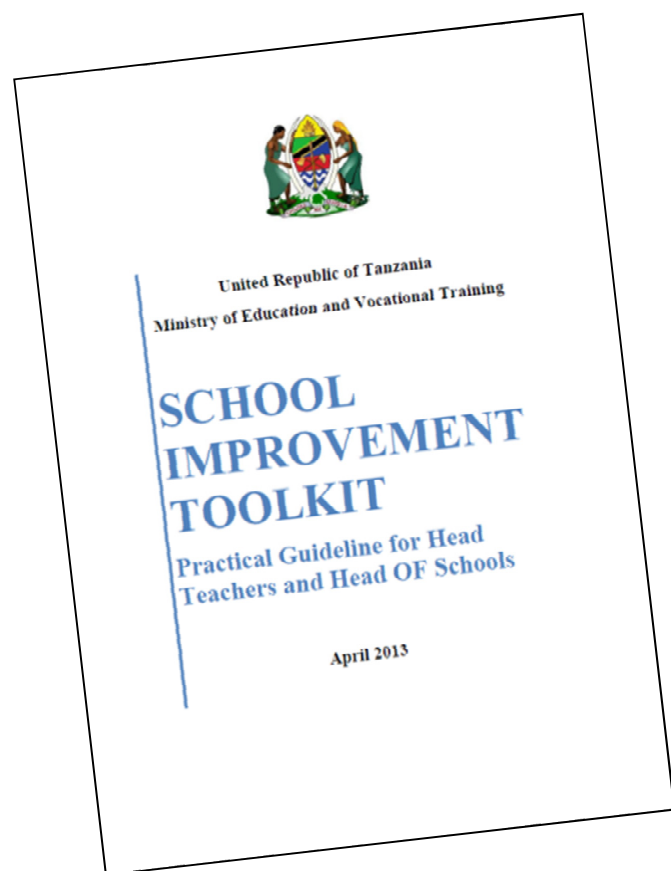
# Why is the school improvement toolkit important?

- Provide **orientation** materials
  - List of resources available to you (how to use)
  - Who can help you (roles)
- Provide **practical** guidance for school heads for school improvement
- Clarify **role and core functions** of school heads (e.g., allocation time)
- Define **accountability** of every school heads
- Update on **latest changes** in policies and teaching & learning information

The toolkit is **NOT** meant to replace existing guidelines and manuals for school heads. It is complementary, to provide an easy to use guide book for reference in critical areas



# The school improvement toolkit will contain simple and practical advice on how to manage the school effectively



S/ N	Content <sup>1</sup>	# of pages
1	Introduction, by Commissioner of Education	1
2	Objectives of this toolkit	1
3	Role & responsibilities of Head Teachers and Heads of Schools <ul style="list-style-type: none"> <li>– Core functions of school head</li> <li>– Key activities for each function</li> <li>– Best practice split of time</li> </ul>	3
4	Resources available to your service (full set of guidelines)	2
5	Who can help you <ul style="list-style-type: none"> <li>– Roles and responsibilities of REO, DEO and WEC</li> <li>– Practical interaction advices</li> </ul>	2
6	Practical guidance for key issues <ul style="list-style-type: none"> <li>– School – community involvement</li> <li>– Continuous assessment</li> <li>– Most common critical student issues</li> <li>– Teacher attendance</li> <li>– Teacher motivation &amp; accountability</li> <li>– Enforcement of supervision &amp; coaching of teachers</li> <li>– Sourcing for teaching &amp; learning materials</li> </ul>	8
7	7. Dashboard and metrics to track for performance	3
8	Appendix	
<b>TOTAL</b>		<b>20 pages</b>

<sup>1</sup> Exact content may be updated in final version

# Example content (full version available, prepared by the Lab)

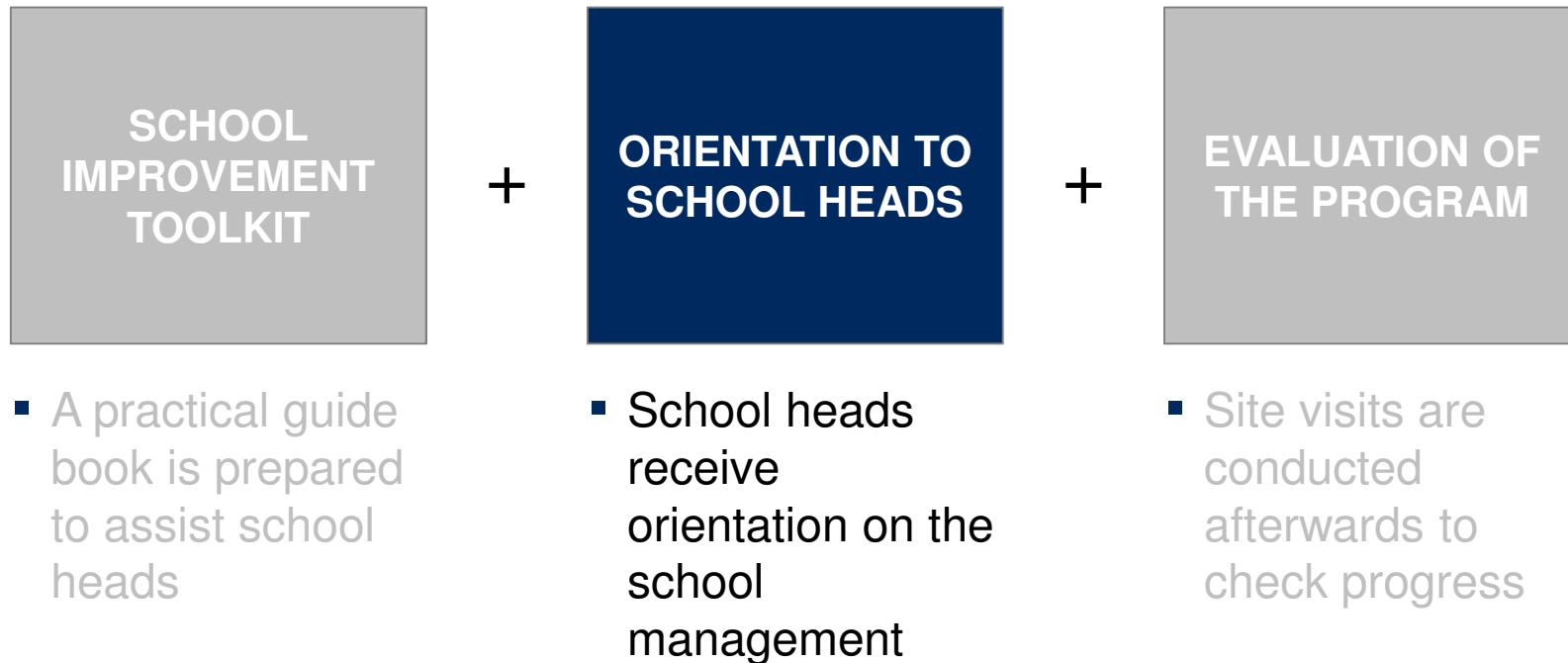
<p><b>3.2 Key activities in each function</b></p> <p><b>3.2.1 Managing instructional activities</b></p> <ul style="list-style-type: none"> <li>Supervise preparation of school annual calendar, time table and distribution of teachers' workload.</li> <li>Supervise teachers' preparations and teaching in a classroom setting. Participate in teaching, monitor teaching process of various teachers, monitor class attendance of teachers and students, and support junior staff.</li> <li>Set mechanism for assessment and evaluation especially internal assessments, establish school rules and regulations pertaining to internal examinations, provide resources for internal and external examinations, and supervise preparation of the internal and external examinations.</li> <li>Identify types and quantity of instructional resource needs, supervise procurement and allocation resources to teachers as well as improve learning environment</li> <li>Put in place mechanism to encourage teachers and students to take teaching and learning seriously. Make them accountable for their performance and establish clear communication and feedbacks.</li> </ul> <p><b>3.2.2 Management of Teachers and non-teaching staff</b></p> <ul style="list-style-type: none"> <li>Make a daily follow-up of both teachers and non-teaching staff attendance.</li> <li>Determine staffing needs, prepare and execute staff development as well as ensuring proper records keeping mechanism.</li> <li>Use participatory techniques that make the entire school community feels and sees that improvement of their school is a collective responsibility.</li> <li>Delegate roles and responsibilities to teachers and non teaching staff and give them authority to perform their duties.</li> </ul> <p><b>3.2.3 Managing resources</b></p> <ul style="list-style-type: none"> <li>Mobilize and manage available resources effectively for performance improvement.</li> <li>Translate policies and financial documents into action and establish mechanism for managing school finance.</li> <li>Supervise school budget preparation, monitor income and expenditures, and supervise preparation submission of monthly, quarterly and annual financial reports to relevant authorities.</li> <li>Supervise preparation of school inventory, approve all school purchases, manage school tender and non tendering purchases, manage school Projects, supervise establishment of school projects, and monitor and evaluate the progress of school projects</li> </ul> <p><b>3.2.4 Managing students</b></p> <ul style="list-style-type: none"> <li>Establishing rules and regulations that all students must stick to them and provide them with regular guidance and counseling.</li> <li>Supervise establishment of student admission book and class attendance lists. And monitor and evaluate daily, weekly and monthly and annual students' attendance.</li> </ul>
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<p><b>5.1. School community involvement</b></p> <p>The relationship between schools and their surrounding communities cannot be ignored. The surrounding community can often play a constructive role in ensuring that schools are operating effectively. Parents are an especially important link between the school and wider community are the parents of students. When involved in their children's schools, parents can assist schools to accomplish educational goals.</p> <p><b>Common issues and reasons</b></p> <table border="1"> <tr> <td>There is generally low support of schools in the community due to <b>poor relationship between schools and the community</b>. Community members do not assist schools to make sure that students are in schools. Often, when students are misbehaving and are absent, members of the community protect them and allow the hide in their homes.</td> </tr> <tr> <td>Parents are <b>not ready to assist schools</b> interns of paying school fees on time, and supporting their children by providing learning materials (e.g. textbooks).</td> </tr> <tr> <td>Parents have <b>little time to spend with their children in their learning</b>. Lack of parent involvement negatively affects student performance because students do not have their in school learning reinforced at home. In order for optimal learning to occur, there needs to be more collaboration between teachers and parents.</td> </tr> </table> <p><b>Checklist for ideas for improvement</b></p> <table border="1"> <tr> <td><b>Ensure dialogue between school and community.</b> Have a meeting with nearby community to explain the importance of student attendance and to give the opportunity to report student matters to schools.</td> </tr> <tr> <td><b>Foster more interaction.</b> Prepare activities once a term to help students interact and work with community around school to help them to share the importance of school and importance of protecting children from dangerous activities. The head of school can also prepare a list of items that parents and community members can assist with school voluntarily. This will help to create transparency between parent and school and harness the community's resources to help the schools become more effective.</td> </tr> <tr> <td><b>Establish a PTA.</b> Ensure the establishment a fully functional PTA to help teachers and parents discuss issues related to students and schools. Encourage parents to visit their children's schools and give suggestions on how to improve students' performance.</td> </tr> <tr> <td><b>Create more regular links with parents.</b> Prepare a school diary for every student which will allow parents and teachers to send messages about the student in order to improve communication. Weekly homework assignments will require that parents review their child's work and sign the diary ensuring parent involvement. By increasing parent cooperation, student performance will improve.</td> </tr> <tr> <td>For more help on building a relationship with the outside community see school board/committee, WECs and DEOs.</td> </tr> </table>	There is generally low support of schools in the community due to <b>poor relationship between schools and the community</b> . Community members do not assist schools to make sure that students are in schools. Often, when students are misbehaving and are absent, members of the community protect them and allow the hide in their homes.	Parents are <b>not ready to assist schools</b> interns of paying school fees on time, and supporting their children by providing learning materials (e.g. textbooks).	Parents have <b>little time to spend with their children in their learning</b> . Lack of parent involvement negatively affects student performance because students do not have their in school learning reinforced at home. 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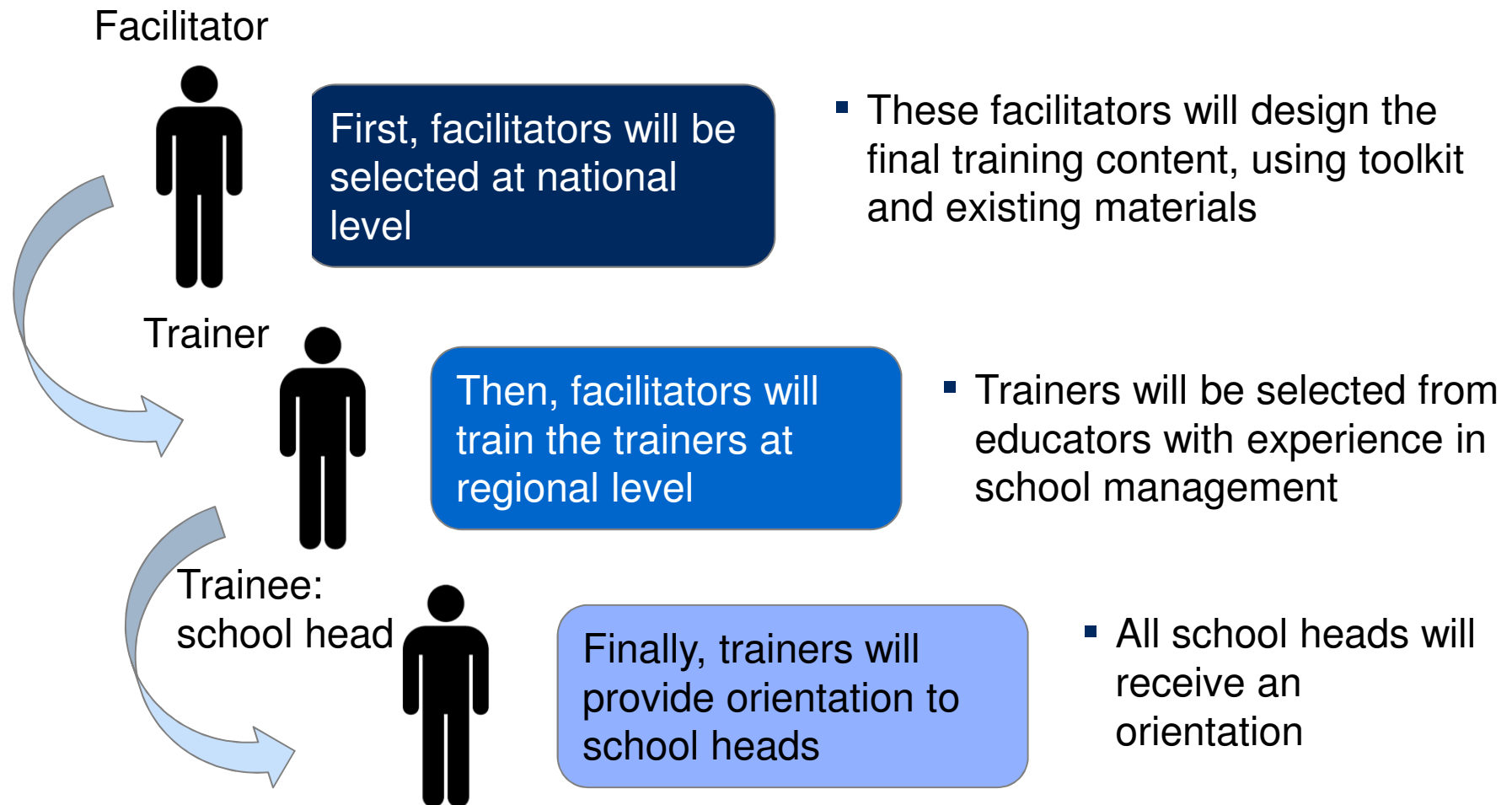
**NOTE:** Content from draft version, subject to potential change





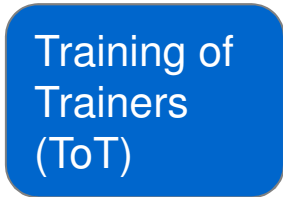

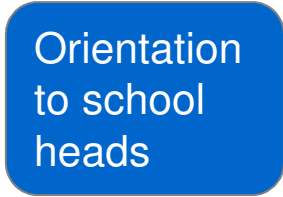

## 3 main activities will support and empower school heads to improve quality in their school



# The orientation to school heads will be conducted through a “train the trainer” model – both in primary and secondary



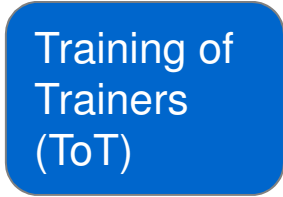

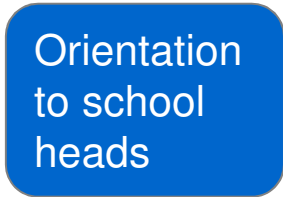



# What is required to execute the train the trainer model in primary education?

Levels	Target group	Days per session	Number of sessions	Attendants per session	Location
 <p>Workshop</p>	 X 44 facilitators <i>(4 per zone)</i>	2	1 (national)	<ul style="list-style-type: none"> <li>44 facilitators</li> </ul>	ADEM (potentially)
 <p>Training of Trainers (ToT)</p>	 X 200 trainers <i>(8 per region)</i>	3	1 (national)	<ul style="list-style-type: none"> <li>200 trainers</li> <li>44 facilitators</li> </ul>	ADEM (potentially)
 <p>Orientation to school heads</p>	 X 15,940 trainees <ul style="list-style-type: none"> <li>15,525 public school heads</li> <li>1 DEO per district</li> <li>2 inspectors per district</li> </ul>	3	110 (District <sup>1</sup> )	<ul style="list-style-type: none"> <li>150 head teachers</li> <li>8 trainers</li> <li>2 facilitators</li> </ul>	Potential venues <ul style="list-style-type: none"> <li>TRCs</li> <li>Teacher college venues</li> <li>Halls in LGAs</li> </ul>

<sup>1</sup> Some district with small number of schools will be merged

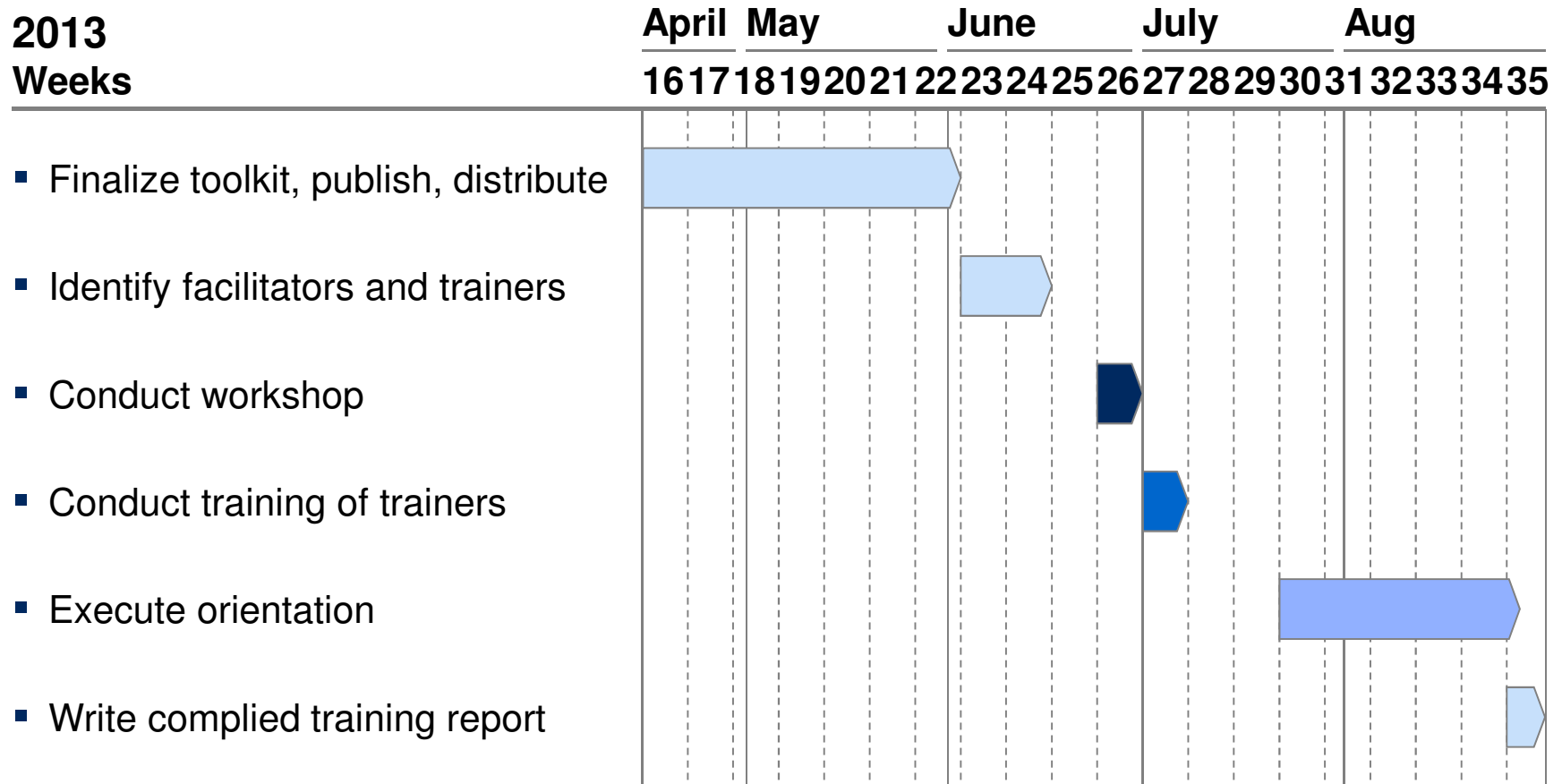
# What is required to execute the train the trainer model in secondary education?

Levels	Target group	Days per session	Number of sessions	Attendants per session	Location
 <p>Workshop</p>	 X 22 facilitators (2 per zone)	2	1 (national)	<ul style="list-style-type: none"> <li>22 facilitators</li> </ul>	ADEM (potentially)
 <p>Training of Trainers (ToT)</p>	 X 55 trainers (5 per zone)	3	1 (national)	<ul style="list-style-type: none"> <li>55 trainers</li> <li>22 facilitators</li> </ul>	ADEM (potentially)
 <p>Orientation to school heads</p>	 X 3,700 trainees <ul style="list-style-type: none"> <li>3,508 public school heads</li> <li>1 REO per region</li> <li>1 DEO per district</li> <li>2 inspectors per zone</li> </ul>	3	18 (Region <sup>1</sup> )	<ul style="list-style-type: none"> <li>200 head teachers</li> <li>5 trainers</li> <li>2 facilitators</li> </ul>	Potential venues <ul style="list-style-type: none"> <li>TRCs</li> <li>Teacher college venues</li> <li>Halls in RSs</li> </ul>

<sup>1</sup> Some district with small number of schools will be merged

# The orientation program will be run in June - August 2013

Primary and secondary education orientation schedules will be run in parallel



The trainings will be run in parallel. They can be conducted at the same time without problem, as they will be held in different locations



## Details on schedule

### PRIMARY


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- There will be ~**105** sessions in total, consisting of 3 days each
- As there are 1 trainer group per each region (25 in total), each group will have ~**4 sessions in a row**
- With 2 days for travel included per each session, the actual training will be run for **3 weeks**

### SECONDARY

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- There will be ~**18** sessions in total, consisting of 3 days each
- As there are 1 trainer group per each zone (11 in total), each group will have ~**2 sessions in a row**
- With 2 days for travel included per each session, the actual training will be run for **8 days**

- 
- Actual training will be finished in 3 weeks
  - Facilitator workshop + training of trainers can be finished in 2 weeks
  - With effective planning, the whole orientation can be delivered within 2 months



# Training agenda (detailed version available)

Workshop for facilitators	Facilitator training of trainers	Trainers train the head teachers
<p><b>Day 1</b></p> <ul style="list-style-type: none"><li>▪ Logistics</li><li>▪ Briefing on the objectives of the workshop and roles of facilitators</li><li>▪ Presentation of the Toolkit Contents</li><li>▪ Analysis and Synthesis</li></ul> <hr/> <p><b>Day 2</b></p> <ul style="list-style-type: none"><li>▪ Program Planning</li><li>▪ Review and Finalization of the Plan</li></ul> <div data-bbox="178 930 720 1149" style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; margin-top: 20px;"><p>In the workshop, training plan for other sessions will be prepared</p></div>	<p><b>Day 1</b></p> <ul style="list-style-type: none"><li>▪ Logistics</li><li>▪ Briefing on the objectives of the workshop and roles of facilitators</li><li>▪ General Discussion</li><li>▪ Presentation of the Toolkit Contents</li><li>▪ Analysis and Synthesis</li><li>▪ Training on Toolkit chapters (session 1)</li></ul> <hr/> <p><b>Day 2</b></p> <ul style="list-style-type: none"><li>▪ Training on Toolkit chapters (session 2)</li><li>▪ Discussion on other relevant Documents</li></ul> <hr/> <p><b>Day 3</b></p> <ul style="list-style-type: none"><li>▪ Analysis of the toolkit contents and suggestions for improvement in orientation</li><li>▪ Program Evaluation and Feedback</li><li>▪ Closing and Departure</li></ul>	<p><b>Day 1</b></p> <ul style="list-style-type: none"><li>▪ Logistics</li><li>▪ Briefing on the objectives of the workshop</li><li>▪ Introduction to the Toolkit-Objectives</li><li>▪ Training on Toolkit chapters (session 1)</li></ul> <hr/> <p><b>Day 2</b></p> <ul style="list-style-type: none"><li>▪ Training on Toolkit chapters (session 2)</li></ul> <hr/> <p><b>Day 3</b></p> <ul style="list-style-type: none"><li>▪ Discussion on other relevant Documents</li><li>▪ Program Evaluation and Feedback</li><li>▪ Closing and Departure</li></ul>

# Profile and source for recruiting facilitators

Source	Primary	Secondary
<ul style="list-style-type: none"> <li>MoEVT organizations (ADEM, TIE, IAE, NECTA)</li> </ul>	20	10
<ul style="list-style-type: none"> <li>PMO-RALG and MoEVT</li> </ul>	10-15	10
<ul style="list-style-type: none"> <li>TSD</li> </ul>	1	1
<ul style="list-style-type: none"> <li>Universities</li> </ul>	8-10	3-4
<ul style="list-style-type: none"> <li>NGOs/private schools</li> </ul>	2-3	1-2

## Selection criteria

- Minimum 5 years of experience in training
- Having hands on expertise in educational management
- Expertise and/or reasonability with education matters

# Profile and source for recruiting trainers

## PRIMARY

Source	Number per region	Criteria and Characteristics
TSD (District)	1	-5 years experience -Have been involved in solving teachers disciplinary issues
INSPECTORATE	2	•5 Years experience in school inspection •Have ability to write School inspection performance report
DEO OFFICE	1	•5 Years experience in district academic matters
WECs	2	•5 Years experience in WECs position •Must be from good performing Ward
SCHOOL (Experienced Head Teacher)	2	•5 Years of experience headship position •Must be from good performing school

**8 total**

## SECONDARY

Source	Number per region	Criteria and Characteristics
TSD (Regional)	1	-5 years experience -Have been involved in solving teachers disciplinary issues
INSPECTORATE (Zone)	1	•5 Years experience in school inspection •Have ability to write School inspection performance report
REO Office	1	•Deals with academic matters in the Region
DEO OFFICE	1	•5 Years experience in district academic matters
SCHOOL (Experienced Head of Schools)	1	•5 Years of experience headship position •Must be from good performing schools

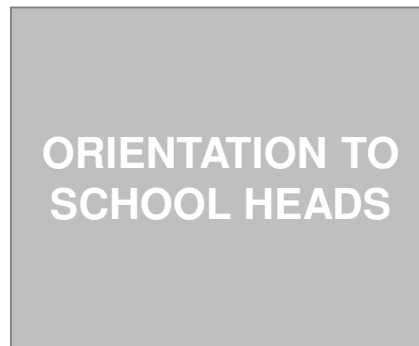
**5 total**

## 3 main activities will support and empower school heads to improve quality in their school



- A practical guide book is prepared to assist school heads

+



- School heads receive orientation on the school management

+



- Site visits are conducted afterwards to check progress

# We will introduce and M&E support team for the toolkit implementation

Day-to-day oversight of the program will be done by PMO-RALG

In addition, there will be site visits to school to see effectiveness

## Activity for M&E support team

- **A team** will be recruited for **each zone**, who will conduct the activity
- Each team will spend **2 weeks visiting the schools**, observing and interviewing school heads
- Where needed, the M&E support team will **give advice to the school heads**
- The team will write **a report on observations** which will give suggestions for improvement

## Team for site visits

- **5 person per zone**
  - 1 officer from MoEVT
  - 1 officer from PMO-RALG
  - 1 REO
  - 1 DEO
  - 1 inspector
- The team will be working together for **visits and report writing**
- There will be **55 people in total** for M&E support team

# Ownership and governance structure for successful implementation of the toolkit

<b>Activity</b>	<b>Owner</b>
▪ Finalizing the toolkit content, publishing, printing	▪ MoEVT Commissioner
▪ Distribute the toolkit	▪ PMO-RALG PS
▪ Identify facilitators and trainers	▪ PMO-RALG PS
▪ Inform schools about the training	▪ PMO-RALG DEC's
▪ Execute trainings <ul style="list-style-type: none"><li>– Secure logistics for trainings</li><li>– Invite and coordinate participants</li><li>– Supervise trainings</li></ul>	▪ PMO-RALG DEC's
▪ Compilation of report	▪ PMO-RALG PS
▪ Conduct M&E activity	▪ MoEVT Commissioner

# Suggestion for further improvement and sustainability of the program: Heavy support program

- After providing training and toolkit to the school heads, there may be also a **second level of support**
- This support can be heavier: A **coach** can work with school heads which need most support, working closely for 1-2 weeks
- These coaches can determine **specific problems** that these schools have, **suggest improvement** and oversight progress

*3 alternative models to implement the suggestion*

## **Alternative 1**

Trainers of the program spend 1 month each year, visiting 4 schools and spending 1 week in each with school heads

## **Alternative 2**

Successful schools partner with schools that need support, school head spends 1 week each 2 months in the other schools. Teachers can also support

## **Alternative 2**

There can be a full time team of coaches employed, who will cover more schools in total, and spend more time in the schools

# Detailed solutions

What will be different?

Equip school heads with tools needed to effectively manage their schools

Extend school head authority

Detailed implementation programme





# Interviews indicate that the current head of school mandate of school do not allow effective school management

## Most critical challenges for heads of schools to drive quality

- Late comers to school for both teachers and students
- Inadequate number of teachers and students
- Financial constraints
- Double session that leads to students learning to be less than expected
- Salary package for heads of schools sometimes being less than that of his/her subordinate
- Political interference (primary)

## Suggested mandate improvements to better drive quality in school

### Student disciplinary actions:

- Heads of school should be allowed to expel students who go against the rule and regulations
- Should be able to make decision on academic matters especially on repetition of students (primary)

### Teacher and head teacher actions:

- The discipline committee chairperson should be the **Ward Education Coordinator** and the committee should be given mandate to reprimand and also be given mandate to report the case to the employer
- There should be transparency in the appointment of the head teacher and also their dismissal should be clearly stated (insecurity of headship)
- Teachers should stay maximum 5 years in their station and head teachers 3-4 years
- Patronage should not be entertained in schools
- Payment should be tied with the attendance of a teacher and not the current system where there is no correlation between payment and the responsibility of the teacher
- There should be self-assessment criteria for teachers which will be used to guide head teachers in making decision on matters related to disciplining of teachers.
- Standing order document should be made available to schools

# Head of schools have less disciplinary authority than other comparable public service institutions

## Public service disciplinary procedures for teachers are different than other employees

Public service disciplinary procedures for teachers have some significant differences from other public employees :

- For other employees, the employer is responsible of disciplinary issues. PO-PSC is only a regulatory board for the public employees. While for teachers, there is a parallel structure also in regional and district level (TSD), where PO-PSC is responsible of disciplinary matters, not employer
- As a results, in other institutions the immediate supervisor has the power to discipline the employees by suspending them from work, while school heads can only report any issue and wait for enforcement
- All both cases, only the full council has the mandate to dismiss the employee

# The process for head teachers to leverage disciplinary actions toward misbehaving teachers takes around 1 year

## Process is long and complicated for taking any disciplinary measure against teachers

1. **Head of school** reports the matter to the DEO. with evidence
2. **DEO** reports the offence to the District Teachers Service Department (TSD) Secretary after making investigation
3. **TSD Secretary** does preliminary investigation to validate the offence. If satisfied, **TSD Secretary** sends charge sheet and notice to the teacher
4. **The teacher** has a right to defend against the charge within 14 days. If the teacher not responds or denies the offence, **TSD secretary** formulates an inquiry committee, within 60 days since the charge was issued to the offender
5. **The inquiry committee** submits the investigation report to the TSD secretary
6. **TSD secretary** presents the report before the District Committee with recommendations for decision making
7. **TSD District Committee** awards penalties known as Summary Proceedings:
  - (a) Warning,
  - (b) reprimand,
  - (c) recovery of the cost or part of the cost or breakage caused by his default or negligence
  - (d) forfeiture of salary in case of any an unauthorised absence from duty
  - (e) Withholding of any increment,
  - (f) Stoppage of an increment

Penalties cannot be awarded by TSD District Committees, however, by the **TSD Regional Committee** and the **TSD Headquarter**, including :

- (a) Reduction in salary not bellow the entry point of the salary scale at which he is then employed (TSD Regional Committee)
- (b) Reduction in rank (TSD Regional Committee)
- (c) Dismissal from his service post without termination of membership of the service
- (d) Dismissal from his service and his service current post

Where a teacher is aggrieved with the decision of the District Committee he may appeal to the Regional Committee, and where he is aggrieved by the decision of the Regional Committee or TSD HQ he may appeal to the Public Service Commission and where he is aggrieved by the decision of the Commission he may appeal to the President whose decision shall be final. The appeal should be made within 45 days from the date of judgement

# To improve school performance, we suggest expanding the head teacher mandate

## Current plan

Delegation of authority to the HoS and Principals is in progress since TSD headquarters already announced in the Government Gazette GN 309 of the year 2011. The decision is not circulated to the schools. The process has to be accelerated.

Enacted: The awards penalties that may be delegated by Public Service Commission to HoS include:

- (a) Warning
- (b) recovery of the cost or part of the cost or breakage caused by his default or negligence
- (c) Withholding of any increment

## Suggested addition by NKRA lab

- (a) Moreover, reprimand penalty is suggested to be added to above award penalties delegated to the HoS
- (b) Abolish withholding of any increment by Head of school because salary of the employee is processed and paid by the DED; HoS has no mandate on employee's salary
- (c) The guides need to be printed and disseminated to the HoS for immediate implementation. In addition, orientation of the prepared guides has to be done

### NKRA LAB SUCCESS!

During the lab, suggestion was communicated to the TSD and as a result, **the communications guide has been signed and printed at 04.04.2013** and will be distributed to the schools and be effective

# The lab has additional suggestions for better management of teacher issues

Suggestion	Next step
<ul style="list-style-type: none"> <li>▪ Establish a link between teachers performance appraisal with teachers earning and promotion to make them accountable and responsible to their teaching job.</li> </ul>	<ul style="list-style-type: none"> <li>▪ TSD has already finalized OPRAS forms. Forms should be used by PMO-RALG. Necessary orientation should be conducted for school heads, DEOs, REOs</li> </ul>
<ul style="list-style-type: none"> <li>▪ School head should be able to sign payroll before it is approved by the employer to ensure authenticity of payments</li> </ul>	<ul style="list-style-type: none"> <li>▪ PMO-RALG should work with TSD and MoF for infrastructural feasibility (currently lists are sent to DEO without split to schools)</li> </ul>
<ul style="list-style-type: none"> <li>▪ It is recommended that TSD is supposed to be an independent commission under the name “Tanzania Teacher Services Commission” (TSC) as recommended in the Presidential Commission for Education of (1982 pp 261-262, section 5.130). The Presidential Commission went far to suggest responsibilities of the recommended TSC as follows:               <ul style="list-style-type: none"> <li>– Restoring teachers’ professional morale</li> <li>– Provide respect to teachers that they reserve</li> <li>– Encourage teachers to professional development</li> <li>– Recruit and retain quality teachers</li> <li>– Make teaching profession attractive</li> </ul> </li> <li>▪ The LAB recommends the TSC structure as recommended by the Presidential Commission. This structure will help to regulate teachers disciplinary matters and maintain fairness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PMO-RALG, PO-PSC and CWT to outline options and advantages &amp; disadvantages, and agree on an alternative to eliminate current inefficiencies (TSD regional organization being underfunded, split of roles with employer not clear, immediate supervisor has no power)</li> <li>▪ The corresponding acts shall be updated based on agreed alternative and reorganization shall be conducted</li> </ul>

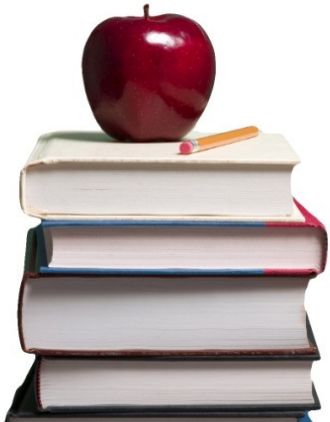
# Detailed solutions

What will be different?

Equip school heads with tools needed to effectively manage their schools

Extend school head authority

Detailed implementation programme



# Implementation Programme 2013 – Toolkit

					2013																																			
					L a b		A p r			M a y			J u n			J u l			A u g			S e p			O c t			N o v			D e c									
#	Initiative	#	Sub-initiative	#	Activity	Responsib le institution	Responsib le position	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
4	<b>Create and distribute school management toolkit</b>																																							
	4.1		<b>Identify and review existing necessary documents</b>			Lab Team	-	x																																
			4.1.1		Collect all necessary relevant documents	Lab Team	-	x																																
			4.1.2		Review and outline the contents of each document																																			
			4.1.3		Document relevant content for the toolkit	Lab Team	-	x																																
	4.2		<b>Conduct interview to determine practical tools existing in schools</b>			Lab Team	-	x																																
			4.2.1		Prepare interview guides	Lab Team	-	x																																
			4.2.2		Identify and invite participants	Lab Team	-	x																																
			4.2.3		Conduct interviews	Lab Team	-	x																																
			4.2.4		Write interview report and document insights	Lab Team	-	x																																
	4.3		<b>Design content and skeleton for the guideline</b>			Lab Team	-	x																																
			4.3.1		Clarify the objectives of the document	Lab Team	-	x																																
			4.3.2		Establish the structure of the document, leveraging interview report	Lab Team	-	x																																
			4.3.3		Determine the main contents and sub-contents	Lab Team	-	x																																
	4.4		<b>Prepare final document for the toolkit</b>			MoEVT	Commissioner	x	x	x	x																													
			4.4.1		Produce a first draft for review	Lab Team	-	x																																
			4.4.2		Review the draft by the Lab and produce final toolkit	MoEVT	Commissioner		x	x																														
			4.4.3		Translate the toolkit to Kiswahili	MoEVT	Commissioner		x	x																														
			4.4.4		Get approval for the final version from the Minister of MoEVT	MoEVT	Commissioner				x																													

# Implementation Programme 2013 – Toolkit

					2013																													
					L a b		A p r			M a y			J u n			J u l			A u g			S e p			O c t			N o v			D e c			
#	Initiative	#	Sub-initiative	#	Activity	Responsible institution	Responsible position	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	<b>4.5</b>		<b>Make toolkit available online in MoEVT website</b>			<b>Commissioner</b>																												
				4.5.1	Convert the toolkit content to electronic version in appropriate format	MoEVT	Webmaster																											
				4.5.2	Upload the version to the MoEVT website	MoEVT	Webmaster																											
				4.5.3	Test the link for the usage	MoEVT	Webmaster																											
				4.5.4	Release the toolkit content, after successful test	MoEVT	Webmaster																											
				4.5.5	Request PMO-RALG to communicate the launch to school heads	MoEVT	PS																											
				4.5.6	Inform school heads on the toolkit is available on the website	PMO-RALG	PS																											
	<b>4.6</b>		<b>Publish toolkit booklet</b>			<b>Commissioner</b>																												
				4.6.1	Determine the number of toolkits needed in relation to number of school	MoEVT	Commissioner																											
				4.6.2	Determine the number of other stakeholders to be considered for toolkit (facilitators, trainers, REO, DEO, inspectors)	MoEVT	Commissioner																											
				4.6.3	Conduct a quotation for publishing the toolkit	MoEVT	PMU																											
				4.6.4	Identify and sign contract with the printer	MoEVT	PMU																											
				4.6.5	Provide necessary funding to the printer	MoEVT	PS																											
				4.6.6	Refine the format for publishing	MoEVT	Printer unit																											
				4.6.7	Publish all copies for the toolkit	MoEVT	Printer unit																											
				4.6.8	Deliver the toolkits to the storage in the MoEVT	MoEVT	Printer unit																											
	<b>4.7</b>		<b>Distribute toolkit booklet</b>			<b>Commissioner</b>																												
				4.7.1	Identify number of toolkits to be distributed to training centers by region	MoEVT	Commissioner																											
				4.7.2	Inform REOs for sending of the toolkit and the schedule for training (for them to be ready for delivery)	MoEVT	Commissioner																											
				4.7.3	Submit the toolkits in bulk to the REO office	MoEVT	Commissioner																											
				4.7.4	Distribute toolkits to the corresponding training centers	PMO-RALG	REOs																											













# Key initiatives



- 1 Official school ranking
- 2 School incentive scheme
- 3 School improvement toolkit
- 4 National 3R assessment**
- 5 3R teacher training
- 6 STEP (Student Teacher Enrichment Programme)
- 7 Basic facilities construction
- 8 Capitation grants
- 9 Teacher motivation

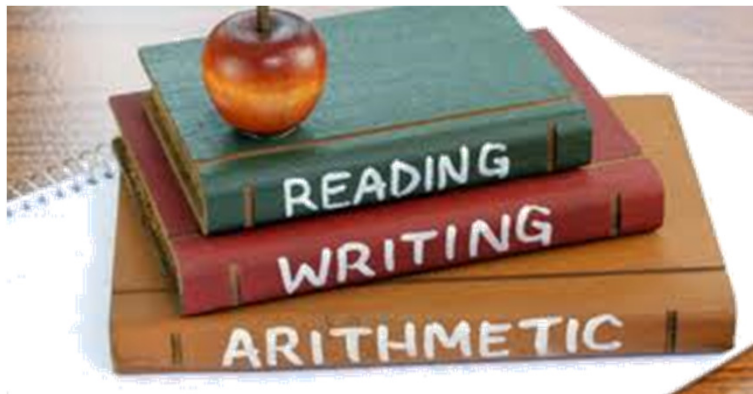
# Detailed solutions

What will be different?

3R assessment methodology

Risks for implementation and mitigation

Detailed implementation programme



# We will introduce a national 3R assessment (reading, writing and arithmetic) in Standard II for better decision making from school to national level

	<u>School level</u>	<u>National tests</u>
<b>Secondary</b>	▪ <b>Form VI</b>	▪ <b>ACSEE</b>
	▪ Form V	▪ -
	▪ <b>Form IV</b>	▪ <b>CSEE</b>
	▪ Form III	▪ -
	▪ <b>Form II</b>	▪ <b>FTSEE</b>
	▪ Form I	▪ -
<b>Primary</b>	▪ <b>Std VII</b>	▪ <b>PSLE</b>
	▪ Std VI	▪ -
	▪ Std V	▪ -
	▪ <b>Std IV</b>	▪ <b>Std IV</b>
	▪ Std III	▪ -
	▪ Std II	▪ -
	▪ Std I	▪ -

**No standardized 3R** (reading, writing and arithmetic) **assessment** in early grades

- We will implement a **National 3R assessment in Standard II** (sample based)
- Assessment of skills at an early stage will provide better decision from school to national level



# Our aspiration – Introduce a reliable and insightful assessment system to ensure students master 3Rs early



## Aspiration

- There is **no standardized assessment** in early grades in Tanzania: **3Rs not assessed properly**
  - There is lack of focus on teaching 3Rs
  - Students proceed to higher levels without mastering 3Rs

## What it means in practice



- We will **introduce a 3R assessment in Standard II** for better decision making from school to national level. Our suggested methodology is:
  - **Having an assessment on reading, writing and arithmetic**
  - **Doing assessment in 10% of primary schools within each Council (with national stratified random sample: 12 schools to be sampled on average, with 20 pupils each)**
- The assessment will be conducted by **Council Inspectors**, who will be trained by **Regional Academic Officers**
- We also suggest that:
  - The assessment tool should be used for **Continuous Assessment (CA)** by the teachers in Standard II
  - A **Training Program for Standard I and II Teachers** should be deployed nationwide after first assessment to improve results in the following academic years



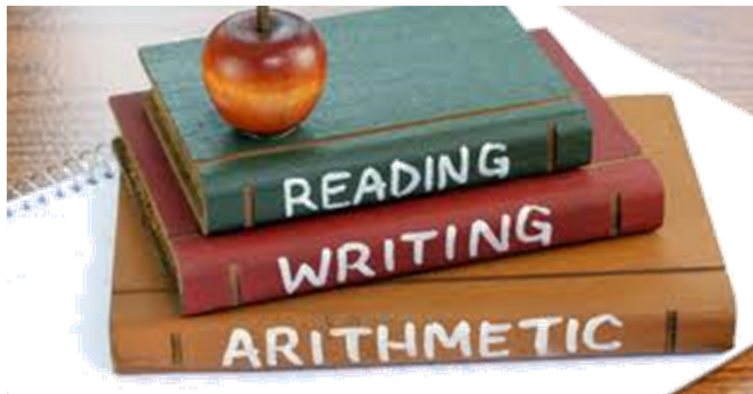
# Detailed solutions

What will be different?

3R assessment methodology

Risks for implementation and mitigation

Detailed implementation programme



## Several 3R assessments could be leveraged

<b>Assessment</b>	<b>Description</b>	<b>Pros</b>	<b>Cons</b>
Uwezo	<ul style="list-style-type: none"> <li>Household-based assessment of Standard III literacy and numeracy mastery</li> </ul>	<ul style="list-style-type: none"> <li>It measures mastery of Kiswahili, English and mathematics.</li> <li>Applies randomized control trial methodology.</li> <li>Based on the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Not a classroom-based assessment.</li> <li>Conducted for Standard III instead of Standard II.</li> </ul>
EGRA	<ul style="list-style-type: none"> <li>Early Grade Reading Assessment</li> </ul>	<ul style="list-style-type: none"> <li>International standardized assessment based on reading ability pupils should have attained at the end of two years of schooling.</li> </ul>	<ul style="list-style-type: none"> <li>Not based on curriculum.</li> <li>Only specific to pupils' ability to read.</li> </ul>
EGMA	<ul style="list-style-type: none"> <li>Early Grade Mathematics Assessment</li> </ul>	<ul style="list-style-type: none"> <li>International standardized assessment based on mathematics ability pupils should have attained at the end of two years of schooling.</li> </ul>	<ul style="list-style-type: none"> <li>Not based on curriculum.</li> <li>Only specific to pupils' ability to do mathematics.</li> </ul>

# Suggested assessment characteristics

	<b>Recommendation</b>	<b>Rationale</b>
<b>Who</b> will take the assessment? (sampling)	Standard II Pupils	We want to ensure that Standard II pupils have a solid foundation and mastery of 3Rs before they proceed to higher levels
<b>How</b> will it be conducted? (methodology)	Introduce national stratified random sample for schools (10% of primary schools within each Council) and 20 pupils in Standard II in each school to be selected randomly	Stratified random sample will provide us with the information for generalization to the population of schools to support decision making at national, regional and district level, without having to conduct the assessment on all pupils
<b>What</b> will the assessment cover? (content)	It will cover the 3Rs (reading, writing and arithmetic)	These are the most important skills that builds the foundation for further learning

# The Assessment will be conducted in All Councils of Tanzania Mainland in 2013, 2014 and 2015

	<u>Recommendation</u>	<u>Rationale</u>
<b>Sampling methodology in detail</b>	From BEST database, randomly select 10% of schools for each Council	This will provide us with results that will be representative of the status of mastery of 3Rs for each Council, which will then give us the status of 3Rs in the country for decision making
<b>Councils selected (how many, names)</b>	All 140 Councils in the country	This is a statistically powerful representative sample that will cover the whole country and information at district level will also be important
<b>Description for selection of schools/ pupils</b>	10% of schools in each Council will be selected randomly. Within each school, 20 pupils from Standard II will be selected randomly	This approach will allow us to generalize our findings to the whole population of Standard II pupils in the country

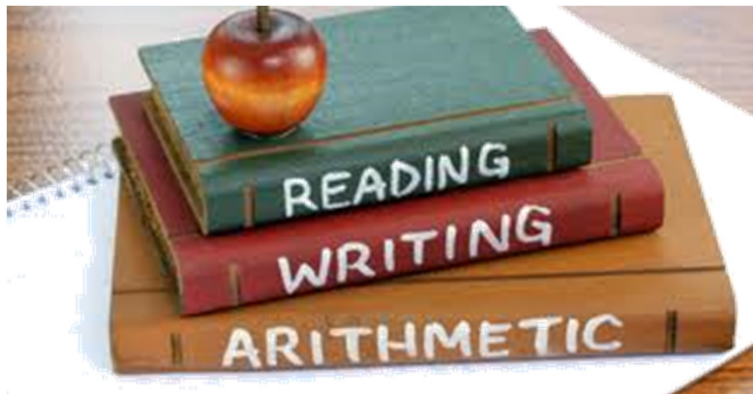
# Detailed solutions

What will be different?

3R assessment methodology

Risks for implementation and mitigation

Detailed implementation programme



## Risks for implementation and mitigation plan (1/2)

Activity	Risks	Mitigation
Develop 3R Instrument	(1) Getting good experts in 3Rs; (2) Validity of 3R Instrument that is developed may not be valid; (3) Availability of budget on time	(1) Early identification of experts and have a reserve list; (2) Pre-test the instrument before use; (3) Delivery Unit to ensure timely availability of funds from Govt and/or DPs
Stationery and Printing Costs	(1) Timely release of funds; (2) High inflation	(1) Delivery Unit to ensure timely availability of funds from Govt and/or DPs; (2) Review the budget and/or reduce the sample size
Random Sample Selection	Bias towards better or lower performing schools/pupils only	Random sampling reduces the probability of purposely selecting better or worse performing schools
Prepare Training of Trainers (TOT) Manual	(1) Availability of experts; (2) Completion of manual is not completed in time	(1) Early identification of experts and have a reserve list; (2) Strictly enforced time management and full-time dedication of experts
TOT Training for Regional Academic Officers	Depending on their schedule, may find that some of the RAOs don't show up due to tight schedule or conflict with other activities	If RAOs are not available, select Council Education Officers to represent the Regions

## Risks for implementation and mitigation plan (2/2)

Activity	Risks	Mitigation
Regional Academic Officers train Council School Inspectors	Depending on their schedule, may find that some Council School Inspectors don't show up due to tight schedule or conflict with other activities	If Council School Inspectors are not available, have a reserve list to select alternate Council School Inspectors to represent the Councils
Council School Inspectors conduct 3Rs Assessment in Primary Schools	Possibility that Council School Inspectors will not select pupils randomly, but only best performing.	Have RAOs go to a random number of schools to ensure that random selection of pupils was properly followed.
ESMIS Officer Data Processing, Analysis and Reporting	Delay in the processing, analysis and reporting due to conflicting schedule	Hire temporary data entry operators and others as needed to fulfill the task
Data Dissemination	Possibility of delay due to unavailability of officials to attend the dissemination meeting	Use alternative means of dissemination (e.g., forward results to RAS/REOs, Council Directors, DEOs, or publish in media, etc.)



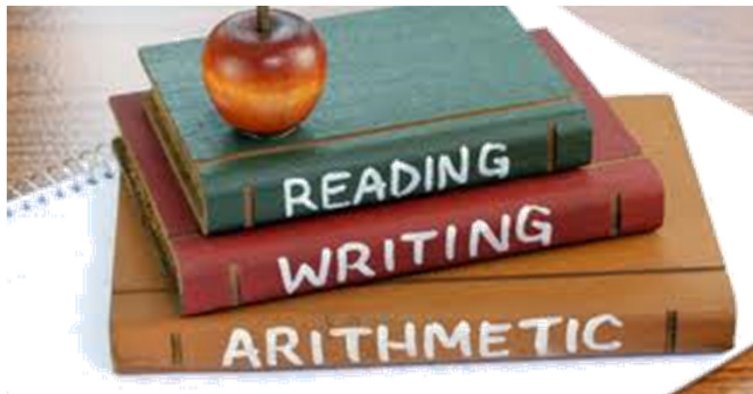
## What will be different?

Case for change

3R assessment methodology

Risks for implementation and mitigation

Detailed implementation programme



# Key activities for developing and executing the first 3R assessment nationally in Standard II in 2013

Activity	Responsible	Timeline	DAYS
Develop 3R Instrument	MOEVT-DPE	May/June	20
Stationary and Printing Costs	MOEVT-DPE	July /August	42
Random Sample Selection	MOEVT-DPE	July	2
Prepare Orientation Schedule	MOEVT-DPE	July	3
Orientation for Regional Academic Officers	MOEVT-DPE	September	5
Regional Academic Officers orient School Inspectors	Regional Academic Officers	September	5
Council School Inspectors conduct 3Rs Assessment in Primary Schools	Council School Inspectors	October	21
Data Processing, Analysis and Reporting	Private Firm, MOEVT, PMO-RALG	November /December	30
Data Dissemination	MOEVT/PMO-RALG	December	2

## Several owners and stakeholders are critical for success

### Key stakeholders for success

Sub-initiative	Owner	Implementers	Other relevant
Develop 3R Instrument	MOEVT	MOEVT-DPE	Development Partners
Stationary and Printing Costs	MOEVT	MOEVT - DPE / Director of Procurement	Development Partners
Random Sample Selection	MOEVT	MOEVT-DPE & DPP	Development Partners
Prepare Training of Trainers (TOT)	MOEVT	MOEVT-DPE & DTE	Development Partners
TOT Training for Regional Academic Officers	MOEVT	MOEVT-DPE & DTE	Development Partners
Regional Academic Officers train School Inspectors	MOEVT / PMO-RALG	RAS / REO/ Regional Academic Officers	Development Partners
School Inspectors conduct 3Rs Assessment in Primary Schools	MOEVT / PMO-RALG	School Inspectors	Development Partners
Data Processing, Analysis and Reporting	MOEVT / PMO-RALG	Private Firm, MOEVT, PMO-RALG	Development Partners
Data Dissemination	MOEVT/PMO-RALG	MOEVT/PMO-RALG	Development Partners

## Each step of the process requires roles to be filled (1/2)

Activity	Responsible	Roles
Develop 3R Instrument	MOEVT-DPE & Director of Education Coordination PMO-RALG	Ten people to review existing tools and make final selection: (1) Commissioner (or representative); (2) Director of Primary Education (or representative); (3) Director of Education Coordination PMO-RALG (or Representative); (4) Director of Teacher Education (or representative) ;(5) Director of TIE (or representative); (6) Director of NECTA (or representative) (7) One 3R Expert from Teachers' Colleges (e.g., retired 3R tutor or teacher); (8) two active Standard II Primary School Teachers; (9) NGO representative expert in 3Rs.
Stationery and Printing Costs	MOEVT – DPE / Director of Procurement	To oversee procurement of printing the 3Rs assessment instrument and provision of stationery
Random Sample Selection	MOEVT-DPE & DPP	To assign ESMIS Officers to make random selection of schools by Council.
Prepare Orientation Schedule	MOEVT-DPE & Director of Education Coordination PMO-RALG	Ten people prepare orientation schedule: (1) Commissioner (or representative); (2) Director of Primary Education (or representative); (3) Director of Education Coordination PMO-RALG (or Representative); (4) Director of Teacher Education (or representative) ;(5) Director of TIE (or representative); (6) Director of NECTA (or representative) (7) One 3R Expert from Teachers' Colleges (e.g., retired 3R tutor or teacher); (8) two active Standard II Primary School Teachers; (9) NGO representative expert in 3Rs.

## Each step of the process requires roles to be filled (2/2)

Activity	Responsible	Roles
Orientation for Regional Academic Officers	MOEVT - DPE & Director of Education Coordination PMO-RALG	Orient 50 Regional Academic Officers in 3Rs Assessment (e.g., one day theory, two days practical)
Regional Academic Officers orient School Inspectors	Regional Administrative Secretary/Regional Education Officer/Regional Academic Officers	Orient 140 School Inspectors in 3Rs Assessment (1 Inspector for 12 primary schools on average)
School Inspectors conduct 3Rs Assessment in Primary Schools	Council Directors/Council School Inspectors	To conduct 3Rs assessments in randomly selected primary schools with randomly selected Standard II pupils
Data Processing, Analysis and Reporting	Private Firm, MOEVT, PMO-RALG	To assign ESMIS Officers to work with private firm to process the data, analyze and produce the report
Data Dissemination	MOEVT/PMO-RALG	To disseminate results to RAS/REOs, Council Directors, DEOs, and the public (includes per diem, conference charges, and transport)

# Implementation Programme 2013 – 3R assessment

#	Initiative #	Sub-initiative #	Activity	Responsible institution	Responsible position	2013																	
						Apr		May		Jun		Jul		Aug		Sep		Oct		Nov		Dec	
						L	a	M	a	J	J	A	S	S	S	S	O	O	N	N	D	D	D
1	Develop 3R Assessment Instruments (Reading, Writing, and Arithmetic)																						
	1.1	Develop 3R Instrument																					
		1.1.1	DPE identifies, selects and contacts participants Lab to provide list of potential participants to be invited by PS-MOEVT	MoEVT LAB	PS/DPE Assessment Team																		
		1.1.2	DPE writes letters of invitation to the potential participants Lab to develop contents of invitation letter for PS-MOEVT to send to participants	MoEVT LAB	DPE Assessment Team																		
		1.1.3	Lab will identify experts and prepare draft letter for PS-MOEVT to invite experts on 3Rs assessment (e.g., Uwezo, EGRA, EGMA, and others) to present to the team	MoEVT LAB	DPE Assessment Team																		
		1.1.4	DPE reserves review venue for two weeks	LAB	Assessment Team																		
		1.1.5	Lab provides DPE with list of potential venues Lab to prepare draft timetable for two-week development of instruments	LAB LAB	Assessment Team Assessment Team																		
		1.1.6	information and/or instruments and gives copies to participating team	MoEVT	DPE																		
		1.1.7	Lab to provide soft copies of Uwezo, EGRA, EGMA and any other relevant documents to DPE	LAB	Assessment Team																		
		1.1.8	DPE to print enough copies of instruments for participants	MoEVT	DPE																		
		1.1.9	Team meets in selected venue and selects the Team Leader	MoEVT / PMO-RALG	DPE / DEC																		
		1.1.10	Team conducts syndication with relevant experts on the different instruments (e.g., Uwezo, EGRA, EGMA and others)	MoEVT / PMO-RALG	DPE / DEC																		
		1.1.11	Team reviews and designs the instruments, including assessment administration guide	MoEVT / PMO-RALG	DPE / DEC																		
		1.1.12	Once finalized, team needs to print 200 copies of the finalized instrument and stationery for pre-test exercise	MoEVT / PMO-RALG	DPE / DEC																		
		1.1.13	Lab will identify ten schools from three councils in Dar es Salaam (3 Temeke, 3 Ilala, and 4 Kinondoni)	LAB	Assessment Team																		
		1.1.14	indicating the date when the team will visit the schools to conduct the pre-test	LAB	Assessment Team																		
		1.1.15	3 schools (high performing, medium performing, and low performing) over 2 days (test validity of the tool, methodology, time spent per pupil)	MoEVT / PMO-RALG	DPE / DEC																		
		1.1.16	Team will be provided with transport allowance to visit the schools and conduct the pre-test over a two day period	MoEVT / PMO-RALG	DPE / DEC																		
		1.1.17	Once pre-test has been conducted, team to conduct a gap analysis and provide a report (2 days)	MoEVT / PMO-RALG	DPE / DEC																		
		1.1.18	Team to make final modifications to instruments based on gap analysis, if necessary (2 days)	MoEVT / PMO-RALG	DPE / DEC																		
		1.1.19	workshop	MoEVT / PMO-RALG	DPE / DEC																		









## Key initiatives



1 Official school ranking

2 School incentive scheme

3 School improvement toolkit

4 National 3R assessment

5 **3R teacher training**

6 STEP (Student Teacher Enrichment Programme)

7 Basic facilities construction

8 Capitation grants

9 Teacher motivation

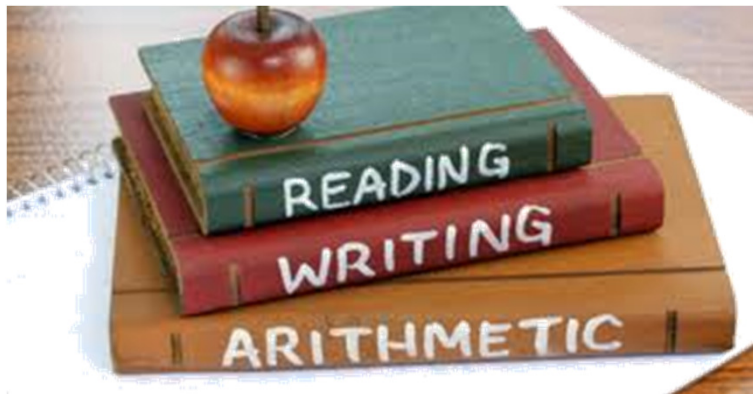
# Detailed solutions

What will be different?

How will implementation happen?

Risks for implementation and mitigation

Detailed implementation programme



# Our aspiration – Train teachers in 3R pedagogy to ensure students better master the 3R skills in the early grades



## **Aspiration:**

Improve 3R skill levels in Standard I and II in Tanzanian schools by training teachers in 3R teaching skills



## **What it means in practice:**

- Develop of 3R training material for teachers
- Train teachers through a train the trainer model



## **What success looks like:**

Successful teacher training, resulting in improved 3R assessment results in the next 3R assessment (exact target to be defined after the initial 3R baseline assessment in October-December 2013)

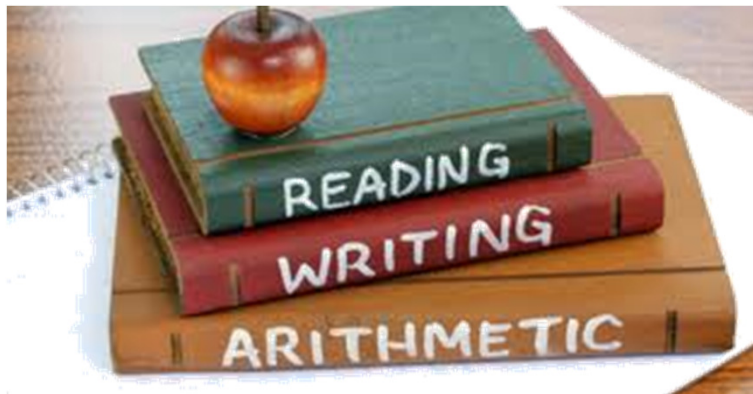
# Detailed solutions

What will be different?

How will implementation happen?

Risks for implementation and mitigation

Detailed implementation programme



## Key activities for developing and executing the first 3R teacher training in 40 Councils in Standards I & II in 2013

Activity	Responsible	Timeline	Days
Develop Teacher's Module for Teaching and Continuous Assessment of 3Rs (Reading, Writing, and Arithmetic)	MOEVT-DPE & Director of Education Coordination PMO-RALG	August 2013	12
Procurement and printing the 3Rs training module and provision of stationery for 6,167 teacher Schools in 40 Councils.	MOEVT-DPE & Director of Procurement	September-October 2013	42
Prepare Training of Trainers (TOT) for 3Rs Teaching and Pupil Assessment	MOEVT-DPE & Director of Education Coordination PMO-RALG	November 2013	3
TOT for 80 Council Academic Officers and 80 SLOs	MOEVT-DPE & Director of Education Coordination PMO-RALG	November 2013	5
Council Academic Officers and SLOs train 2 Std I and II teachers	MOEVT-DPE & Director of Education Coordination PMO-RALG, Council Directors/Council Education Officers	December 2013	7
National Teacher Training Team (10 people) oversee training in the Councils	MOEVT-DPE & Director of Education Coordination PMO-RALG, Council Directors/Council Education Officers	December 2013	14
National Teacher Training Team with Council Academic Officers write a training report	MOEVT-DPE & Director of Education Coordination PMO-RALG, Council Directors/Council Education Officers	December 2013 – January 2014	14

# Several owners and stakeholders are critical for success

## Key stakeholders for success

Sub-initiative	Owner	Implementers	Other relevant
Develop Teacher's Module for Teaching and Continuous Assessment of 3Rs (Reading, Writing, and Arithmetic)	MOEVT-DPE	MOEVT-DPE & DTE & DEC PMO-RALG	Development Partners, Experts in 3R teaching
Procurement and printing the 3Rs teacher training module and provision of stationery for 6,167 Schools in 40 Councils.	MOEVT-DPE	MOEVT - DPE / Director of Procurement	Development Partners
Prepare Training of Trainers (TOT) for 3Rs Teaching and Pupil Assessment	MOEVT-DPE	MOEVT-DPE & PMO-RALG	Development Partners
TOT for 80 Council Academic Officers and 80 SLOs	MOEVT-DPE	MOEVT-DPE, DTE & Director of Education Coordination PMO-RALG, National Teacher Training Team	Development Partners
Council Academic Officers and SLOs train 2 Std I and II teachers	MOEVT-DPE	Council Academic Officers	Development Partners
National Teacher Training Team (10 people) oversee training in the Councils	MOEVT-DPE	National Teacher Training Team	Development Partners
Council Academic Officers with Council Academic Officers write a training report	MOEVT-DPE	National Teacher Training Team with Council Academic Officers	Development Partners

## Each step of the process requires roles to be filled (1/2)

Activity	Responsible	Roles
Develop Teacher's Module for Teaching and Continuous Assessment of 3Rs (Reading, Writing, and Arithmetic)	MOEVT, PMO-RLG, TIE, TTCs, Teachers	Ten people to review existing Modules and make final selection: (1) Commissioner (or representative); (2) Director of Primary Education (or representative); (3) Director of Education Coordination PMO-RALG (or Representative); (4) Director of Teacher Education (or representative) ;(5) Director of TIE (or representative); (6) Director of NECTA (or representative) (7) One 3R Expert from Teachers' Colleges (e.g., retired 3R tutor or teacher); (8) two active Standard II Primary School Teachers; (9) NGO representative expert in 3Rs.
Procurement and printing the 3Rs teacher training module and provision of stationery for 6,167 Schools in 40 Councils.	MOEVT-DPE	To oversee procurement of printing the 3Rs teacher training module and provision of stationery
Prepare Training of Trainers (TOT) for 3Rs Teaching and Pupil Assessment	MOEVT-DPE and PMO-RALG	For two days, three people (Chairperson of Teacher Training Team, DPE and PMO-RALG) prepare TOT schedule for 80 Council Academic Officers
TOT for 80 Council Academic Officers and 80 SLOs	MOEVT-DPE and PMO-RALG	Teacher Training Team trains 80 Council Academic Officers and 80 SLOs in 3R teacher training module



## Each step of the process requires roles to be filled (2/2)

Activity	Responsible	Roles
Council Academic Officers train 2 Std I and II teachers	Council Directors & Council Education Officers	Council Academic Officers and SLOs train 2 Std I and II teachers from each school in the 40 selected Councils in Teaching and Continuous Assessment of 3Rs (Reading, Writing, and Arithmetic)
National Teacher Training Team (10 people) oversee training in the Councils	MOEVT-DPE and PMO-RALG	National Teacher Training Team (10 people) oversee training in the Councils
National Teacher Training Team with Council Academic Officers and SLOs write a training report	MOEVT-DPE and PMO-RALG	National Teacher Training Team with Council Academic Officers and SLOs write a training report summarizing lessons learned (i.e., what worked, what didn't work, recommendations for improvements of modalities and guides)

## 3R Teacher Training Geographic Focus: 6,167 Primary Schools in 40 Focused Councils

No.	Districts	No. of Schools per District
1	MWANZA JIJI	176
2	TEMEKE(M)	88
3	GEITA	255
4	SENGEREMA	174
5	MBOZI	216
6	MOSHI(V)	251
7	MAGU	196
8	KARAGWE	206
9	ARUSHA(M)	97
10	RUNGWE	196
11	KILOSA	222
12	MULEBA	220
13	ARUSHA	105
14	MUFINDI	156
15	NJOMBE	181
16	MBEYA(M)	81
17	BUNDA	155
18	KILOMBERO	154
19	KASULU	222
20	MERU	120

No.	Districts	No. of Schools per District
21	SAME	183
22	UKEREWE	121
23	MVOMERO	136
24	BABATI(V)	129
25	MBULU	120
26	IRINGA(V)	138
27	ROMBO	155
28	KWIMBA	150
29	KYELA	98
30	TARIME	128
31	URAMBO	140
32	HANDENI	133
33	IRAMBA	163
34	BUKOMBE	141
35	KOROGWE (V)	133
36	CHATO	127
37	MASASI	151
38	BUKOBA(V)	139
39	KARATU	92
40	BAGAMOYO	119

# What's ready, and what must be done?

	<b>Proposal of what has already been developed</b>	<b>Proposal of what needs to be developed</b>
<b>3R Scope</b>	<ul style="list-style-type: none"> <li>▪ TZ21 Approved Reading Package for Standard II (Approved by Commissioner)</li> <li>▪ Teacher training in Mtwara in April</li> <li>▪ Assessment of learning outcomes in August</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lacking math package</li> <li>▪ Start design in July</li> <li>▪ Complete by October</li> <li>▪ Plan to do teacher training thereafter (Dec-Jan)</li> </ul>
<b>Funding</b>	<ul style="list-style-type: none"> <li>▪ Only funding for reading (USAID)</li> <li>▪ \$5 million: September 2013</li> <li>▪ \$15 million: September 2014</li> <li>▪ \$15 million: September 2015</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secure separate funding for maths from either the GoT or other DPs</li> </ul>
<b>GPE Link</b>	<ul style="list-style-type: none"> <li>▪ Best Case: Approved in November; Start in January</li> <li>▪ Worst Case: Approved November; Start in July</li> </ul> <p>Note: On assumption that GPE is approved</p>	<p>Package from NKRA lab to be assessed by GPE and further modified:</p> <ul style="list-style-type: none"> <li>▪ 2013: Education NKRA Prep</li> <li>▪ 2014: Pretest NKRA lab / Review GPE</li> <li>▪ 2015: GPE</li> </ul>
<b>Roll-Out / Scale</b>		<ul style="list-style-type: none"> <li>▪ Focus on NKRA lab recommended schools</li> <li>▪ Purposeful Sampling</li> <li>▪ Test Model and Material</li> </ul>

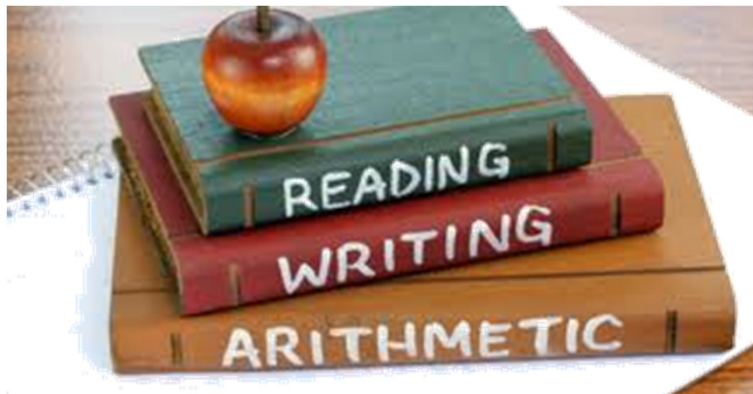
# Detailed solutions

What will be different?

How will implementation happen?

Risks for implementation and mitigation

Detailed implementation programme



## Risks for implementation and mitigation plan (1/2)

Activity	Risks	Mitigation
Develop Teachers' Module for Teaching and Continuous Assessment of 3Rs (Reading, Writing, and Arithmetic)	(1) Not sure we will be able to get experts in 3Rs; (2) Not sure we will get the budget in time	(1) Early identification of experts and have a reserve list; (2) Delivery Unit to ensure timely availability of funds from Govt and/or DPs
Procurement and printing the 3Rs teacher training module and provision of stationery for 6,167 Schools in 40 Councils.	(1) Timely release of funds; (2) If inflation is high the budget will not be enough	(1) Delivery Unit to ensure timely availability of funds from Govt and/or DPs; (2) Review the budget and/or reduce the sample size
Prepare Training of Trainers (TOT) for 3Rs Teaching and Pupil Assessment	Time allocated to develop the TOT may not be enough	Increase the amount of time when necessary
TOT for 80 Council Academic Officers and 80 SLOs	Depending on their schedule, may find that some Council Academic Officers and SLOs don't show up due to tight schedule or conflict with other activities	If Council Academic Officers and SLOs are not available, have a reserve list to select alternate Council Academic Officers and SLOs to represent the Councils

## Risks for implementation and mitigation plan (2/2)

Activity	Risks	Mitigation
Council Academic Officers and SLOs train 2 - Std I and II teachers	Depending on their schedule, may find that some Std I and II teachers don't show up due to tight schedule or conflict with other activities	If Std I and II teachers are not available, have a reserve list to select alternate Std I and II teachers to represent the school
National Teacher Training Team (10 people) oversee training in the Councils	Possibility that some members of the National Teacher Training Team will not be able to participate due to conflicting schedule.	If some members of the National Teacher Training Team are not available, assign REOs, MoEVT and PMO-RALG Officials to oversee training in the Councils
National Teacher Training Team with Council Academic Officers write the training report	Possibility that some members of the National Teacher Training Team and Council Academic Officers will not be able to participate due to conflicting schedule.	If some members of the National Teacher Training Team and Council Academic Officers are not available, assign REOs, MoEVT and PMO-RALG Officials to help write the training report

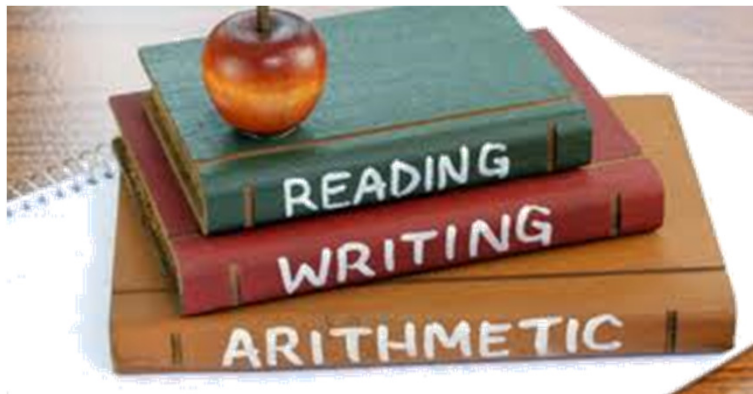
# Detailed solutions

What will be different?

How will implementation happen?

Risks for implementation and mitigation

Detailed implementation programme













# Key initiatives



- 1 Official school ranking
- 2 School incentive scheme
- 3 School improvement toolkit
- 4 National 3R assessment
- 5 3R teacher training
- 6 STEP (Student Teacher Enrichment Programme)**
- 7 Basic facilities construction
- 8 Capitation grants
- 9 Teacher motivation

# Detailed solutions

What will be different?

STEP design and timeline

Focus subjects and choice of exam

Target schools

STEP roll-out plan for primary

STEP roll-out plan for secondary

Monitoring and evaluation of STEP



# Low performing students are at a higher risk of failing the exams due to inadequate teacher support

## Lower performing students are at risk of failing due to current system weaknesses

- **Classrooms are overcrowded classrooms** and there is a **lack of teachers**: average 1:70 student per class ratio against the norm 1:40 in primary
- Lower performing **students do not get adequate attention** to address their learning needs
- **Teachers lack even basic “skills/tools”** for effective teaching, like work/lesson plans
  - 14 out of 30 schools in Singida region do not use lesson plans in line with syllabus
  - Only 32-55% curriculum implementation was observed during schools inspections in 2012

## Key initiatives that will give us Big Results Now!

- **The teacher workforce** (number of qualified teachers conducting the enrichment classes) **must be trained and strengthened** as part of the execution
- In the short term, **test exams** will prepare students for the exam and help identify weak students for enrichment classes
- **Targeted enrichment classes** will increase student quality in the short term, and have an immediate impact on exam results



# We are introducing the Student Teacher Enrichment Programme (STEP) initiative, which comprises of a two-step approach

1

## INSET Teacher Training

**Objective: Capacitate teachers to identify and enrich low performing students**

**How do we do it:**

- Capacitate top competent teachers nationwide to become Head Trainers
- Capacitate competent subject expert teachers across regions and districts to become Trainers
- Capacitate subject school teachers to conduct enrichment classes for low performing students sitting for PSLE and CSEE

2


## STUDENT ENRICHMENT


**Objective: We want low performing students' learning needs to be addressed**

**How do we do it:**

- Administer test exams at school level
- Have teachers to conduct item analysis on test exams
- Have teachers to identify low performing students
- Have teachers to conduct additional enrichment classes

# Focus groups with teachers and head teachers indicated a strong desire for enrichment classes

 “  
Does not discriminate students, all low performers will be assisted  
”  
“  
Schools implementing enrichment classes perform well in their final exams  
”  
“  
Agreed on key selected subjects for both Primary and Secondary  
”

 “  
Some risks to be wary of:  
1. Lack of community/parent support  
2. No school feeding program  
3. Availability and time to teach enrichment classes  
”  
“  
There is a potential shortage of Mathematics school teachers for Secondary schools  
”



# What is different about our STEP approach?

## From ...

- 1 Limited number of competent teachers across and regions
- 2 Teachers lacking basic teaching skills and tools
- 3 Teachers lacking basic skills on addressing low performing students' learning needs
- 4 Classrooms are overcrowded and beyond desired pupil to classroom and teacher ratios thus teachers cannot address low performing students' needs
- 5 Unmotivated teachers being absent in classrooms seeking supplementary forms of work outside teaching

## ... to

- Competent teachers emerge as trainers and be a role model and subject expert to train teachers on how conduct enrichment classes
- Capacitated teachers who know how to conduct enrichment classes
- Capacitated teachers identifying low performing students and conducting an item analysis of test exams to provide them with optimum enrichment classes
- Low performing students will have access to additional enrichment classes to address their learning needs with a smaller pupil to classroom ratio
- Teachers will be compensated extra for conducting enrichment classes outside normal school hours, which also incentivize teachers not to be absent from classes

**For Big Results Now! (2013 – 2015) the STEP initiative will focus on a sub-set of the students**



## PRIMARY



2013 Primary VII low performing students (quick-win)



2013 Primary VI low performing students sitting for PSLE in 2014



2014 Primary VI low performing students sitting for PSLE in 2015

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## SECONDARY



2013 Form IV low performing students sitting for CSEE in 2013



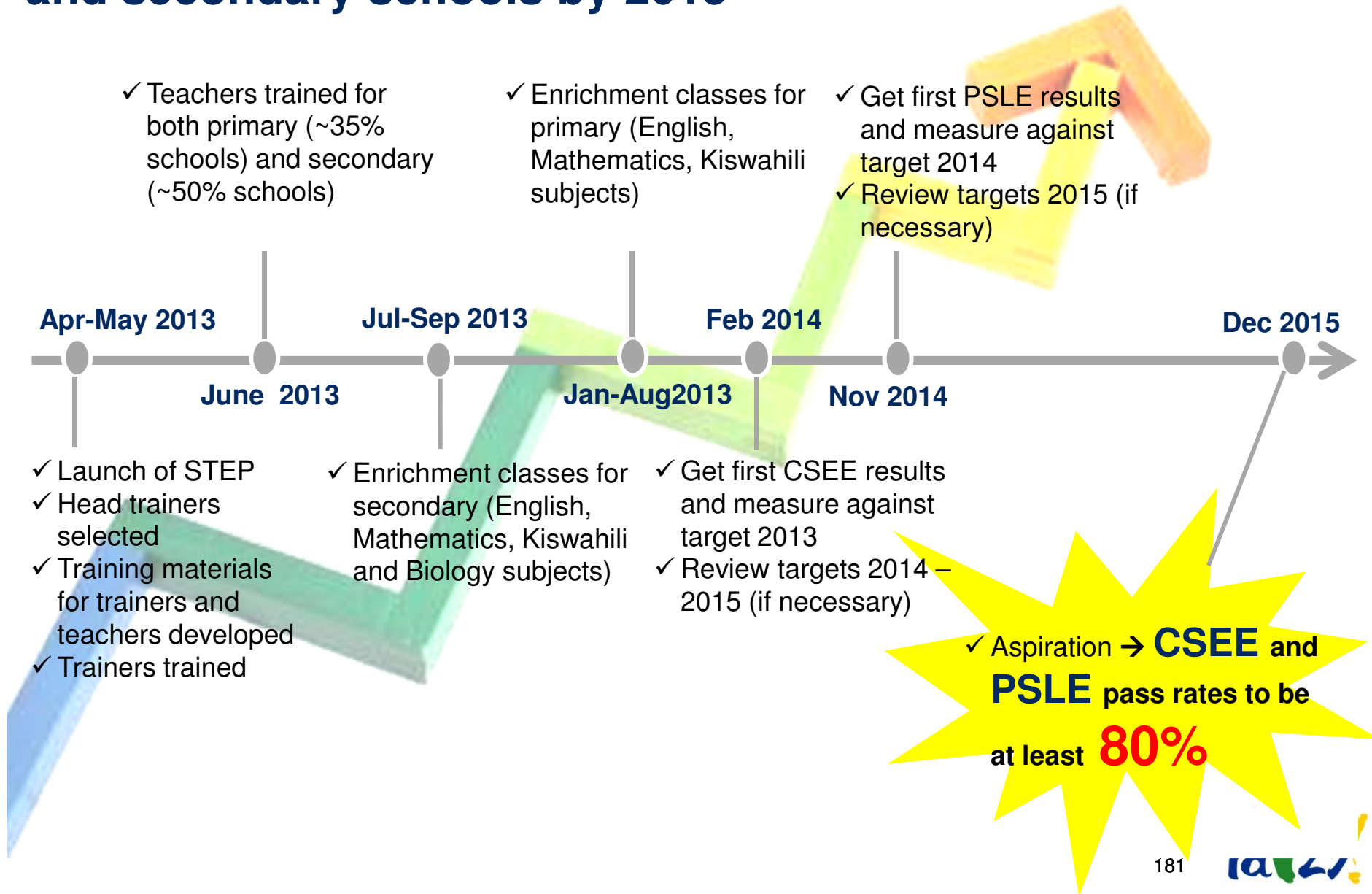
2014 Form IV low performing students sitting for CSEE in 2014



2015 Form IV low performing students sitting for CSEE in 2015



# We aspire to achieve a nationwide outreach to all primary and secondary schools by 2015



# Beyond 2015, the Ministry could consider the following complementing programmes

## 2013-2015

Student Teacher Enrichment Programme (STEP) for Primary and Secondary for key selected subjects

## 2015-2020

- Incorporate the use of ICT for teacher training and enrichment classes
- Incentives payout to teachers based on improvement of pass rates due to STEP
- STEP to scaled up to other forms and subjects
- Instill enrichment class training to teachers at teacher training colleges and provide on-going training through systematic INSET
- School feeding programme to encourage students to go for enrichment classes with the involvement of the community and parents

## 2020-2025

- Review and undertake impact assessment of each of the different initiatives

# Summary of our aspiration: INSET teacher training to capacitate teachers to develop a culture of identifying and enriching low performing students



## Aspiration:

- Increase teacher capacity in primary and secondary schools
- Low performing students will be provided enrichment classes to address learning needs
- All primary and secondary schools to have an enrichment class culture within their schools for low performing students



## What it means in practice:

- Provide training to teachers on how to conduct enrichment classes by conducting an item analysis on test exams to:
  - Determine students who require enrichment classes
  - Determine key areas to focus on per student
- Low performing students will have access to enrichment classes with competent teachers addressing their learning needs with a smaller pupil to classroom ratio



## What success looks like:

- All primary and secondary schools to receive teacher training (for PSLE and CSEE selected subjects)
- Increase in overall pass rates for both PSLE and CSEE

# Detailed solutions

What will be different?

## STEP design and timeline

Focus subjects and choice of exam

Target schools

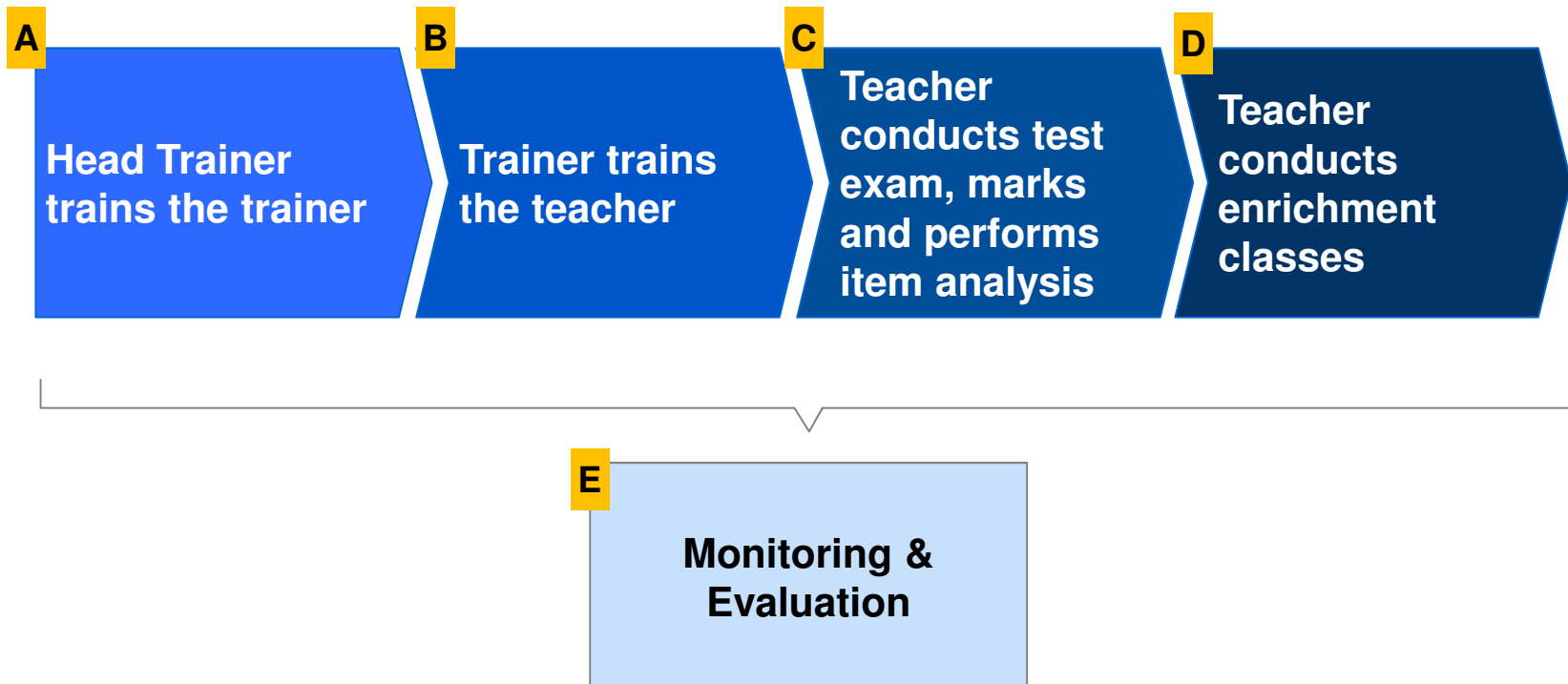
STEP roll-out plan for primary

STEP roll-out plan for secondary

Monitoring and evaluation of STEP



# We will use a train-the-trainer model to roll out the enrichment classes at scale





# Head trainers play a key role

## Development of training materials for trainers and teachers



Head Trainer

## Training manuals



Head Trainer

## Training of trainers



Head Trainer

## Trainer Assessment



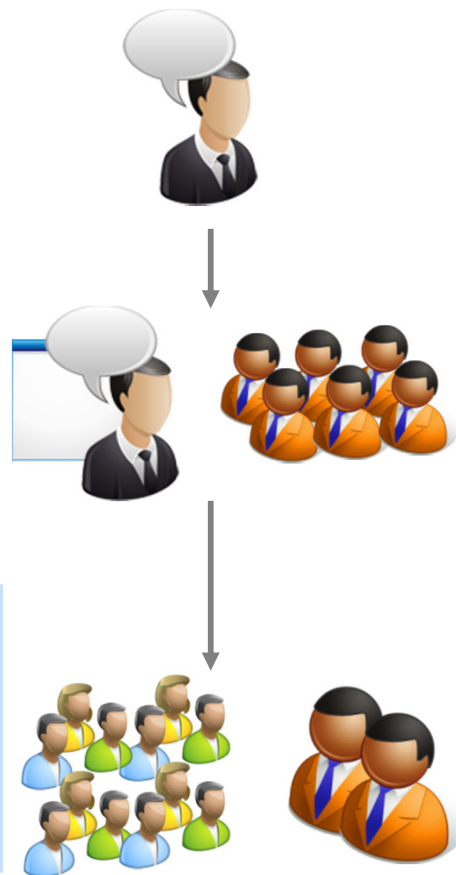
# The train-the-trainer model will effectively reach a large number of teachers across zones, regions and districts

## Primary (2013 – 2014)

**18 Head Trainers  
across 6 training  
venues to train  
trainers**

600 trainers from  
40 districts  
impacting 5,762  
schools

Approximately 17,000 teachers  
(Mathematics, English and  
Kiswahili subjects) from 40  
districts across 5 training venues  
per district



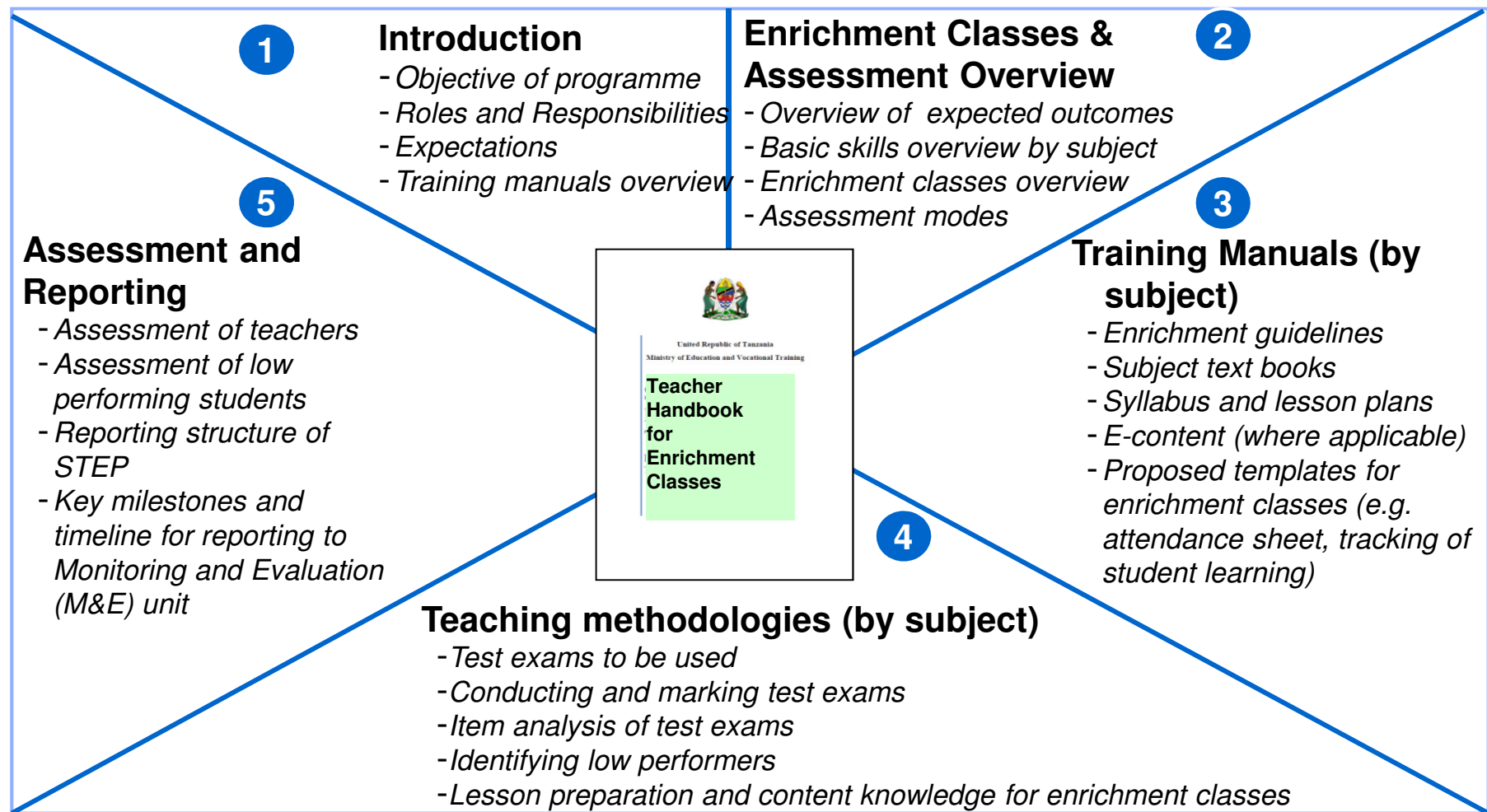
## Secondary (2013)

**32 Head Trainers  
across 4 training  
venues to train  
trainers**

396 trainers from  
11 regions  
impacting 1,908  
school

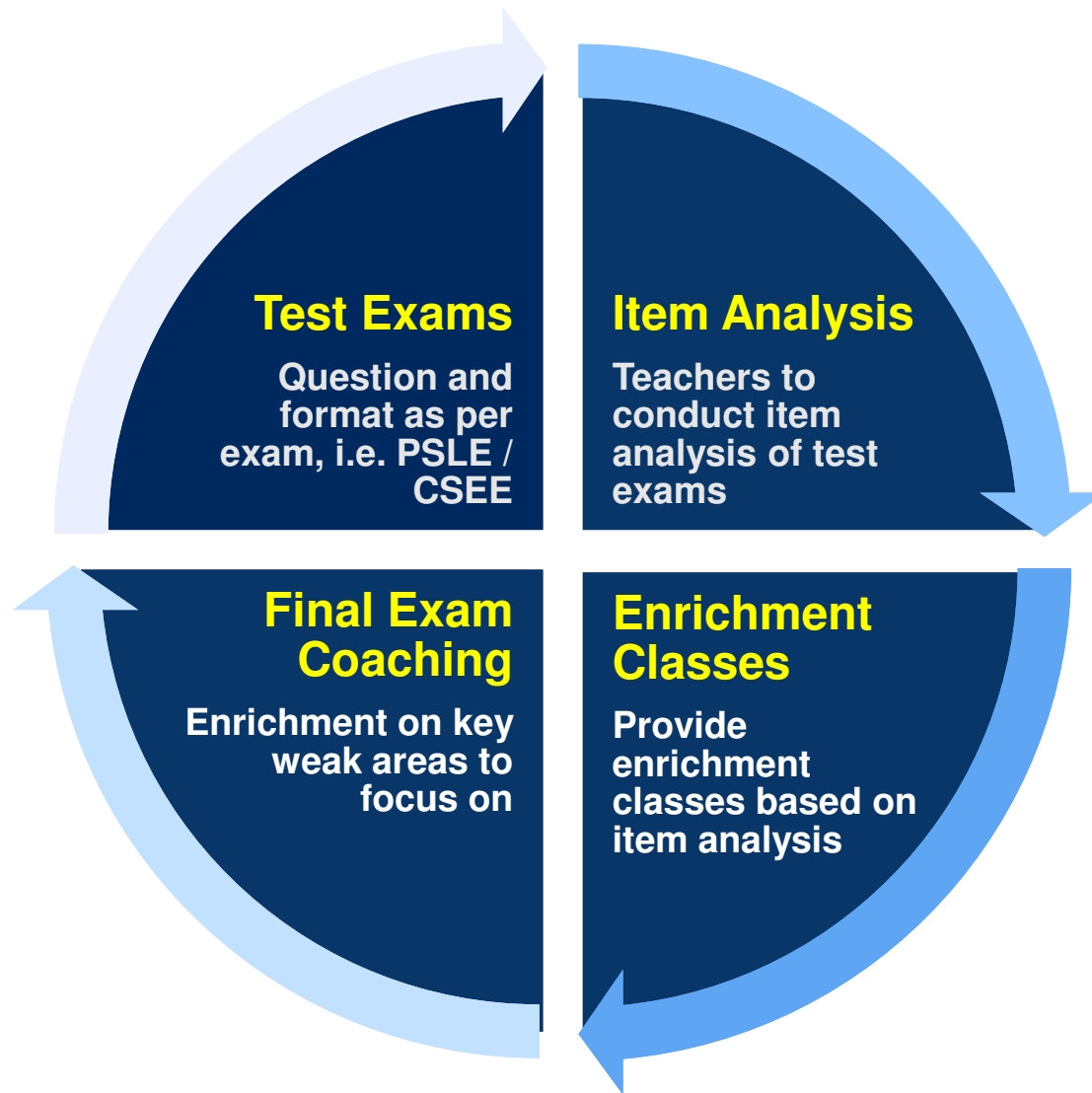
Approximately 8,000 teachers  
(Mathematics, English, Biology  
and Kiswahili subjects) from 11  
regions across 4 training venues  
per region

# Through STEP, trainers will capacitate teachers with essentials to effectively conduct enrichment classes for low performing students



Note: The Teacher's Handbook for each subject will contain all 5 core elements as a minimum requirement. Additional elements will be left to the discretion of head trainers and the needs of the subject.

# Student enrichment will be provided for low performing students sitting for PSLE and CSEE



# The enrichment classes will be conducted by teachers out of the normal school hours for low performing students

	Recommendation	Rationale
<b>When</b> will the classes happen?	<ul style="list-style-type: none"> <li>On Saturdays from 8am to 12 noon</li> <li>Friday after prayer 1.30 – 2.30 pm</li> </ul>	<ul style="list-style-type: none"> <li>logistics for most day schools, making it difficult to conduct enrichment classes after normal working hours</li> </ul>
<b>Where</b> will the classes happen?	<ul style="list-style-type: none"> <li>At the school venue</li> </ul>	<ul style="list-style-type: none"> <li>Limit cost and ensure sustainability of programme</li> </ul>
<b>How often</b> will the classes happen?	<ul style="list-style-type: none"> <li>Every weekend</li> </ul>	<ul style="list-style-type: none"> <li>For consistency, the enrichment classes will be conducted on the same time every week</li> </ul>
<b>Who</b> will participate?	<ul style="list-style-type: none"> <li>Students who are at risk of failing, carefully selected by the teacher after the initial test exam</li> <li>No more than 40 students should attend each class</li> </ul>	<ul style="list-style-type: none"> <li>Careful selection of the students who need the classes the most</li> <li>Class size must be kept down, to ensure each student gets sufficient time with the teacher</li> </ul>

## To encourage continuous learning, a teacher support system will be established within ward/district

### Teachers' meetings

Share skills, knowledge and experience

*Involvement of:*

*Trainers, Head teachers and teachers*

### Peer coaching

High performing schools to assist lower performing schools on challenging areas

*Involvement of:*

*Trainers, WECs, TRC coordinators, Head teachers and teachers*

### Best practices partnership

Opportunity to observe and learn from best-practices schools

*Involvement of:*

*Head of Schools, Head teachers and teachers*

### Mobile teaching

To address shortage of teachers

*Involvement of:*

*NGOs, Teacher training colleges, WECs, Head of Schools and Head teachers*

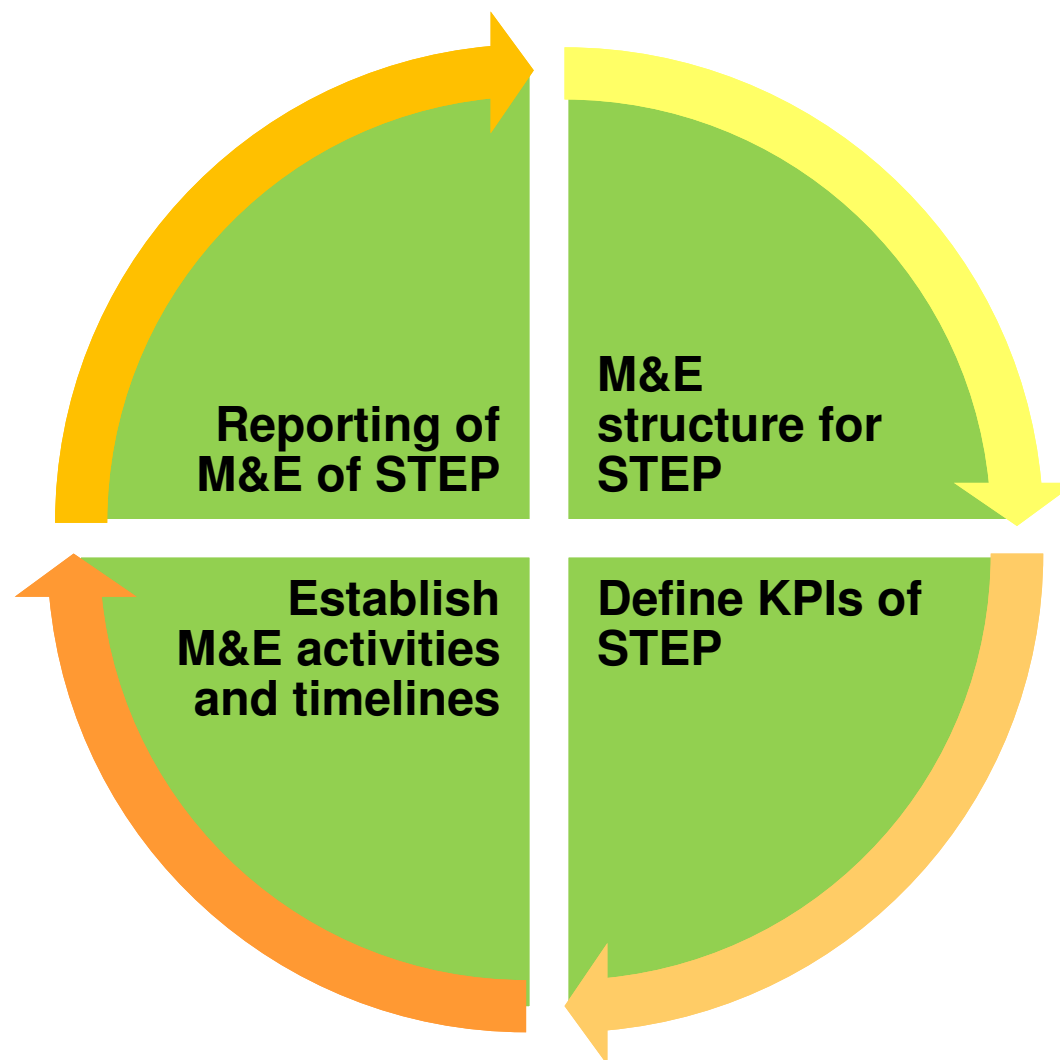
### ICT materials

Access to e-materials for learning and teaching in schools

*Involvement of:*

*WECs, TRC coordinators, Head of Schools and Head teachers*

## A Monitoring & Evaluation (M&E) unit needs to be established to ensure the success of STEP

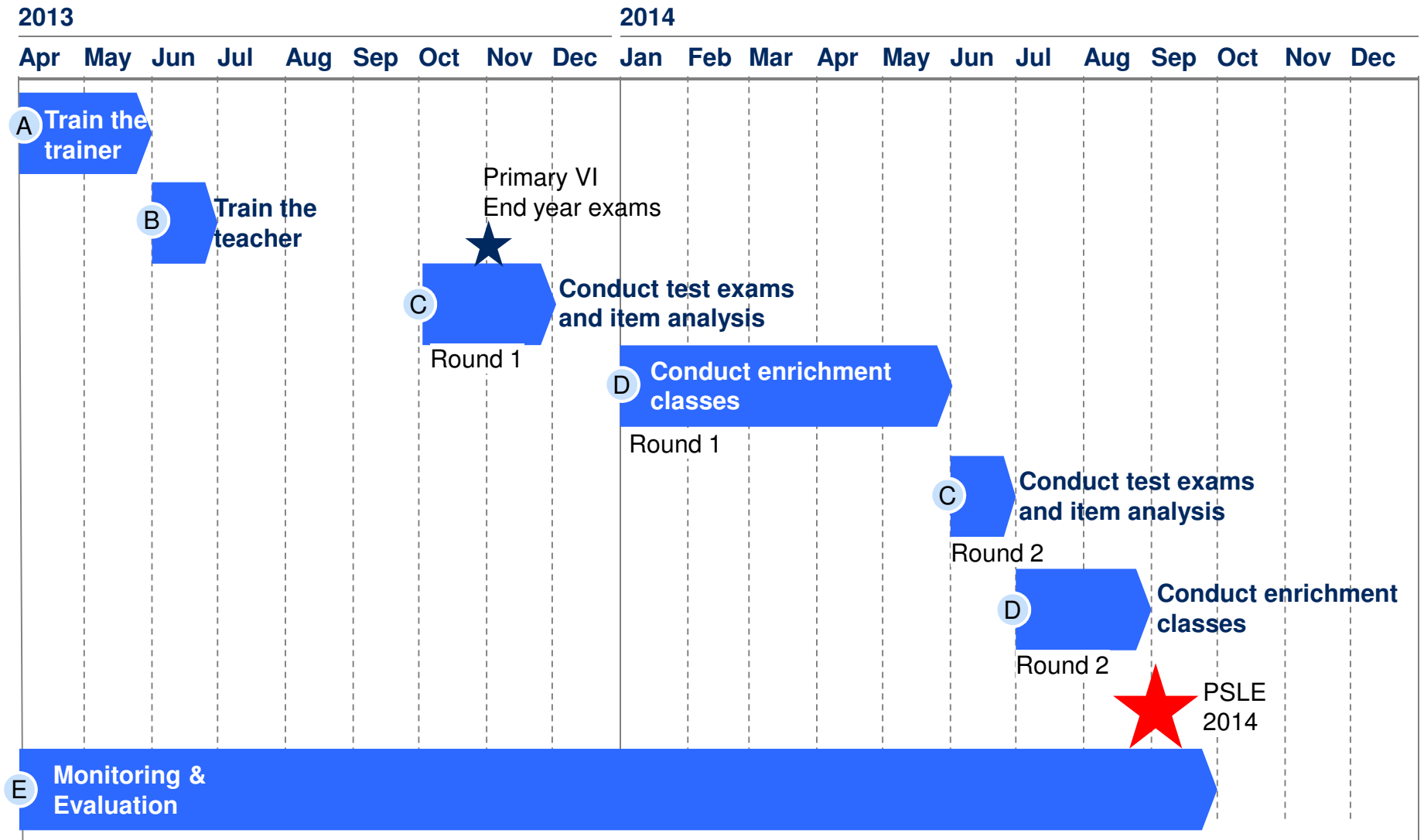


# STEP will be owned by MoEVT in collaboration with PMO-RALG in the execution

	Institution	Role
Who will own the programme?	MoEVT	<ul style="list-style-type: none"> <li>Oversee the effective running of the programme</li> <li>Coordination of activities among stakeholder launch</li> <li>Train, disseminate and sensitize at national level</li> <li>Formulate the monitoring unit to ensure day to day activities</li> <li>Disbursement of funds at national level</li> <li>Form the monitoring unit for this programme</li> </ul>
Who will lead the implementation?	PMO-RALG	<ul style="list-style-type: none"> <li>Accountable of implementing overall programme</li> <li>Getting buy-in to various stakeholders who are key implementers</li> <li>Monitor and ensure effective implementation in each chosen district/region</li> <li>Dissemination and sanitization to Regional Educational Officers (REOs) and District Educational Officers (DEOs)</li> <li>Coordination of activities with REOs and DEOs</li> </ul>
Who will monitor and conduct M&E on schools?	MoEVT – M&E unit	<ul style="list-style-type: none"> <li>Accountable of inspecting/assessing and Monitoring &amp; Evaluation of overall programme</li> <li>In-charge of reporting to MoEVT (monitoring unit)</li> <li>Ensure open communication of reporting from MoEVT to PMO-RALG</li> </ul>

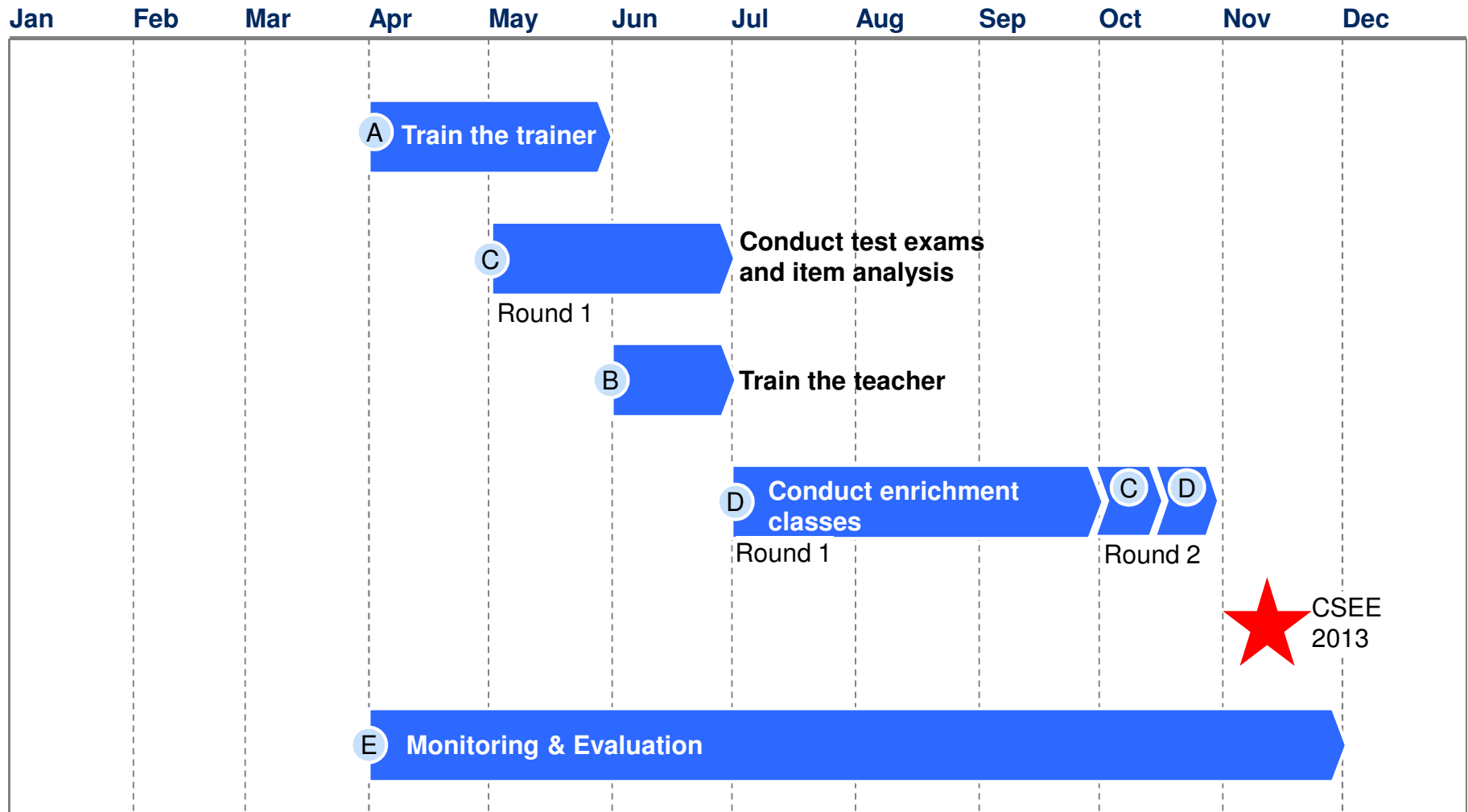


# Execution timeline for Primary schools 2013 – 2014



# Execution timeline for Secondary 2013

2013



## For **Primary**, we have suggested a Quick-Win Programme to target students sitting for PSLE this September 2013

<b>Activity</b>	<b>Responsible Party</b>	<b>Deadline</b>
<ul style="list-style-type: none"> <li>Communications plan that past PSLE papers with modal answers will be provided to all primary schools in Tanzania to REOs, DEOs, school heads on three subjects (English, Kiswahili, Mathematics)</li> </ul>	<ul style="list-style-type: none"> <li>DPE</li> </ul>	3 <sup>rd</sup> week Apr – 1 <sup>st</sup> week May
<ul style="list-style-type: none"> <li>Consolidation of past PSLE papers 2008 - 2012 - English, Kiswahili, Mathematics with model answers</li> </ul>	<ul style="list-style-type: none"> <li>DPE</li> </ul>	1 <sup>st</sup> week May – 2 <sup>nd</sup> week May
<ul style="list-style-type: none"> <li>Send the materials to the schools via REOs and DEOs (via emails)</li> </ul>	<ul style="list-style-type: none"> <li>DPE</li> </ul>	3 <sup>rd</sup> week May – 4 <sup>th</sup> week May
<ul style="list-style-type: none"> <li>Send materials to Heads of Schools</li> </ul>	<ul style="list-style-type: none"> <li>REOs and DEOs</li> </ul>	4 <sup>th</sup> week May
<ul style="list-style-type: none"> <li>Conduct practising test exercises after holidays with students</li> </ul>	<ul style="list-style-type: none"> <li>HOS and teachers</li> </ul>	1 <sup>st</sup> week Jul
<ul style="list-style-type: none"> <li>Identify areas to focus on with students and coach students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	1 <sup>st</sup> week – 4 <sup>th</sup> week Aug
<ul style="list-style-type: none"> <li>Leverage on teacher support system if assistance is required</li> </ul>	<ul style="list-style-type: none"> <li>WECs, DEOs, HOS, Teachers</li> </ul>	1 <sup>st</sup> week – 4 <sup>th</sup> week Aug

## The launch of STEP will require communication to all involved stakeholders

Activity	Responsible	Mode of communication	Time-line
<ul style="list-style-type: none"> <li>▪ Launching STEP (national level)</li> </ul>	<ul style="list-style-type: none"> <li>▪ MoEVT (PS, DPE, DSE, CE )</li> <li>▪ PMO-RALG (PS, DEC, REOS, DEOs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Management ministry meeting</li> <li>▪ Website</li> <li>▪ Circulars</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3rd week April</li> </ul>
<ul style="list-style-type: none"> <li>▪ Briefing of STEP for secondary (regional level ~ 11 regions)</li> </ul>	<ul style="list-style-type: none"> <li>▪ PMO-RALG DEC, REOs, DEOS,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Management meeting</li> <li>▪ Website</li> <li>▪ Letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1st week May</li> </ul>
<ul style="list-style-type: none"> <li>▪ Briefing of STEP for primary (district level ~40 districts)</li> </ul>	<ul style="list-style-type: none"> <li>▪ DEO, DEDs, HM, HTs, WECs and school committees, school boards and education stakeholders within the 40 Districts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshop</li> <li>▪ Radio</li> <li>▪ TV</li> <li>▪ Letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1st week May</li> </ul>
<ul style="list-style-type: none"> <li>▪ Initiation of implementation at regional and district level</li> </ul>	<ul style="list-style-type: none"> <li>▪ REO, DEDs, DEOs, HT, HMs, WECs, teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshop</li> <li>▪ Meetings</li> <li>▪ Teaching</li> <li>▪ Assessing/testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2nd - 3rd week May</li> </ul>

# Detailed solutions

What will be different?

STEP design and timeline

**Focus subjects and choice of exam**

Target schools

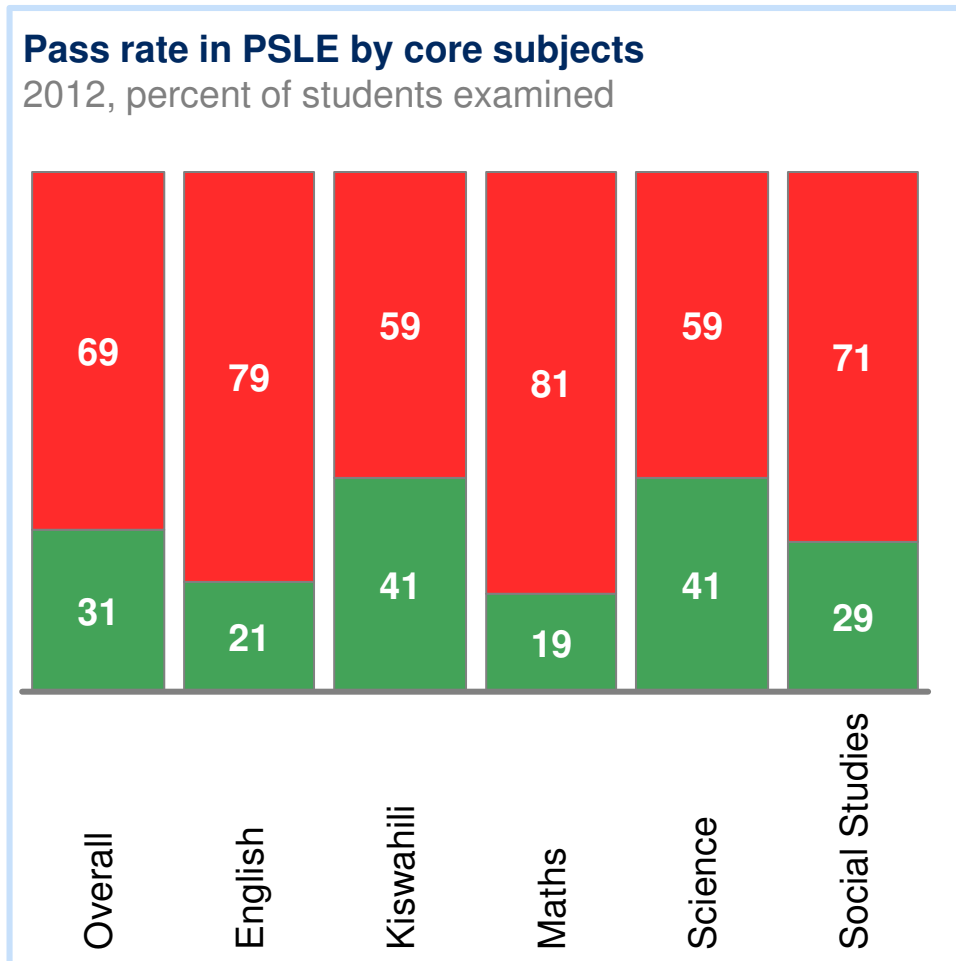
STEP roll-out plan for primary

STEP roll-out plan for secondary

Monitoring and evaluation of STEP



# Enrichment classes will focus on a few core subjects (PRIMARY)



## Subjects selected for test exams in 2013

- Mathematics
- English
- Kiswahili

## Rationale for selection

- Key subjects to acquire fundamental basic skills
- Focus on few subjects only
- Languages are basis of understanding other subjects in secondary education.
- Key subjects from public perspective

## Challenges

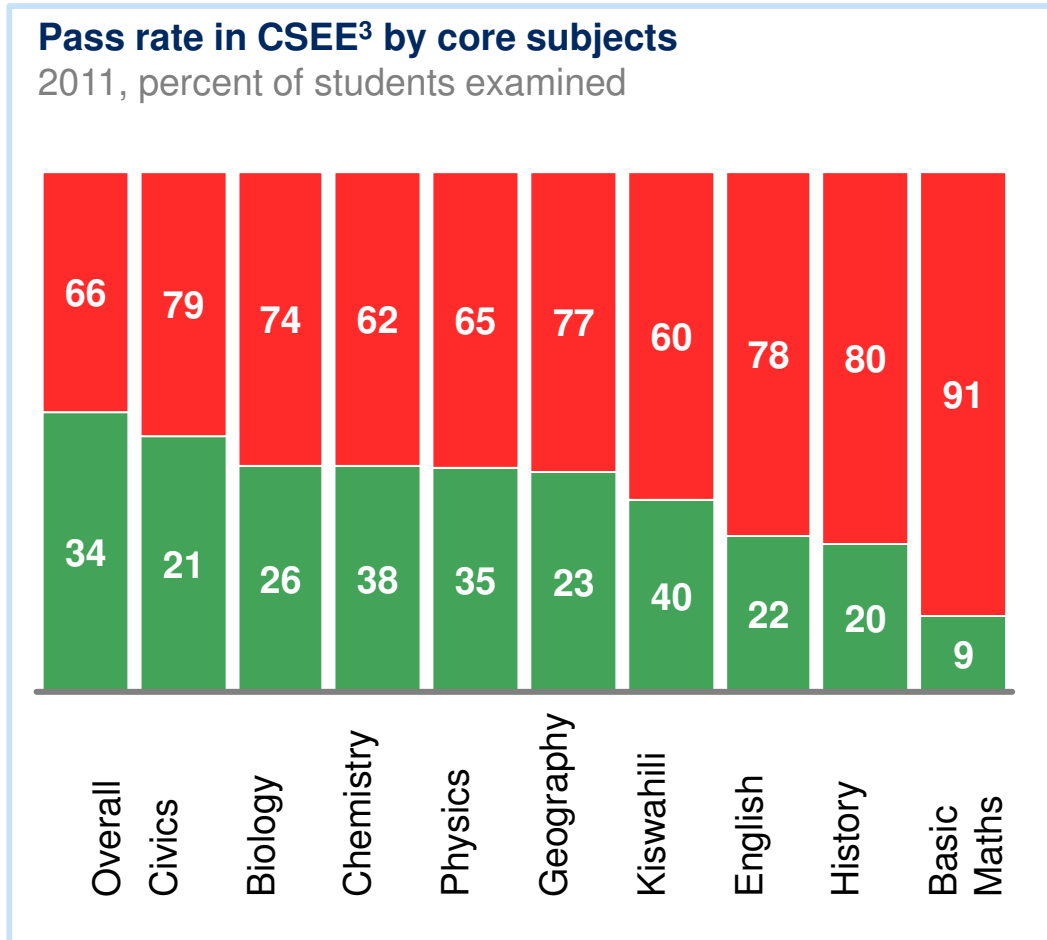
- Availability of teachers in particular Mathematics and English.
- Assumption that every teacher can teach the Kiswahili subject.

1 Division I to IV are pass

SOURCE: BEST 2012; Uwezo; SACMEQ 2007; team analysis

# Enrichment classes will focus on a few core subjects (SECONDARY)

Fail  
Pass<sup>1</sup>



## Subjects selected for test exams in 2013

- Mathematics
- English
- Kiswahili
- Biology

## Rationale for selection

- Compulsory to all students so captures a large population
- Languages are basis of understanding other subjects
- Key subjects from public perspective

## Challenges

- Availability of teachers in particular mathematics

<sup>1</sup> Division I to IV are pass

SOURCE: BEST 2012; Uwezo; SACMEQ 2007; team analysis

# PSLE: Enrichment classes should focus on the weak spots of the students

## Summary of main module components for Kiswahili, English and Mathematics

Kiswahili	English	Mathematics
<ul style="list-style-type: none"><li><input type="checkbox"/> Kusoma na kuandika (reading, writing, punctuation)</li><li><input type="checkbox"/> Kuunda maneno na sentensi (Word and sentence formation)</li><li><input type="checkbox"/> Aina za maneno (nouns, pronouns, verbs, propositions)</li><li><input type="checkbox"/> Insha (essay writing)</li><li><input type="checkbox"/> Lugha na sarufi (use of language, grammar)</li><li><input type="checkbox"/> Ufahamu (comprehension)</li><li><input type="checkbox"/> Wakati (tenses)</li><li><input type="checkbox"/> Msamiati (Vocabulary)</li><li><input type="checkbox"/> Misemo, methali na nahau (sayings and proverbs)</li><li><input type="checkbox"/> Mashairi (poems)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Essay writing /Composition</li><li><input type="checkbox"/> Comprehension</li><li><input type="checkbox"/> Word and Sentence formation</li><li><input type="checkbox"/> Tenses</li><li><input type="checkbox"/> Writing, reading and punctuation</li><li><input type="checkbox"/> Parts of Speech (nouns, verbs, adverbs, pronouns, possessives, propositions)</li><li><input type="checkbox"/> Coordinates (use of either or, or neither or)</li><li><input type="checkbox"/> Oral English and grammar (articles, direct and indirect speech)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Fraction</li><li><input type="checkbox"/> Decimals</li><li><input type="checkbox"/> Whole numbers</li><li><input type="checkbox"/> Geometry</li><li><input type="checkbox"/> Graphs</li><li><input type="checkbox"/> Indices</li><li><input type="checkbox"/> LCM and HCF</li><li><input type="checkbox"/> Significant numbers</li><li><input type="checkbox"/> Trigonometry</li><li><input type="checkbox"/> Circles</li><li><input type="checkbox"/> Rectangles</li><li><input type="checkbox"/> Problem solving questions</li><li><input type="checkbox"/> Pythagoras theorem</li><li><input type="checkbox"/> Algebraic expressions (multiplication, addition, subtraction, division)</li></ul>

Note: Head trainers to focus on areas per subject as per item analysis done by NECTA, TZ21 and TIE



# PSLE Kiswahili: Summary of item analysis

Item	Necta (2009)	TZ21 (2011)	TIE (2011)
<input type="checkbox"/> Kusoma na kuandika (reading, writing, punctuation)		✓	
<input type="checkbox"/> Kuunda maneno na sentensi (Word and sentence formation)		✓	
<input type="checkbox"/> Aina za maneno (nouns, pronouns, verbs, propositions)		✓	✓
<input type="checkbox"/> Insha (essay writing)	✓		
<input type="checkbox"/> Lugha na sarufi (use of language)	✓		✓
<input type="checkbox"/> Ufahamu (comprehension)	✓		✓
<input type="checkbox"/> Wakati (tenses)	✓		
<input type="checkbox"/> Msamiati (vocabulary)	✓		
<input type="checkbox"/> Misemo, methali, vitendawili na nahau (sayings and proverbs)	✓		
<input type="checkbox"/> Mashairi (Poems)	✓		

# PSLE English: Summary of item analysis

BACK-UP

Item	Necta (2009)	TZ21 (2011)	TIE (2011)
<input type="checkbox"/> Essay writing/Composition	✓		✓
<input type="checkbox"/> Comprehension	✓		✓
<input type="checkbox"/> Word and sentence formation	✓		✓
<input type="checkbox"/> Tenses	✓	✓	✓
<input type="checkbox"/> Writing, Reading and Punctuation		✓	
<input type="checkbox"/> Parts of speech (nouns, verbs, adverbs, pronouns, propositions and possessiveness)	✓	✓	
<input type="checkbox"/> Coordinates (Use of either or, or neither or)			✓
<input type="checkbox"/> Oral English and grammar (articles, direct and indirect speech)		✓	

# PSLE Mathematics: Summary of item analysis

Item	Necta (2009)	TZ21 (2011)	TIE (2011)
<input type="checkbox"/> Sehemu (Fraction)	✓		
<input type="checkbox"/> Desimali (Decimals)	✓		
<input type="checkbox"/> Namba nzima (Whole numbers)	✓		
<input type="checkbox"/> Jiometri- (Geometry)	✓		
<input type="checkbox"/> Grafu (Graphs)	✓		✓
<input type="checkbox"/> Vipeuo (Indices)	✓		
<input type="checkbox"/> KDS & KKS) LCM and HCF	✓		
<input type="checkbox"/> Trigonometria (Trigonometry)	✓		
<input type="checkbox"/> Duara (Circles)	✓	✓	✓
<input type="checkbox"/> Mraba (Rectangles)	✓	✓	✓
<input type="checkbox"/> Mafumbo (Problem solving questions)		✓	
<input type="checkbox"/> Paithogerea (Pythagoras theorem)		✓	
<input type="checkbox"/> Mlinganyo (Algebraic expressions)		✓	✓

# CSEE: The remedial classes should focus on the weak spots of the students

## Summary of main module components for Kiswahili, English, Mathematics and Biology

Kiswahili	English	Math	Biology
<input type="checkbox"/> Kusoma (Reading) <input type="checkbox"/> Uundaji wa maneno (Word formation) <input type="checkbox"/> Nomino (Nouns) <input type="checkbox"/> Viwakilishi (Pronouns) <input type="checkbox"/> Alama za uandishi (Punctuation) <input type="checkbox"/> Uandishi wa insha (Essay writing) <input type="checkbox"/> Matumizi ya lugha (Use of Language) <input type="checkbox"/> Ufahamu (Comprehension) <input type="checkbox"/> Sarufi (Grammar) <input type="checkbox"/> Muundo wa sentensi (Sentence formation) <input type="checkbox"/> Kauli za vitenzi (Tenses) <input type="checkbox"/> Vitenzi (Verbs) <input type="checkbox"/> Msamiati (Vocabulary) <input type="checkbox"/> Misemo (sayings) <input type="checkbox"/> Ushairi (Poems ) <input type="checkbox"/> Methali (Proverbs)	<input type="checkbox"/> Essay writing <input type="checkbox"/> Comprehension <input type="checkbox"/> Sentence formation <input type="checkbox"/> Tenses and verbs <input type="checkbox"/> Reading <input type="checkbox"/> Word formation <input type="checkbox"/> Punctuation <input type="checkbox"/> Nouns <input type="checkbox"/> Pronouns <input type="checkbox"/> Countable and uncountable nouns <input type="checkbox"/> Adverbs <input type="checkbox"/> Propositions <input type="checkbox"/> Use of either or, or neither or <input type="checkbox"/> Possessives <input type="checkbox"/> Composition <input type="checkbox"/> Oral English and grammar (articles, direct and indirect speech) <input type="checkbox"/> Analysis <input type="checkbox"/> Précis writing <input type="checkbox"/> Sentence formation and use of dictionary	<input type="checkbox"/> Fraction <input type="checkbox"/> Decimals <input type="checkbox"/> Whole numbers <input type="checkbox"/> Geometry, graphs <input type="checkbox"/> Indices <input type="checkbox"/> Significant numbers <input type="checkbox"/> Trigonometry <input type="checkbox"/> Circles <input type="checkbox"/> Rectangles <input type="checkbox"/> Problem solving questions <input type="checkbox"/> Pythagoras theorem <input type="checkbox"/> Algebraic expressions <input type="checkbox"/> Book keeping <input type="checkbox"/> Spheres <input type="checkbox"/> Similarities and congruency <input type="checkbox"/> Probability <input type="checkbox"/> Linear programming, <input type="checkbox"/> Logarithm <input type="checkbox"/> Solving quadratic equations <input type="checkbox"/> Vectors <input type="checkbox"/> Matrices and transformation <input type="checkbox"/> Three dimensional geometry	<input type="checkbox"/> Practical skills <input type="checkbox"/> Genetics <input type="checkbox"/> Classification <input type="checkbox"/> Growth and development

Note: Head trainers to focus on areas per subject as per item analysis done by NECTA and TIE

# CSEE Kiswahili: Summary of item analysis

Item	Necta (2009)	TIE (2011)
<input type="checkbox"/> Kusoma (Reading)		
<input type="checkbox"/> Uundaji wa maneno (Word formation)		
<input type="checkbox"/> Nomino (Nouns)		
<input type="checkbox"/> Viwakilishi (Pronouns)		
<input type="checkbox"/> Uandishi wa insha (Essay writing)		
<input type="checkbox"/> Matumizi ya lugha (Use of Language)	✓	
<input type="checkbox"/> Ufahamu (Comprehension)		✓
<input type="checkbox"/> Sarufi (Grammar)	✓	
<input type="checkbox"/> Muundo wa sentensi (Sentence formation)	✓	✓
<input type="checkbox"/> Kauli za vitenzi (Tenses)	✓	
<input type="checkbox"/> Vitenzi (Verbs)	✓	
<input type="checkbox"/> Msamiati (Vocabulary)	✓	
<input type="checkbox"/> Misemo (sayings)		
<input type="checkbox"/> Ushairi (Poems)		
<input type="checkbox"/> Methali (Proverbs)		
<input type="checkbox"/> Alama za uandishi (Punctuation)		
<input type="checkbox"/> Fasihi		✓
<input type="checkbox"/> Tmthiliya		✓

# CSEE English: Summary of item analysis

Item	Necta (2009)	TIE (2011)
<input type="checkbox"/> Essay writing	✓	
<input type="checkbox"/> Comprehension	✓	
<input type="checkbox"/> Sentence formation	✓	
<input type="checkbox"/> Tenses and verbs	✓	
<input type="checkbox"/> Reading		
<input type="checkbox"/> Word formation		
<input type="checkbox"/> Punctuation		
<input type="checkbox"/> Nouns		
<input type="checkbox"/> Pronouns		
<input type="checkbox"/> Countable and uncountable nouns		✓ ✓
<input type="checkbox"/> Adverbs		
<input type="checkbox"/> Propositions	✓	
<input type="checkbox"/> Use of either or, or neither or	✓ ✓	
<input type="checkbox"/> Possessives	✓	
<input type="checkbox"/> Composition		
<input type="checkbox"/> Oral English and grammar (articles, direct and indirect speech)		
<input type="checkbox"/> Analysis		
<input type="checkbox"/> Précis writing	✓	
<input type="checkbox"/> Use of dictionary	✓	

# CSEE Mathematics: Summary of item analysis

Item	Necta (2009)	TIE (2011)
<input type="checkbox"/> Fraction	✓	
<input type="checkbox"/> Decimals	✓	
<input type="checkbox"/> Whole numbers	✓	✓
<input type="checkbox"/> Geometry, graphs	✓	
<input type="checkbox"/> Indices	✓	
<input type="checkbox"/> Significant numbers	✓	
<input type="checkbox"/> Trigonometry	✓	✓
<input type="checkbox"/> Circles	✓	✓
<input type="checkbox"/> Rectangles	✓	
<input type="checkbox"/> Problem solving questions		
<input type="checkbox"/> Pythagoras theorem		
<input type="checkbox"/> Algebraic expressions		
<input type="checkbox"/> Book keeping		
<input type="checkbox"/> Spheres	✓	✓
<input type="checkbox"/> Similarities and congruency		✓
<input type="checkbox"/> Probability		✓
<input type="checkbox"/> Linear programming	✓	
<input type="checkbox"/> Logarithm	✓	
<input type="checkbox"/> Solving quadratic equations	✓	
<input type="checkbox"/> Vectors	✓	
<input type="checkbox"/> Matrices and transformation	✓	
<input type="checkbox"/> Three dimensional geometry	✓	

# CSEE Biology: Summary of item analysis

Item	NECTA (2009)	TIE (2011)
<input type="checkbox"/> Practical skills	✓	✓
<input type="checkbox"/> Genetics	✓	✓
<input type="checkbox"/> Classification	✓	✓
<input type="checkbox"/> Growth and development	✓	✓



# The following 4 options were considered for the preparation of test exams to be used for STEP

Options	Pros	Cons
<b>1</b> Centrally prepared by Primary/Secondary Education Department	<ul style="list-style-type: none"><li>▪ Centrally will provide a standardized nation-wide exam</li><li>▪ All students will do the same test exam</li><li>▪ Capacitate classroom teachers to set and adhere to exam guidelines as they are the ones preparing the exam</li><li>▪ Eventually will be institutionalized into the school system</li><li>▪ Cost effective</li></ul>	<ul style="list-style-type: none"><li>▪ Distribution of test exams may take time</li></ul>
<b>2</b> Regionally prepared by TAHOSSA	<ul style="list-style-type: none"><li>▪ All students will do the same test exam</li><li>▪ Capacitate classroom teachers to set and adhere to exam guidelines as they are the ones preparing the exam</li><li>▪ Eventually will become institutionalized into the school system</li><li>▪ Cost effective</li></ul>	<ul style="list-style-type: none"><li>▪ Different exams will fragment/complicate the process of analyzing results and identifying students</li></ul>

## The following 4 options were considered for the preparation of test exams to be used for STEP

Options	Pros	Cons
<p>3 Centrally prepared by Inspectors</p>	<ul style="list-style-type: none"> <li>Have experience in administering exams (from doing Form 2 exams already)</li> </ul>	<ul style="list-style-type: none"> <li>May be overloaded as they are already preparing for Form 2 exams</li> <li>Availability of manpower</li> </ul>
<p>4 Centrally prepared by NECTA</p>	<ul style="list-style-type: none"> <li>Exam is most appropriate as PSLE and CSEE exams are set by NECTA</li> </ul>	<ul style="list-style-type: none"> <li>Already have to set 264 exams annually</li> <li>Cost of preparation/providing exam will be highest</li> </ul>

### RECOMMENDED OPTION: OPTION 1 – CENTRALLY PREPARED BY PRI/SEC EDUCATION DEPARTMENT



- Agree with NECTA to provide past year papers and corresponding modal answer
- Monitoring & Evaluation unit will organize with Head Trainers and subject teacher experts in preparation of test exams for 2013, 2014 and 2015 for both primary and secondary

# Detailed solutions

What will be different?

STEP design and timeline

Focus subjects and choice of exam

## Target schools

STEP roll-out plan for primary

STEP roll-out plan for secondary

Monitoring and evaluation of STEP



# We have used the following criteria to select our target **primary** schools for test exams and remedial classes

## Selection principles

---

- Focus on a large number of students to make a real difference in quality and pass rates
- Limit the geographical spread to simplify implementation logistics
- Focus on the districts that dropped the most from 2011 to 2012 to reverse the trend (these schools have demonstrated ability to produce results before, and should be able to reverse course)
- Focus on schools in the medium pass rate band, as these schools are likely to have the basics in place, and will benefit from remedial classes vs. other support
- Give priority to schools with the larger numbers of failing students, to maximize reach of every teacher trained

## School filtering criteria

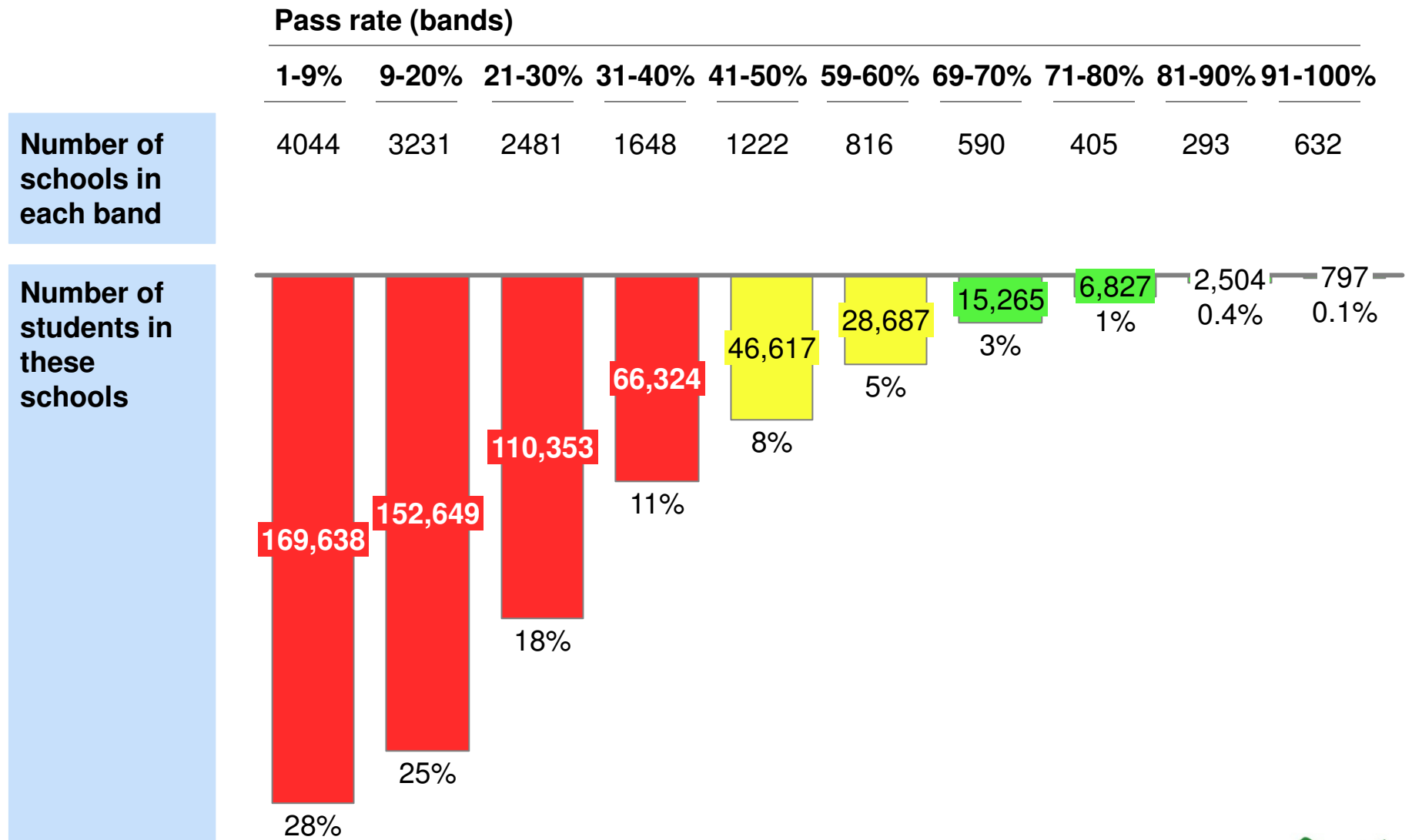
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1. Districts with >25% pass rate drop from 2011 to 2012 (there are 86 impacted districts)
2. Top 40 Districts with the most failing number of students from 2012



# Distribution of failing primary students by school category

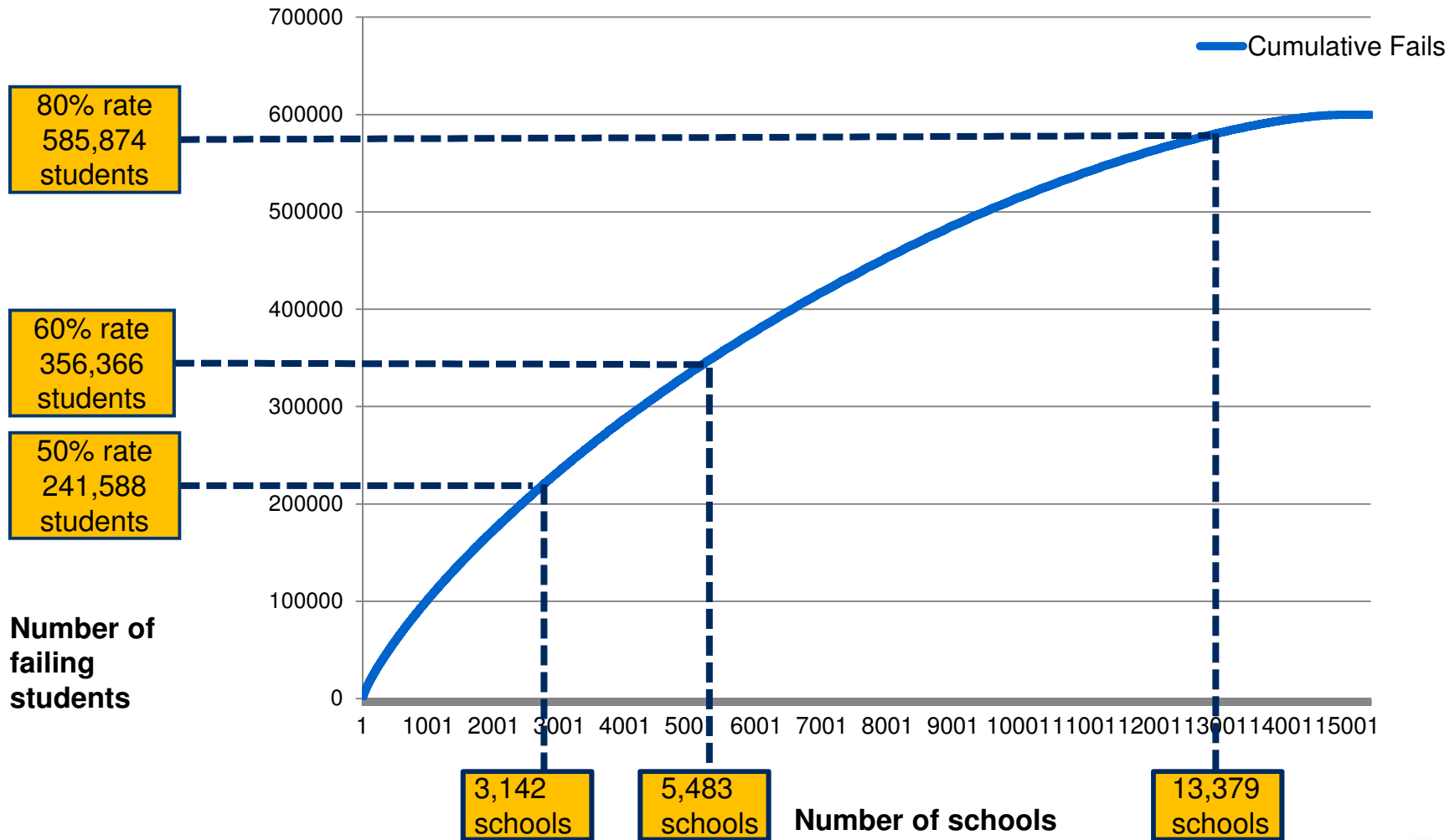
Total and % of students failing the PSLE per pass rate band



SOURCE: Necta, Lab analysis

# Analysis indicates an ideal reach of ~5500 primary schools

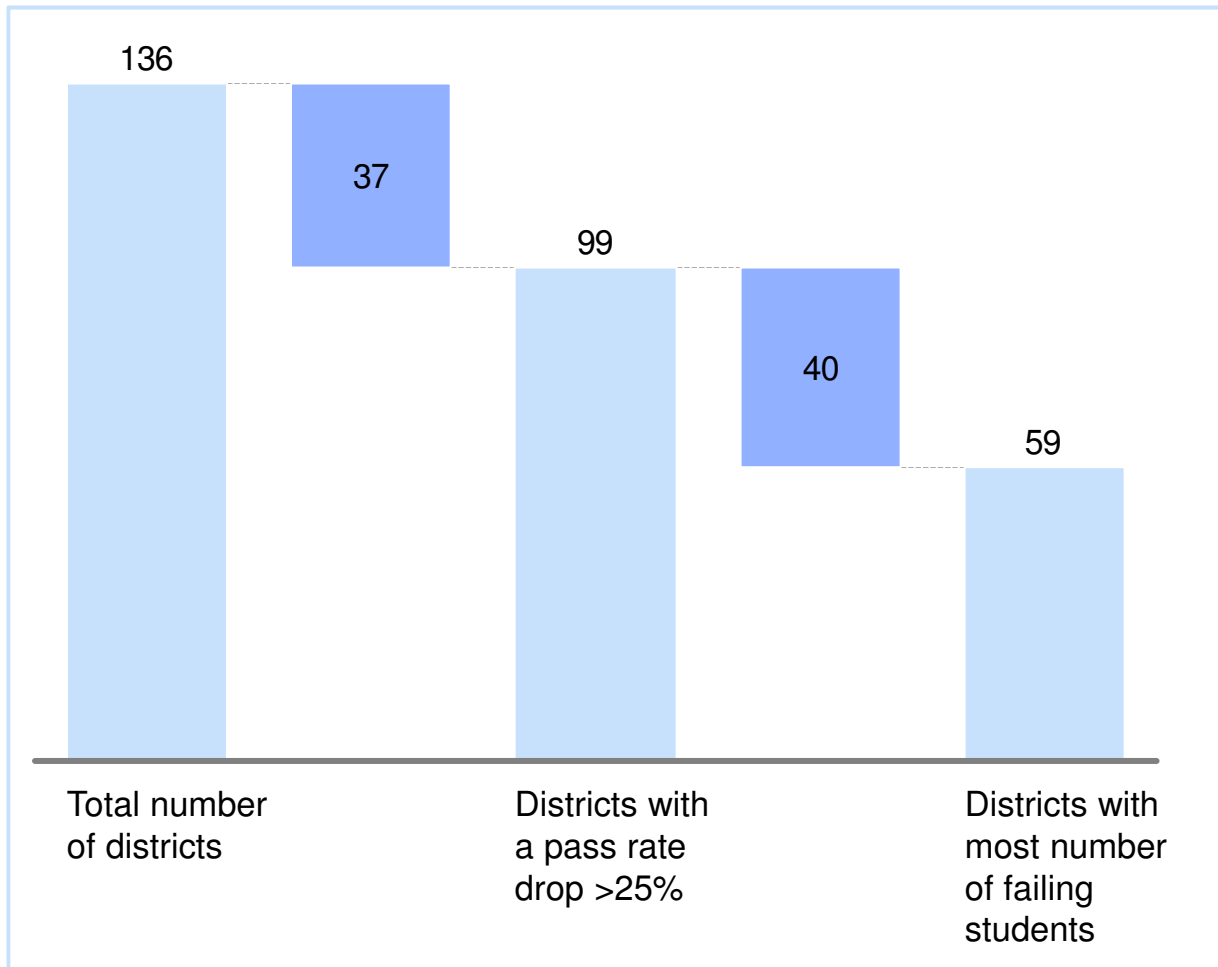
Number of students failing by school, cumulative



Assuming 80% of targeted students will improve

# Selection of primary schools for STEP

District election process for primary school



## Target Districts

Mwanza Jiji	Meru
Temeke(m)	Ukerewe
Geita	Mvomero
Sengerema	Babati(V)
Mbozi	Mbulu
Moshi(v)	Iringa(V)
Magu	Rombo
Karagwe	Kwimba
Arusha(m)	Kyela
Rungwe	Tarime
Kilosa	Urambo
Muleba	Handeni
Arusha	Iramba
Mufindi	Bukombe
Njombe	Korogwe (V)
Mbeya(m)	Chato
Bunda	Masasi
Kilombero	Bukoba(V)
Kasulu	Karatu
Same	Bagamoyo

**Total targeted students:**  
Approximately 262,567

## Our focus for Primary (Total of 6,167 schools)

No.	Districts	No. of Schools per District
1	MWANZA JIJI	176
2	TEMEKE(M)	88
3	GEITA	255
4	SENGEREMA	174
5	MBOZI	216
6	MOSHI(V)	251
7	MAGU	196
8	KARAGWE	206
9	ARUSHA(M)	97
10	RUNGWE	196
11	KILOSA	222
12	MULEBA	220
13	ARUSHA	105
14	MUFINDI	156
15	NJOMBE	181
16	MBEYA(M)	81
17	BUNDA	155
18	KILOMBERO	154
19	KASULU	222
20	MERU	120

**Monitoring &  
Evaluation unit to  
plan for 2014 &  
2015**



## Our focus for Primary (Total of 6,167 schools)

No.	Districts	No. of Schools per District
21	SAME	183
22	UKEREWE	121
23	MVOMERO	136
24	BABATI(V)	129
25	MBULU	120
26	IRINGA(V)	138
27	ROMBO	155
28	KWIMBA	150
29	KYELA	98
30	TARIME	128
31	URAMBO	140
32	HANDENI	133
33	IRAMBA	163
34	BUKOMBE	141
35	KOROGWE (V)	133
36	CHATO	127
37	MASASI	151
38	BUKOBA(V)	139
39	KARATU	92
40	BAGAMOYO	119

**Monitoring &  
Evaluation unit to  
plan for 2014 &  
2015**

# We have used the following criteria to select our target **secondary** schools for test exams and enrichment classes

## Selection principles

---

- Focus on a large number of students to make a real difference in quality and pass rates
- Limit the geographical spread to simplify implementation logistics
- Focus on the regions that dropped the most from 2011 to 2012 to reverse the trend (these regions have demonstrated ability to produce results before, and should be able to reverse)
- Focus on schools in the medium pass rate band, as these schools are likely to have the basics in place, and will benefit from enrichment classes vs. other support
- Give priority to schools with the larger numbers of failing students, to maximize reach of every teacher trained

## School filtering criteria

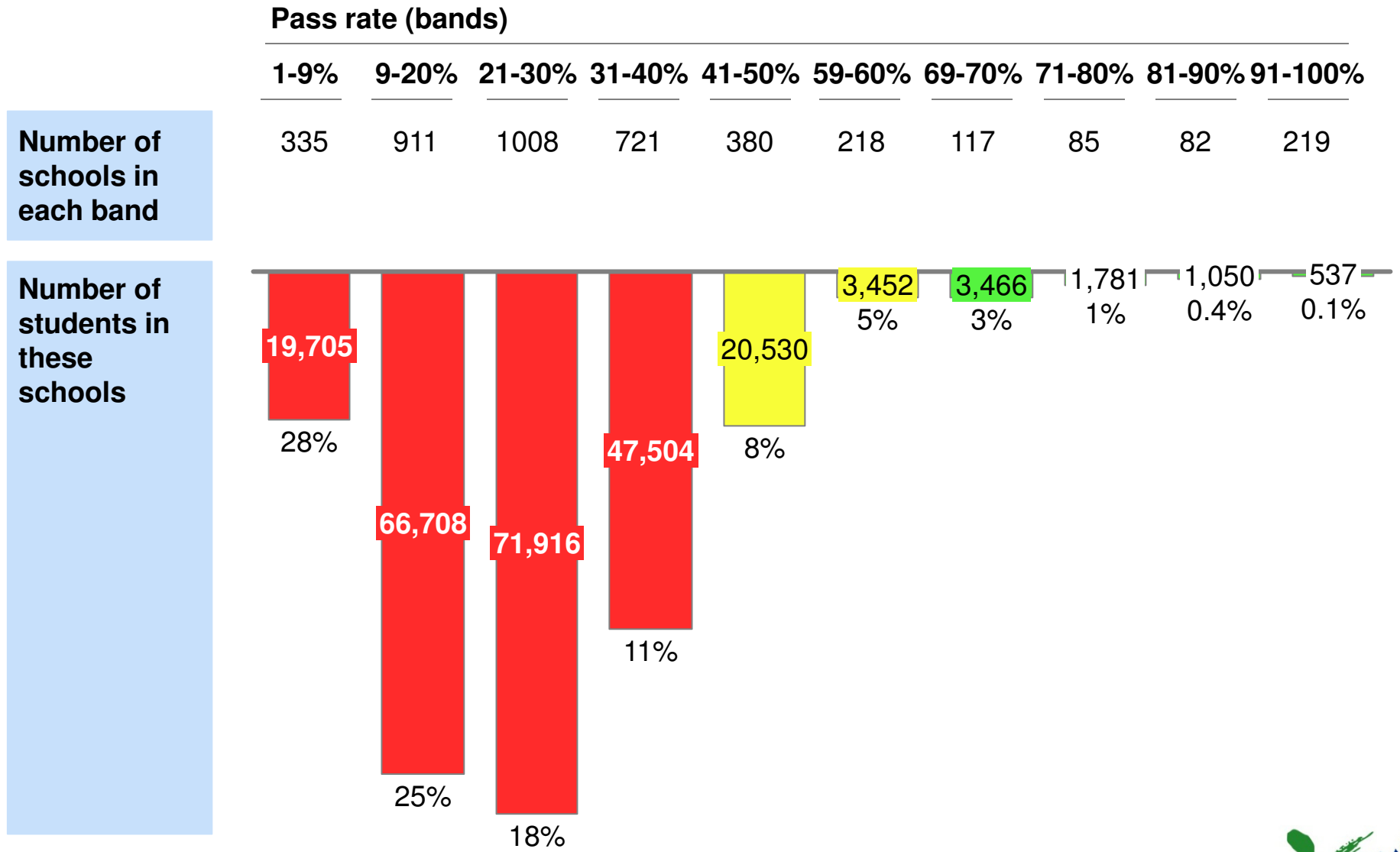
---

- Regions with >20% drop from 2011 to 2012 (there are 13 impacted regions)
- Top 12 regions with the most failing number of students from 2012 (which is already targeting 50% of secondary schools)



# Distribution of failing sec. students by school category

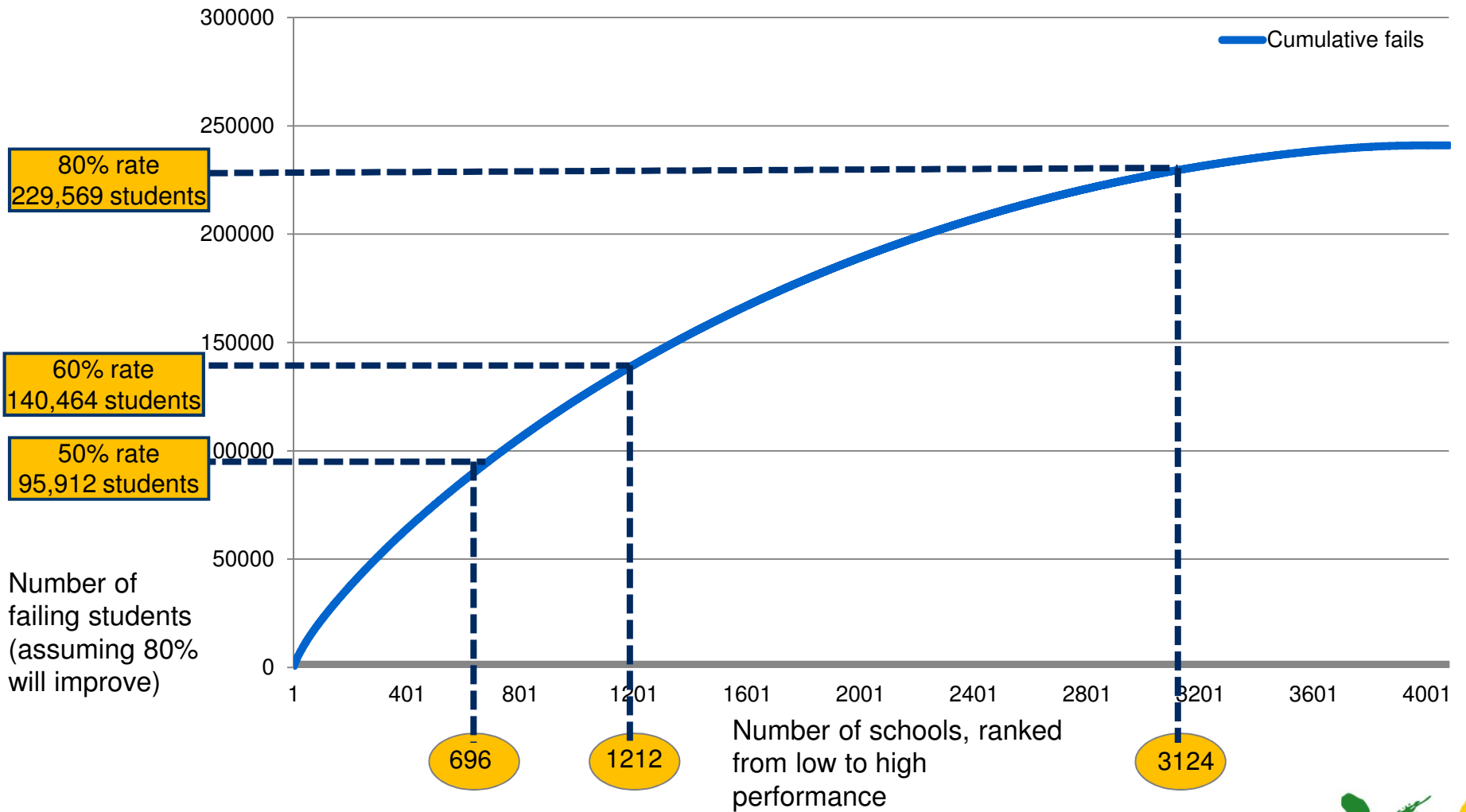
Total and % of students failing the CSEE per pass rate band



SOURCE: Necta, Lab analysis

# Analysis indicated an ideal reach of ~1200 schools

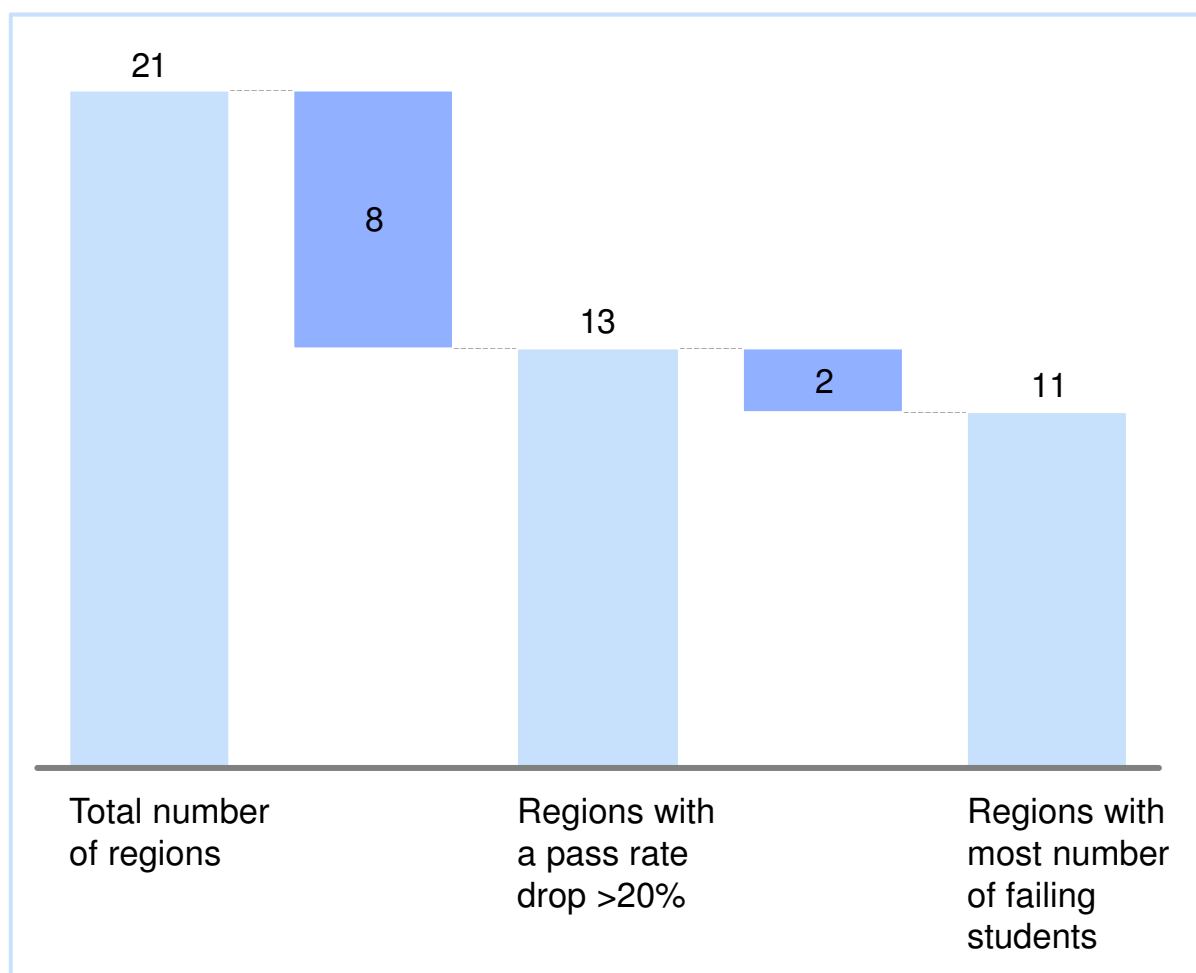
Number of students failing by school, cumulative



SOURCE: Necta, Lab analysis

# Selection of secondary schools for STEP

Region election process for primary school



## Targeted Regions

Arusha  
Kilimanjaro  
Ruvuma  
Manyara  
Mara  
Mwanza  
Mbeya  
Dodoma  
Shinyanga  
Kagera  
Geita  
Simiyu

**Total targeted students:**  
Approximately 122,805

## Our focus for Secondary (Total of 2,048 schools)

No.	Districts	No. of Schools per District
1	Arusha	164
2	Kilimanjaro	270
3	Manyara	118
4	Ruvuma	149
5	Mara	157
6	Mwanza	205
7	Mbeya	264
8	Dodoma	189
9	Shinyanga	106
10	Kagera	182
11	Geita	96
12	Simiyu	148

**Monitoring &  
Evaluation unit to  
plan for 2014 &  
2015**

# Detailed solutions

What will be different?

STEP design and timeline

Focus subjects and choice of exam

Target schools

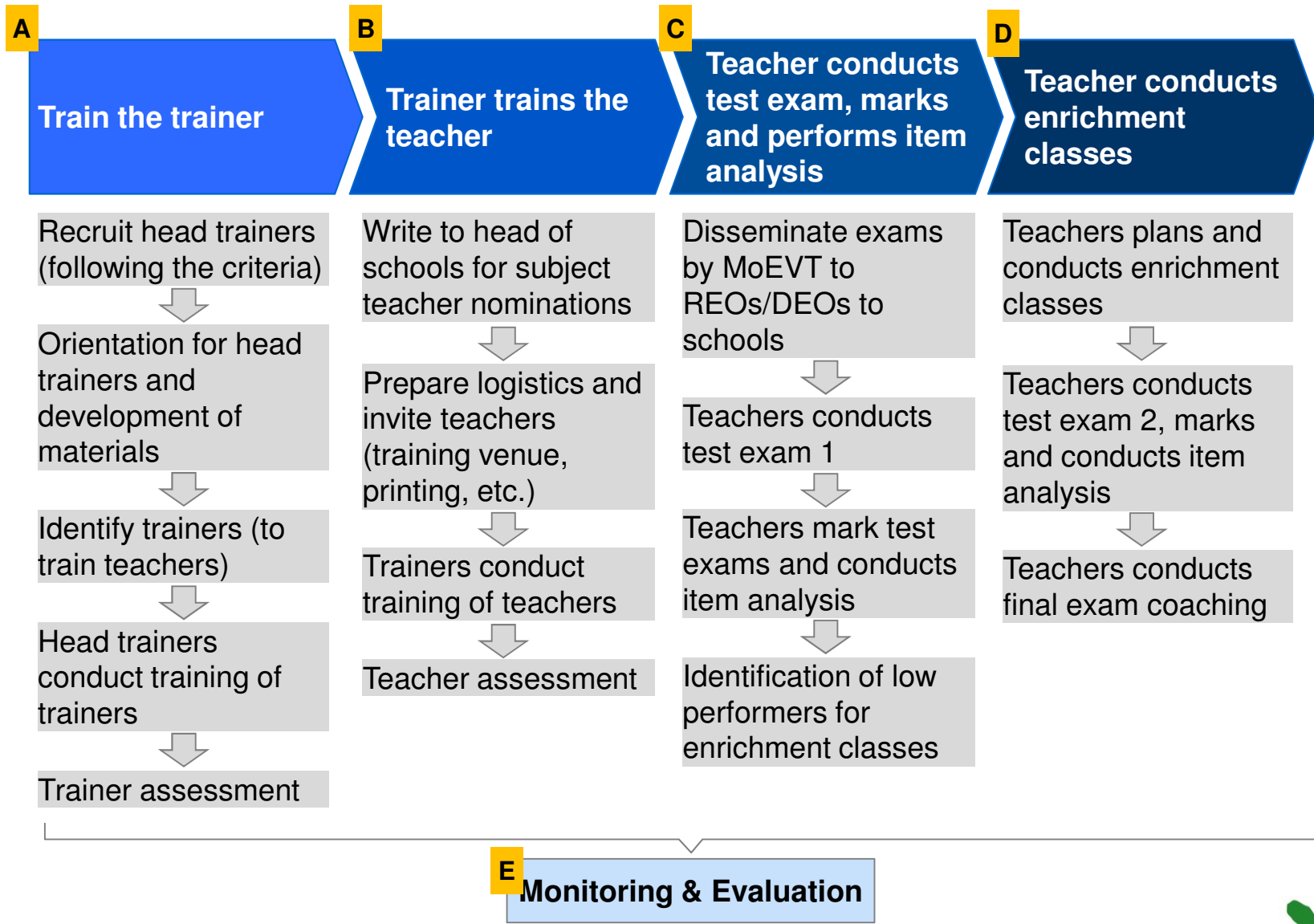
## STEP roll-out plan for primary

STEP roll-out plan for secondary

Monitoring and evaluation of STEP

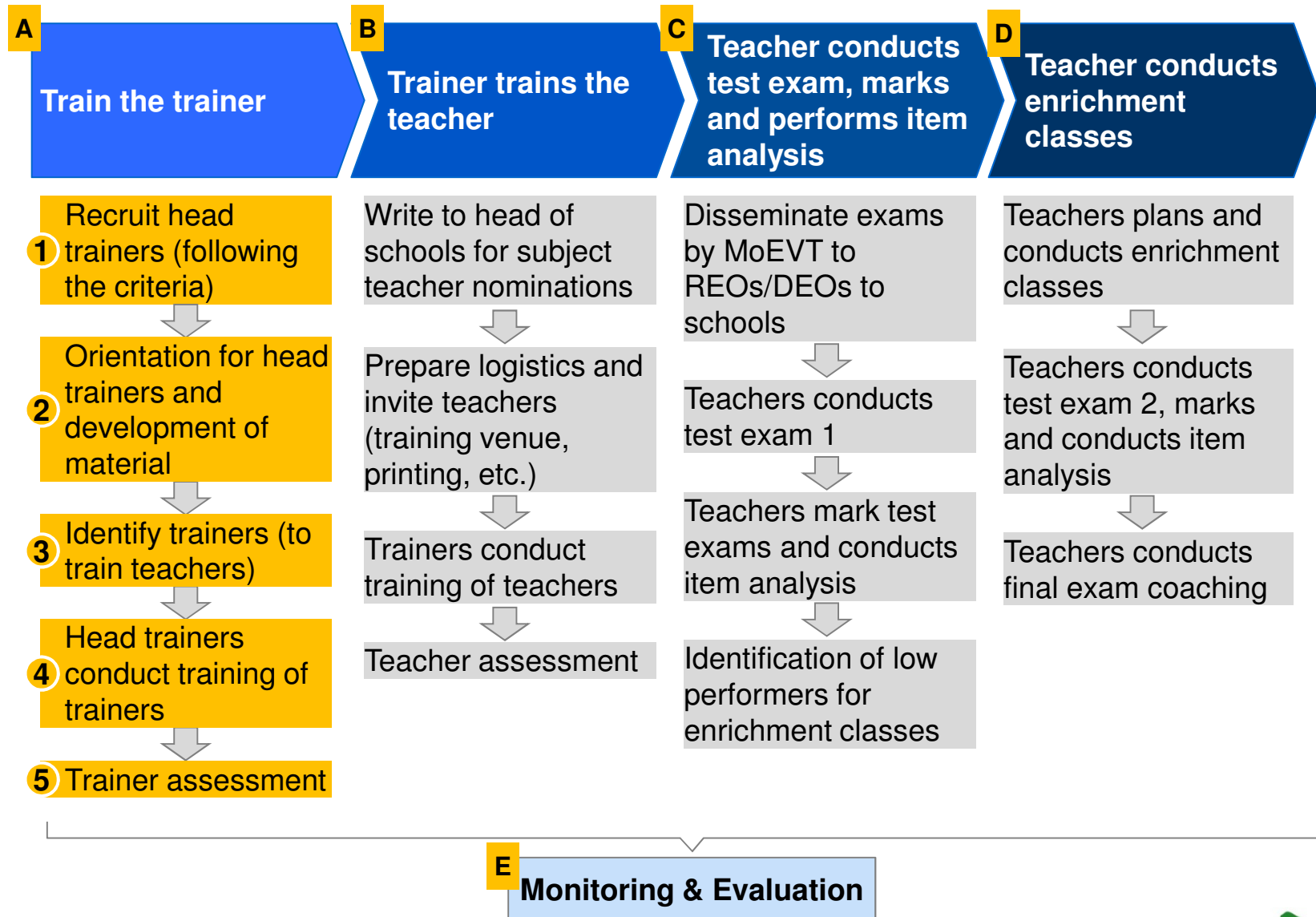


# STEP contains a 5 main crucial components





# How will we roll-out the enrichment classes at scale?



# Recruit head trainer: Process for recruiting head trainers

1

Process step	Description	Responsible
Identify pool of competent subject teachers (English, Kiswahili, Mathematics) that can be head trainers	<p><b>Selection based on the following criteria:</b></p> <ul style="list-style-type: none"> <li>▪ Experience of more than 5 years in teaching subject</li> <li>▪ Self-motivated and keeps deadlines</li> <li>▪ Has facilitation/ teaching skills</li> <li>▪ Mature with excellent communication</li> <li>▪ Good interpersonal skills</li> </ul> <p><b>Source of recruiting:</b></p> <ul style="list-style-type: none"> <li>▪ Practicing and retired teachers</li> <li>▪ Tutors</li> <li>▪ Professional Development Tutors (PDT)</li> <li>▪ Competent teachers from schools</li> <li>▪ Curriculum Developers</li> <li>▪ Teacher’s Union who liaises with NGO QEETS</li> <li>▪ UNICEF</li> </ul>	Director of primary education
Sign off proposed head trainers list	A total of 18 head trainers (3 trainers for 6 venues) must be selected and signed off by MoEVT	Director of primary education
Inform REOs and DEOs	The Director of Primary Education to inform impacted REOs and DEOs on the final list of head trainers for their selected venues	Director of primary education
Invite head trainer for “train head trainer” off-site	REOs and DEOs to inform head trainers and invite for the “train the trainer” off-site	<ul style="list-style-type: none"> <li>▪ REOs</li> <li>▪ DEOs</li> </ul>

# Recruit head trainer: Shortlist of potential head trainers

1

S/N	Name of Head trainer	Address	English	Kiswahili	Maths
1	Augustino M Byalila	Mwalimu Nyerere Primary School			V
2.	Arafa Said	Morogoro TC			V
3	Lordson Kiboko	Changarawe PRIMARY SCHOOL-DEO Mvomero			V
4	Amina Mgalu	Morogoro TC		V	
5	Goodaluck Kibona	Morogoro TC		V	
6	Erasmus Ndomba	TRC coordinator-DEO Songea			V
7	Newton Nyondo	Songea TC	V		
8	Nathanael Hinju	Bustani TC			V
9	Festo Siame	Songea TC	V		
10	Lucia Ngonyani	Mtwara TC		V	
11	Mary Haule	Songea TC		V	
12	Neema Mlay	Morogoro TC	V		
13	Nuran Ibrahim	Morogoro TC	V		
14	Ernest Haule	Matogoro Primary School			V
15	Maurus Mahali	Mpuguso TC		V	
16	Utukufu Nziku	Tukuyu TC	V		
17	Jerome Mwenda	Tukuyu TC		V	
18	Asajile Kabisa	Mpuguso TC	V		

## Head trainer orientation: The head trainers will be invited for an orientation programme with the following agenda

<u>Day</u>	<u>Description</u>	<u>Supporting material</u>
<b>Day 1</b>	<ul style="list-style-type: none"> <li>▪ Overview of STEP and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ STEP (NKRA lab report)</li> <li>▪ Enrichment guidelines</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>▪ How to develop lesson plans?</li> <li>▪ Teaching methodologies</li> <li>▪ How to train trainers to train teachers?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus</li> <li>▪ Subject guidelines</li> <li>▪ Enrichment guideline</li> <li>▪ Detailed lesson plans</li> <li>▪ Trainers guideline</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>▪ Preparation of material               <ul style="list-style-type: none"> <li>– For training the trainers</li> <li>– For teachers to use in enrichment classes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus</li> <li>▪ Subject guidelines</li> <li>▪ Enrichment guideline</li> <li>▪ Subject text books</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>▪ Preparation of material               <ul style="list-style-type: none"> <li>– For training the trainers</li> <li>– For teachers to use in enrichment classes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus</li> <li>▪ Detailed lesson plans</li> <li>▪ Subject textbooks</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>▪ Testing of all trainers to ensure required skills have been developed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Testing methodology to be decided</li> </ul>

## Head trainer orientation: The following materials must be ready for the trainer orientation

2

	<u>Orientation Material</u>	<u>To be used by</u>
<b>1</b>	<ul style="list-style-type: none"><li>▪ Enrichment guideline</li><li>- Description of overall programme</li><li>- Timetable</li><li>- Objectives, introduction</li><li>- Expected outcome</li><li>- Assessment modes</li></ul>	<ul style="list-style-type: none"><li>▪ Trainers and teachers</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>▪ Enrichment basic skills per subjects</li></ul>	<ul style="list-style-type: none"><li>▪ Trainers and teachers</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>▪ Available materials:<ul style="list-style-type: none"><li>– Subject manuals</li><li>– Students Practical worksheets</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Teachers</li><li>▪ Students</li></ul>
<b>4</b>	Teachers Handbooks/Guides <ul style="list-style-type: none"><li>▪ INSET Materials</li><li>▪ E-content (when applicable)</li></ul>	<ul style="list-style-type: none"><li>▪ Trainers and teachers</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>▪ Attendance of registration/sheet per training venue</li></ul>	<ul style="list-style-type: none"><li>▪ Head trainer and trainer</li></ul>

## Head trainer orientation: As part of the orientation programme, head trainers will develop the training manuals

### Content to be developed by head trainers

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How to train the teacher?

- Overview of what is an enrichment class
- Role of a teacher

How to identify weak areas in the subject?

- To conduct test exam
- To mark test exams
- To perform item analysis
- To develop materials for the identified weak areas

How to identify low performing students?

- Usage of selection criteria

How to conduct enrichment class?

- Provide teaching techniques/methods per subject
- How to develop lesson plans per subject (provide sample)
- Develop guidelines on how to set a timetable for the enrichment class
- How to assess the progress of the students (additional tests)
- How to produce reports for the enrichment class

### End products:

- Final training programme for trainers and teachers
- Final training manual for teachers to use (one for each subject)

## Head trainer orientation: The following subject matter content for enrichment class students must be developed

### Train the trainer guidelines (subject matter content)

Kiswahili	English	Mathematics
<ul style="list-style-type: none"> <li><input type="checkbox"/> Kusoma (Reading)</li> <li><input type="checkbox"/> Uundaji wa maneno (Word formation)</li> <li><input type="checkbox"/> Nomino (Nouns)</li> <li><input type="checkbox"/> Viwakilishi (Pronouns)</li> <li><input type="checkbox"/> Alama za uandishi (Punctuation).</li> <li><input type="checkbox"/> Uandishi wa insha (Essay writing)</li> <li><input type="checkbox"/> Matumizi ya lugha (Use of Language)</li> <li><input type="checkbox"/> Ufahamu (Comprehension)</li> <li><input type="checkbox"/> Sarufi (Grammar)</li> <li><input type="checkbox"/> Muundo wa sentensi (Sentence formation)</li> <li><input type="checkbox"/> Kauli za vitenzi (Tenses)</li> <li><input type="checkbox"/> Vitenzi (Verbs)</li> <li><input type="checkbox"/> Msamiati (Vocabulary)</li> <li><input type="checkbox"/> Misemo (Sayings)</li> <li><input type="checkbox"/> Ushairi (Poems)</li> <li><input type="checkbox"/> Methali (Proverbs)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essay writing</li> <li><input type="checkbox"/> Comprehension</li> <li><input type="checkbox"/> Sentence formation</li> <li><input type="checkbox"/> Tenses and verbs</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Word formation</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Nouns</li> <li><input type="checkbox"/> Countable and uncountable nouns adverbs</li> <li><input type="checkbox"/> Propositions</li> <li><input type="checkbox"/> Use of either or, or neither or</li> <li><input type="checkbox"/> Possessives</li> <li><input type="checkbox"/> Pronouns</li> <li><input type="checkbox"/> Composition</li> <li><input type="checkbox"/> Comprehension</li> <li><input type="checkbox"/> Oral English and grammar (articles, direct and indirect speech)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fraction</li> <li><input type="checkbox"/> Decimals</li> <li><input type="checkbox"/> Whole numbers</li> <li><input type="checkbox"/> Geometry</li> <li><input type="checkbox"/> Graphs</li> <li><input type="checkbox"/> Indices</li> <li><input type="checkbox"/> LCM and HCF</li> <li><input type="checkbox"/> Significant numbers</li> <li><input type="checkbox"/> Trigonometry</li> <li><input type="checkbox"/> Circles</li> <li><input type="checkbox"/> Rectangles</li> <li><input type="checkbox"/> Problem solving questions</li> <li><input type="checkbox"/> Pythagoras theorem</li> <li><input type="checkbox"/> Algebraic expressions (multiplication, addition, subtraction, division)</li> </ul>

Note: Head trainers to focus on areas per subject as per item analysis done by NECTA, TZ21 and TIE

## Identify trainers: Trainers will be appointed by DEOs

### Criteria for trainer selection

- Experienced teachers
- Classroom teachers
- Competent in subject matter
- Good pedagogy skills
- Good interpersonal skills

### Rationale

- Can easily adapt the enrichment programme
- Ensure effective and practical delivery of the training
- For sustainability

### Process steps for identifying the trainers

#### Activity

- DEO to send nomination letters to Head of Schools in each district - attach registration form & general information of the training program
- Head teacher to select and compile list of competent teachers per subject.
- Head of Schools to respond/return registration form by post to DEOs
- DEOs to confirm and provide formal letters to the Head of schools addressed to subject teacher nominees
- Head of School to notify its respective subject teacher nominees on training programme

#### Responsible

DEO, HT

#### Duration

- 2 weeks

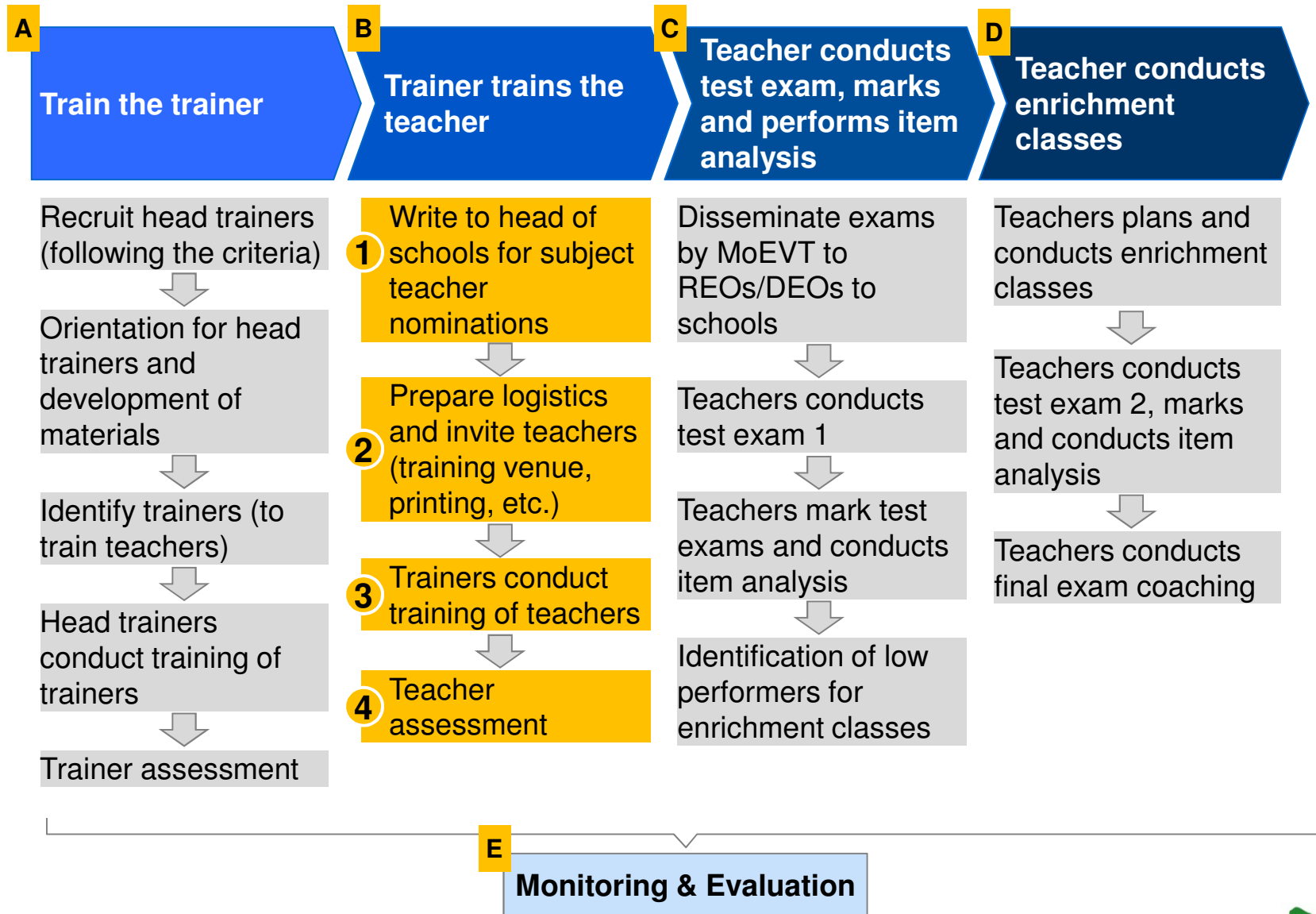


## Trainer assessment: The head trainers will be assessed after the training to ensure mastery of required skills



- Active participation and contribution
- Mastery of subject content
- Ability to communicate effectively
- Ability to train people
- Ability to accept challenges
- Good listener
- Readiness to learn new ideas and be innovative
- Ability to use variety of participatory teaching and learning strategies
- Good role model
- Able to develop training materials for STEP

# How will we roll-out the enrichment classes at scale?



## Nominate teachers: Subject teachers will be appointed by head of schools

### Criteria for teacher selection

- Experienced teachers
- Competent in subject matter
- Good pedagogy skills
- Good interpersonal skills

### Rationale

- Can easily adapt the remedial programme
- Ensure effective delivery of the training at school level
- For sustainability

### Process steps for identifying subject teachers

#### Activity

- DEO to send nomination letters to Head of Schools in each district - attach registration form & general information of the training program
- Head teacher to select and compile list of competent teachers per subject.
- Head of Schools to respond/return registration form by post to DEOs
- DEOs to confirm and provide formal letters to the Head of schools addressed to subject teacher nominees
- Head of School to notify its respective subject teacher nominees on training programme

#### Responsible

- DEOs
- HOS
- DEOs
- HOS

#### Duration

- 2 weeks

## Prepare logistics: Prepare venue, printing etc, and invite teachers for the training

### Preparation list

---

- Book venue

---

- Send invitations and confirm participation

---

- Print all required material

---

- Workshop equipment
  - Projector
  - Photocopy paper
  - Flipcharts and marker pens
  - Registration sheets
  - Per-diem system
  - Pens and note pads

### Criteria or guidelines

---

- Reachable and Accessible
- Enough space – rooms
- Manageable cost

---

- Prepare letter for head of schools and teachers

---

- N/A

---

## Trainers train teachers: Agenda for the programme and materials to be used

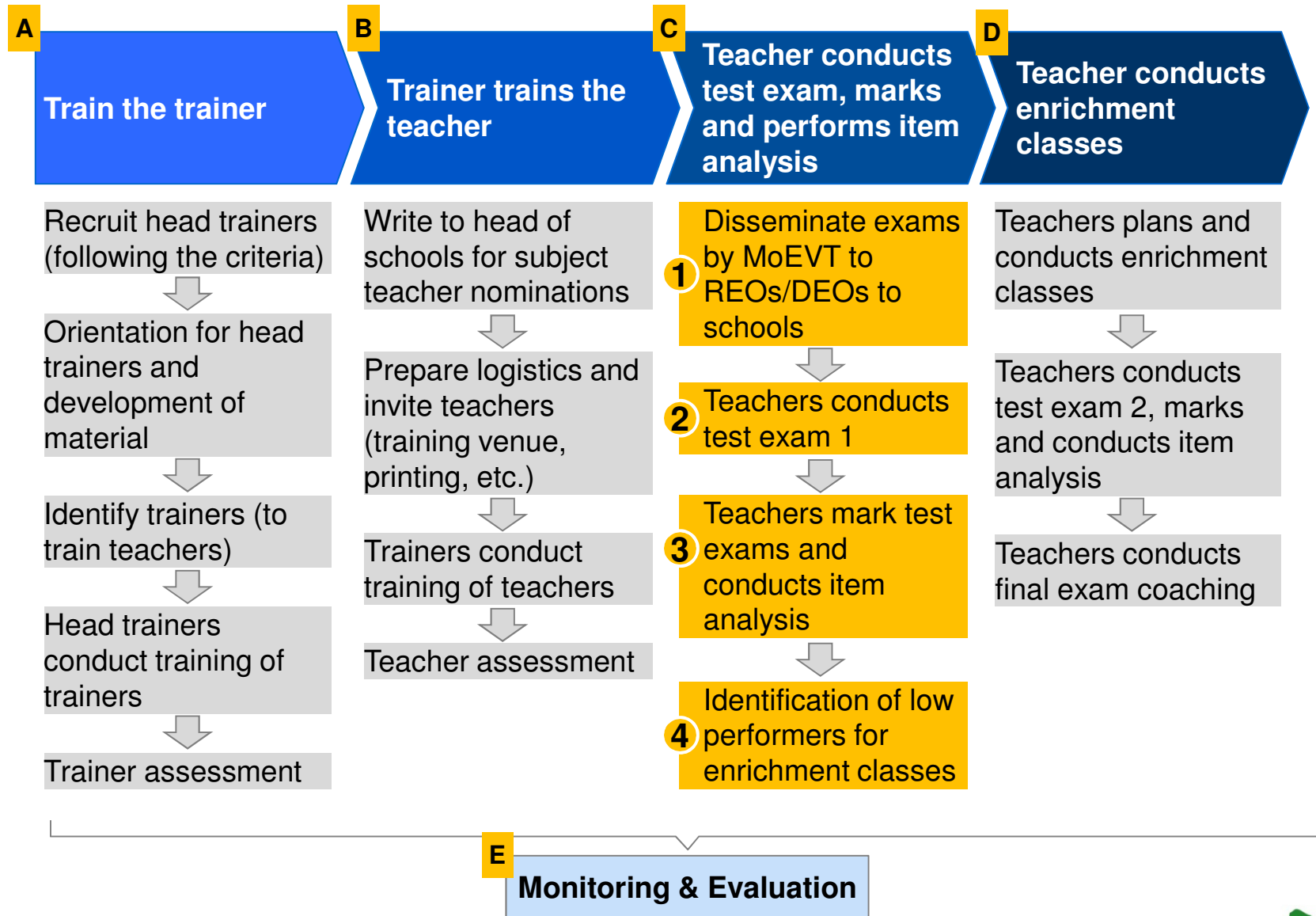
Day	Description	Supporting material
<b>Day 1</b>	<ul style="list-style-type: none"> <li>Overview of the “Student enrichment” programme and objectives</li> <li>How to correct exams and conduct item analysis</li> <li>How to identify low performers?</li> </ul>	<ul style="list-style-type: none"> <li>“Student enrichment” programme (NKRA lab report)</li> <li>Enrichment guidelines</li> <li>Examination paper</li> <li>Marking schemes</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>How to develop lesson plans?</li> <li>Review of content per subject</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Detailed lesson plans</li> <li>Subject manuals</li> <li>Subject text books</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>How to conduct successful enrichment classes?</li> </ul>	<ul style="list-style-type: none"> <li>“How to” guide</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>Testing of all teachers to ensure required skills have been developed</li> </ul>	<ul style="list-style-type: none"> <li>Testing methodology to be decided</li> </ul>

## Teacher assessment: Key areas of assessing teachers after the end of the training



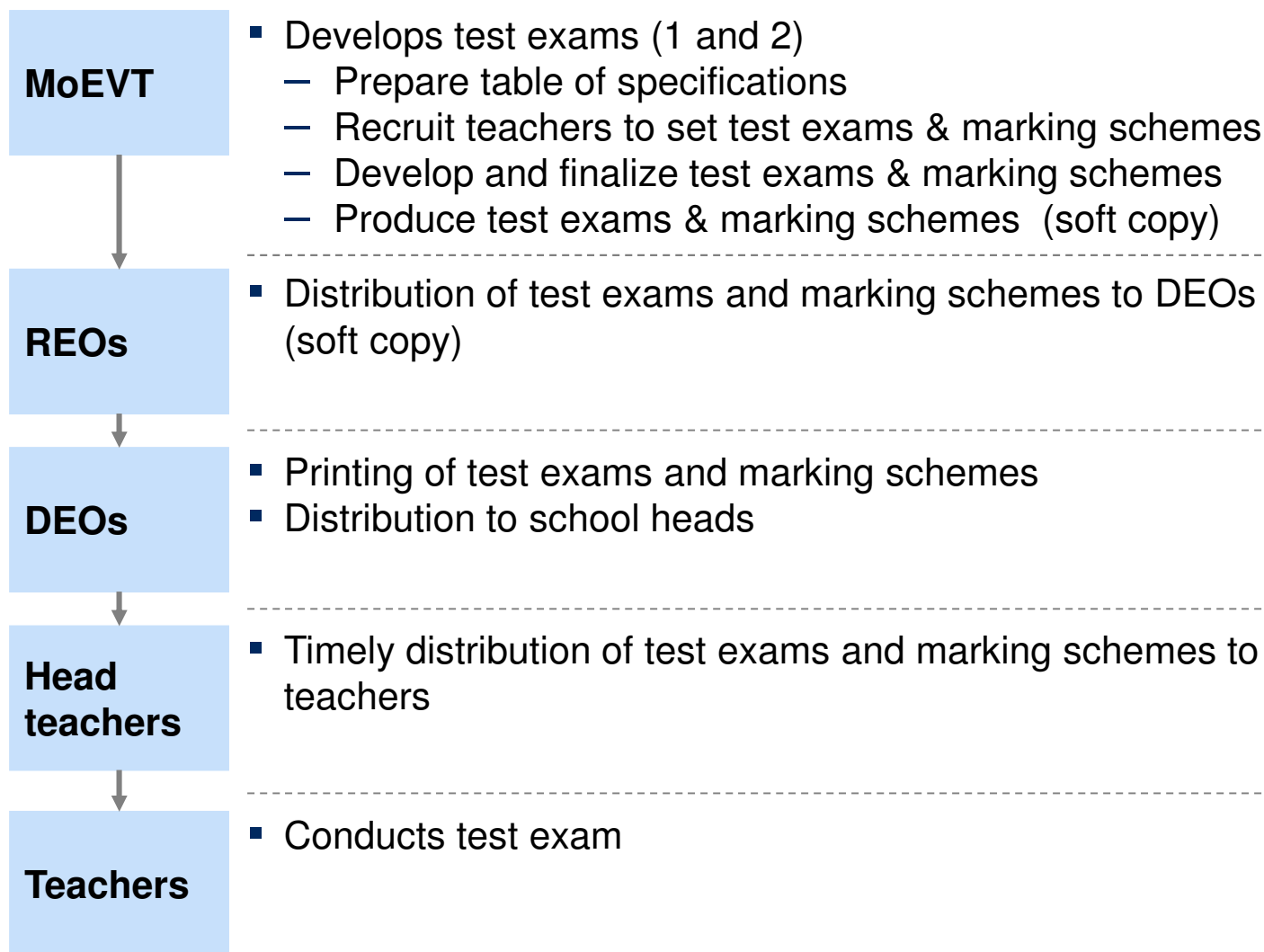
- Active participation during training
- Mastery of subject content
- Ability to communicate effectively
- Ability to use variety of participatory teaching and learning strategies learnt during training
- Knowledge of how to use lesson plans and materials for conducting enrichment classes
- Able to develop enrichment class timetables and content to be used
- Able understand marking guidelines and to conduct item analysis
- . Ability to improvise teaching and learning materials
- Readiness to learn new ideas

# How will we roll-out the enrichment classes at scale?



## Disseminate exams: Process for disseminating the test exams

### Steps





## Conducting of test 1 : At targeted schools

2

**1**

Test exam to be done as though it is a terminal examination in the regular school timetable

**2**

Test exam to be administered to all students in the targeted class and subject

**3**

All examination regulations to be followed as usual (invigilation, time keeping and collection of scripts)

**4**

Subject teacher trained is the overall supervisor of the targeted class

# Teachers marks test exam 1: Criteria and guidelines for marking scheme

3

**1**

Ensure each test has a marking scheme per subject

**2**

Head Trainers to edit marking scheme to ensure correctness of answers

**3**

Ensure that marks allocation has been done per section of the test exam

**4**

Provide modal answer questions per questions to show correlation to marking scheme

**5**

Teachers to mark test exam within a week and to record marks and rank students' performance per subject

## Teachers marks test exam 1: How to conduct item analysis?

**1**

Check performance per question (identify well and poorly attempted questions and pick samples)

**2**

Identify questions attempted by both many, few and none of students and analyze why this was so

**3**

Analyze and interpret findings

**4**

Match/align questions with the syllabus and check if questions/items align with table of specification

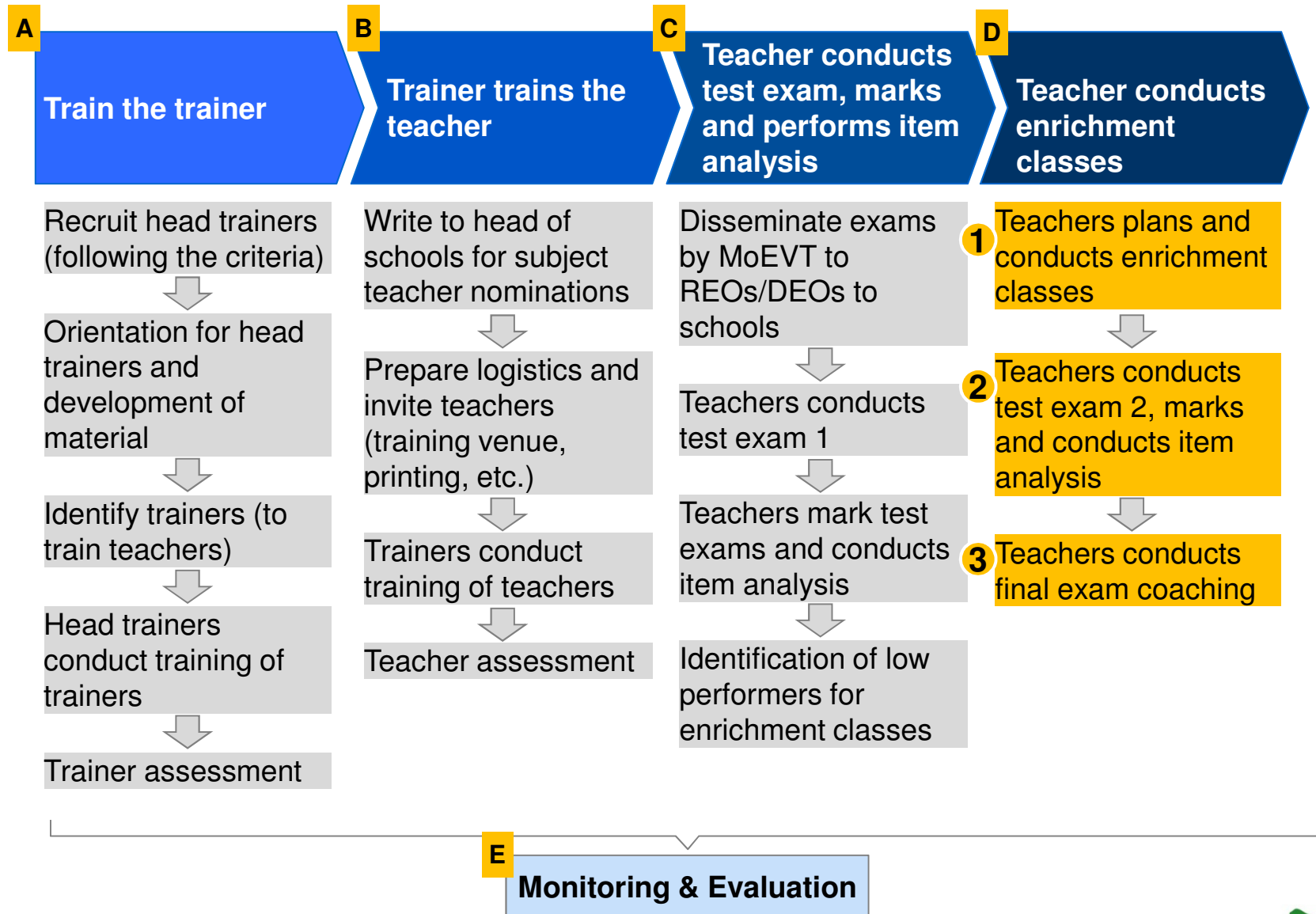
**5**

Check skills assessed

# Identification of students: Teacher guidelines for selecting students for enrichment classes

	<b>Criteria for student selection</b>	<b>Rationale</b>
<b>Test exam results</b>	<ul style="list-style-type: none"> <li>▪ Cut off point below 40% in test exam</li> <li>▪ Class teacher input on performance record</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus on students that are at risk of failing in the real exam, and hence needs enrichment class support</li> </ul>
+		
<b>Readiness</b>	<ul style="list-style-type: none"> <li>▪ Willingness and self-motivation to learn</li> <li>▪ Parents or guardians concern</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results can only be achieved if the student is motivated to participate and improve</li> </ul>

# How will we roll-out the enrichment classes at scale?



## Planning and conducting of enrichment classes: Checklist

- Test preparation
- Distribution of test to REOs and DEOs
- Printing and distribution of test to schools
- Administration of test
- Marking of test
- Conduct item analysis
- Develop list of difficult items
- Ranking students
- Identify low performers
- Conduct enrichment classes

## Teachers marks test exam 2: How to conduct item analysis?

**1**

Check performance per question (identify well and poorly attempted questions and pick samples)

**2**

Identify questions attempted by both many, few and none of students and analyze why this was so

**3**

Analyze and interpret findings

**4**

Match/align questions with the syllabus and check if questions/items align with table of specification

**5**

Check skills assessed

## Teachers conducts final exam coaching: Process

3

**1**

**Psychological preparation of students for examinations**

**2**

**Orientation on examination regulations and format of paper**

**3**

**Examination skills**

**4**

**Mark and provide regular feedback to students**

**5**

**Provide extra coaching on key areas of weakness of students**











# Detailed solutions

What will be different?

STEP design and timeline

Focus subjects and choice of exam

Target schools

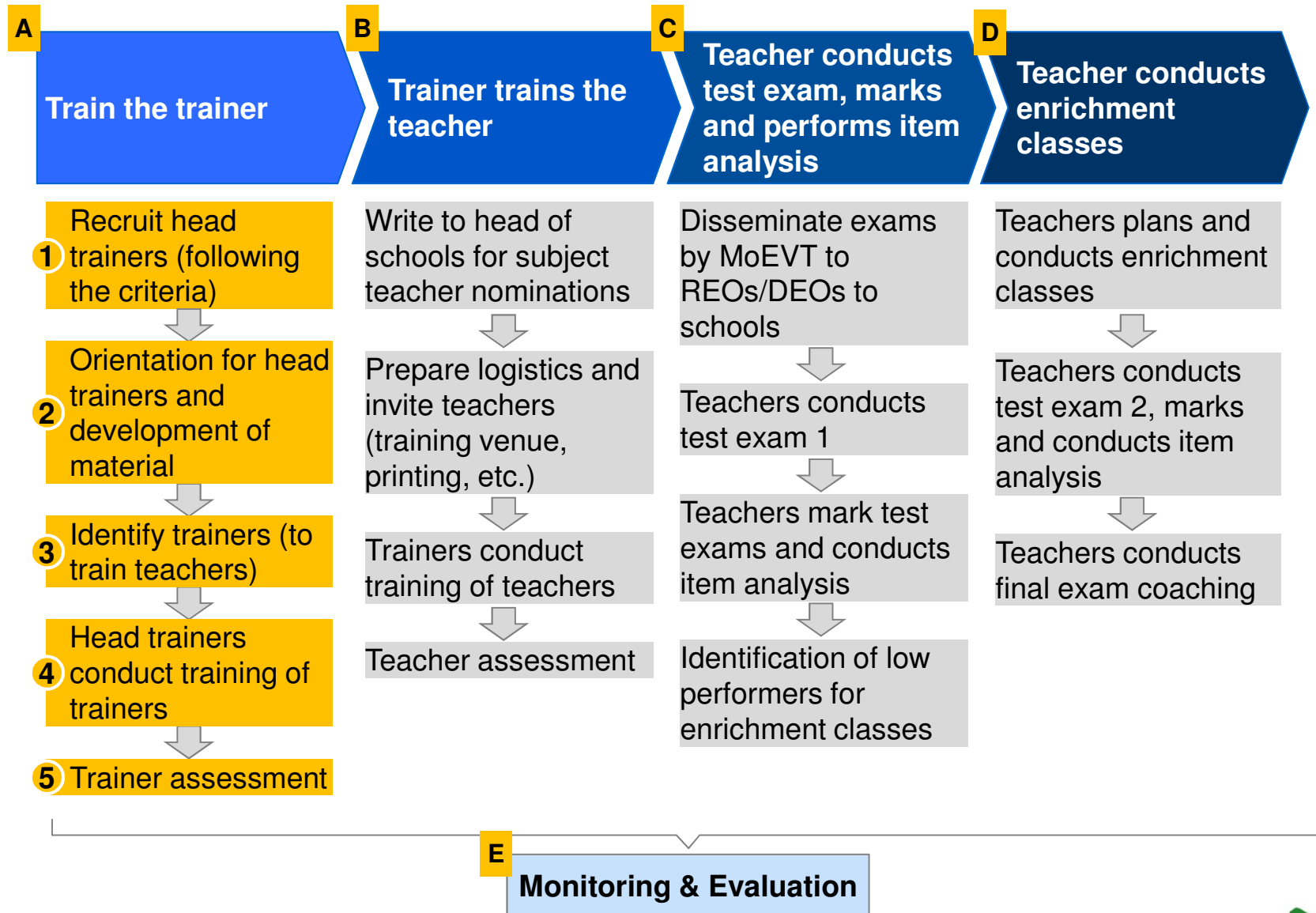
STEP roll-out plan for primary

**STEP roll-out plan for secondary**

Monitoring and evaluation of STEP



# How will we roll-out the enrichment classes for scaling up?



# Recruit head trainer: Process for recruiting head trainers

1

Process step	Description	Responsible
Identify pool of competent subject teachers (English, Kiswahili, Mathematics, Biology) that can be head trainers	<p><b>Selection based on the following criteria:</b></p> <ul style="list-style-type: none"> <li>▪ Experience of more than 5 years in teaching subject</li> <li>▪ Self-motivated and keeps deadlines</li> <li>▪ Have facilitation/ teaching skills</li> <li>▪ Mature with excellent communication</li> <li>▪ Good interpersonal skills</li> </ul> <p><b>Source of recruiting:</b></p> <ul style="list-style-type: none"> <li>▪ Universities (Faculty of Education and Subject experts)</li> <li>▪ INSET National Facilitators (TIE, Tutors, Inspectors, Secondary School teachers)</li> <li>▪ Practicing and retired teachers</li> </ul>	Director of secondary education
Sign off proposed head teacher list	A total of 32 head trainers (2 per subject, 8 trainers for 4 venues) must be selected and signed off by MoEVT	Director of secondary education
Inform REOs and DEOs	The Director of secondary education to inform impacted REOs and DEOs on the final list of head trainers for their selected venues	Director of secondary education
Invite head trainer for “train head trainer” off-site	REOs and DEOs to inform head trainers and invite for the “train the trainer” off-site	<ul style="list-style-type: none"> <li>▪ REOs</li> <li>▪ DEOs</li> </ul>

# Recruit head trainer: Shortlist of potential head trainers

1

English	Kiswahili	Biology	Mathematics
1. Pendo Gadi – Kiluvya S.S – Dar	1. Demetria Hyera – TIE	1. Hatujuani Lukari – SLO Mvomero	1. Joshua Stephen – Mandaka TC – Kilimanjaro
2. Geladina Mwanisenga – Jangwani S.S – Dar	2. Jonas Vincent – Usevya S.S – Tabora	2. Furaha Simbeye – Lufingo S.S – Mbeya	2. Lilian Manase – Arusha S.S – Arusha
3. Stelias Kaaya – Kifungilo S.S – Tanga	3. Modesta Msuya – Kibasila S.S – Dar	3. Mohamed Amir – Kibaha S.S – Pwani	3. Michael Mahundi – Mbinga S.S – Ruvuma
4. Elinjidia Sungusia – Baraa S.S – Arusha	4. Anna Mugasa – Tambaza S.S – Dar	4. Doris Semkiwa – Jangwani S.S – Dar	4. Mwairuga Ibrahim – Kizaga S.S – Singida
5. Riaz Abeid – Lugalo S.S – Iringa	5. Yusuf Chilangáta – Mtwara Girls S.S – Mtwara	5. Fatuma Mrope – Inspectorate –Dar zone	5. Simon Miyawa – Nyanduga S.S – Mara
6. Monica Sangali – Kambangwa S.S – Dar	6. Amina Chilimba – Masasi S.S – Mtwara	6. Maua Mabunda – Butimba TC – Mwanza	6. Jonas Waziri – Sengerema S.S – Mwanza
7. Vick Mwelumbine – Inspectorate – Northern Eastern	7. Bandu Kipenzi – Dakawa S.S – Morogoro	7. Theonista Lema – Morogoro TC- Morogoro	7. Dagrás Kasonde – BWMkapa S.S – Dar
8. Estomin Msaka – TIE	8. Jema Kimolo – Mzumbe S.S – Morogoro	8. Francis Wishega – Makalema S.S – Kilimanjaro	8. Gloriana Kakuru – Lupanga S.S – Morogoro
	9. Bahati Chikwindo – Minaki S.S – Pwani		
	10. Amina Rajab – Rungwe S.S – Mbeya		



## Head trainer orientation: As part of the orientation programme, head trainers will develop the training manuals

### Content to be developed by head trainers

---

How to train the teacher?

- Overview of what is an enrichment class
- Role of a teacher

How to identify weak areas in the subject?

- To conduct test exam
- To mark test exams
- To perform item analysis
- To develop materials for the identified weak areas

How to identify low performing students?

- Usage of selection criteria

How to conduct enrichment class?

- Provide teaching techniques/methods per subject
- How to develop lesson plans per subject (provide sample)
- Develop guidelines on how to set a timetable for the enrichment class
- How to assess the progress of the students (additional tests)
- How to produce reports for the enrichment class

### End products:

- Final training programme for trainers and teachers
- Final training manual for teachers to use (one for each subject)

## Head trainer orientation: The head trainers will be invited for an orientation programme with the following agenda

2

<u>Day</u>	<u>Description</u>	<u>Supporting material</u>
Day 1 - 5	<ul style="list-style-type: none"><li>▪ Overview of STEP and objectives</li><li>▪ Preparation of material<ul style="list-style-type: none"><li>– For training the trainers</li><li>– For teachers to use in enrichment classes</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ STEP information</li><li>▪ STEP guidelines<ul style="list-style-type: none"><li>– Workshop</li></ul></li></ul>
Day 6 - 7	Review, syndication of materials developed	Drafts of Training materials
Day 8 -10	<ul style="list-style-type: none"><li>▪ Orientation training for Head Trainers</li></ul>	Final Training manuals

## Head trainer orientation: The following materials must be ready for the trainer orientation

2

	<u>Orientation Material</u>	<u>To be used by</u>
<b>1</b>	<ul style="list-style-type: none"><li>▪ Enrichment guideline</li><li>- Description of overall programme</li><li>- Timetable</li><li>- Objectives, introduction</li><li>- Expected outcome</li><li>- Assessment modes</li></ul>	<ul style="list-style-type: none"><li>▪ Trainers and teachers</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>▪ Enrichment basic skills per subjects</li></ul>	<ul style="list-style-type: none"><li>▪ Trainers and teachers</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>▪ Available materials:<ul style="list-style-type: none"><li>– Subject manuals</li><li>– Students Practical worksheets</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Teachers</li><li>▪ Students</li></ul>
<b>4</b>	Teachers Handbooks/Guides <ul style="list-style-type: none"><li>▪ INSET Materials</li><li>▪ E-content (when applicable)</li></ul>	<ul style="list-style-type: none"><li>▪ Trainers and teachers</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>▪ Attendance of registration/sheet per training venue</li></ul>	<ul style="list-style-type: none"><li>▪ Head trainer and trainer</li></ul>

## Head trainer orientation: The following subject matter content for enrichment class students must be developed

### Train the trainer guidelines (subject matter content)

Kiswahili	English	Mathematics	Biology
<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Word formation</li> <li><input type="checkbox"/> Nouns</li> <li><input type="checkbox"/> Pronouns</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Essay writing</li> <li><input type="checkbox"/> Use of Language</li> <li><input type="checkbox"/> Comprehension</li> <li><input type="checkbox"/> Grammar</li> <li><input type="checkbox"/> Sentence formation</li> <li><input type="checkbox"/> Tenses</li> <li><input type="checkbox"/> Verbs</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> sayings</li> <li><input type="checkbox"/> Poems</li> <li><input type="checkbox"/> Proverbs</li> <li><input type="checkbox"/> Punctuation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essay writing</li> <li><input type="checkbox"/> Comprehension</li> <li><input type="checkbox"/> Sentence formation</li> <li><input type="checkbox"/> Tenses and verbs</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Word formation</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Nouns</li> <li><input type="checkbox"/> Pronouns</li> <li><input type="checkbox"/> Countable and uncountable nouns</li> <li><input type="checkbox"/> Adverbs</li> <li><input type="checkbox"/> Propositions</li> <li><input type="checkbox"/> Use of either or, or neither or</li> <li><input type="checkbox"/> Possessives</li> <li><input type="checkbox"/> Composition</li> <li><input type="checkbox"/> Oral English and grammar (articles, direct and indirect speech)</li> <li><input type="checkbox"/> Analysis</li> <li><input type="checkbox"/> Précis writing</li> <li><input type="checkbox"/> Sentence formation and use of dictionary</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fraction</li> <li><input type="checkbox"/> Decimals</li> <li><input type="checkbox"/> Whole numbers</li> <li><input type="checkbox"/> Geometry, graphs</li> <li><input type="checkbox"/> Indices</li> <li><input type="checkbox"/> Significant numbers</li> <li><input type="checkbox"/> Trigonometry</li> <li><input type="checkbox"/> Circles</li> <li><input type="checkbox"/> Rectangles</li> <li><input type="checkbox"/> Problem solving questions</li> <li><input type="checkbox"/> Pythagoras theorem</li> <li><input type="checkbox"/> Algebraic expressions</li> <li><input type="checkbox"/> Book keeping</li> <li><input type="checkbox"/> Spheres</li> <li><input type="checkbox"/> Similarities and congruency</li> <li><input type="checkbox"/> Probability</li> <li><input type="checkbox"/> Linear programming,</li> <li><input type="checkbox"/> Logarithm</li> <li><input type="checkbox"/> Solving quadratic equations</li> <li><input type="checkbox"/> Vectors</li> <li><input type="checkbox"/> Matrices and transformation</li> <li><input type="checkbox"/> Three dimensional geometry</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practical skills</li> <li><input type="checkbox"/> Genetics</li> <li><input type="checkbox"/> Classification</li> <li><input type="checkbox"/> Growth and development</li> </ul>

Note: Head trainers to focus on areas per subject as per item analysis done by NECTA and TIE

# Identify trainers: Trainers will be appointed by REOs

## Criteria for trainer selection

---

- Experienced classroom teachers minimum 5 years
- Competent in subject matter
- Participated in marking of exams
- Good pedagogy skills
- Good interpersonal skills

## Rationale

---

- Can easily adapt the enrichment programme
- Ensure effective and practical delivery of the training

## Process steps for identifying the trainers

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### Activity

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- Selection criteria to be send to REO from Director of Secondary Education
- REOs to get possible candidates from DEOs
- REOs to nominate 36 trainers based on merit
- REOs send names of nominees to DSE

### Responsible

---

- DSE
- DEO
- REO
- REO

### Duration

---

- 1 week
- 1 week
- 1 week

## Trainer orientation: The trainers will be invited for an orientation programme with the following agenda

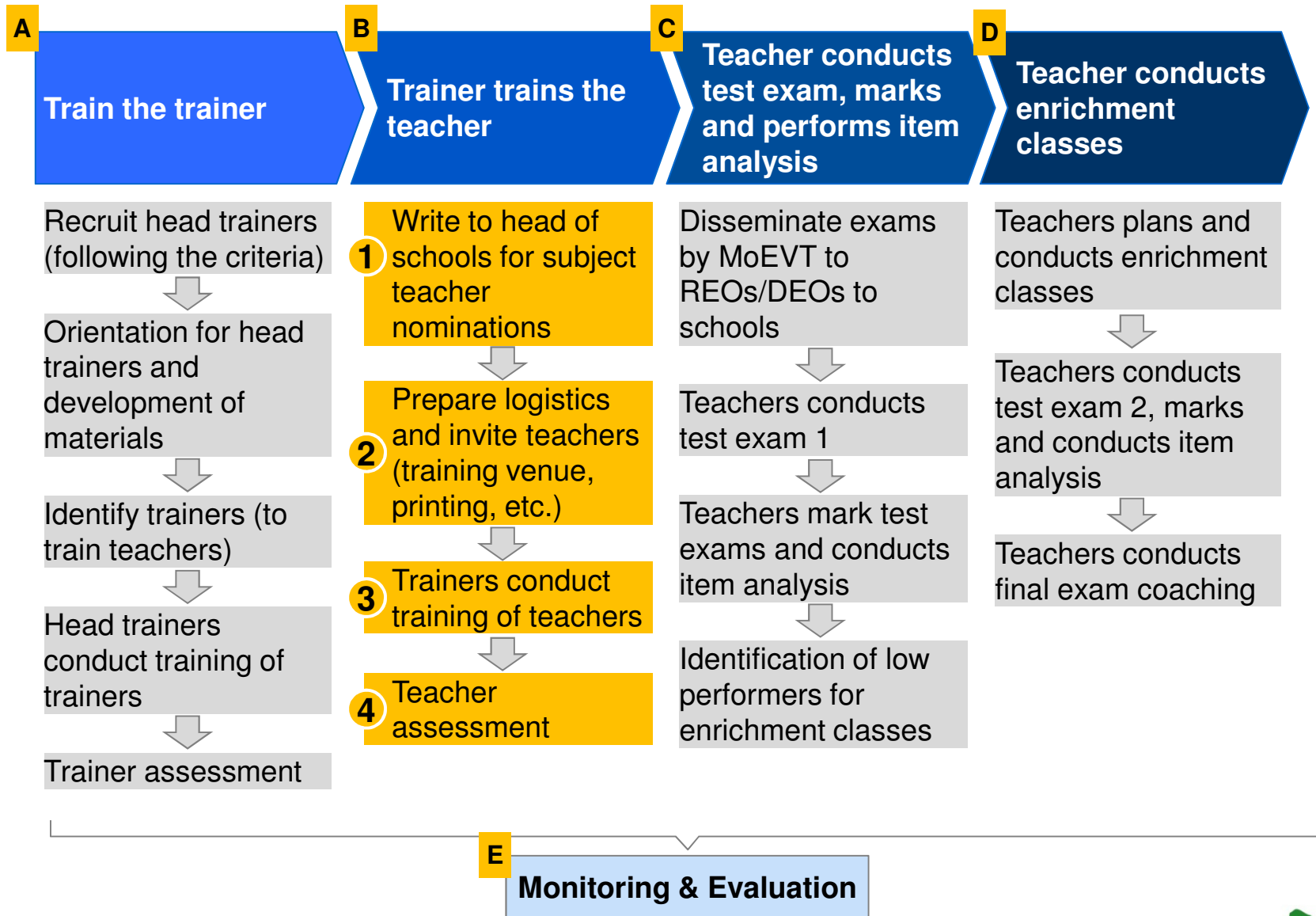
Day	Description	Supporting material
Day 1	<ul style="list-style-type: none"> <li>Overview of the “Student enrichment” programme and objectives</li> </ul>	<ul style="list-style-type: none"> <li>STEP (NKRA lab report)</li> <li>Remedial guidelines</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>How to develop lesson plans?</li> <li>Teaching methodologies</li> </ul>	<ul style="list-style-type: none"> <li>“How to” guide</li> <li>“Student enrichment” programme NKRA lab report</li> </ul>
Day 3	Develop enrichment materials	Workshop
Day 4	How to train teachers?	<ul style="list-style-type: none"> <li>“How to” guide</li> </ul>
Day 5	<ul style="list-style-type: none"> <li>Testing of all trainers to ensure required skills have been developed</li> </ul>	<ul style="list-style-type: none"> <li>Testing methodology to be decided</li> </ul>

## Trainer assessment: The head trainers will be assessed after the training to ensure mastery of required skills



- Active participation and contribution
- Mastery of subject content
- Ability to communicate effectively
- Ability to train people
- Ability to accept challenges
- Good listener
- Readiness to learn new ideas and be innovative
- Ability to use variety of participatory teaching and learning strategies
- Good role model
- Able to develop training materials for STEP

# How will we roll-out the enrichment classes at scale?





## Nominate teachers: Subject teachers will be appointed by heads of schools

### Criteria for teacher selection

---

- Experienced teachers
- Competent in subject matter
- Participated in marking National Examinations (added advantage)

### Rationale

---

- Can easily adapt the enrichment programme
- Ensure effective delivery of the training at school level

### Process steps for identifying subject teachers

---

#### Activity

---

- DSE writes to DEOs
- DEOs to write to Head of Schools to nominate teachers for training, one teacher per subject and send the names to REOs.
- Compiled list of teachers selected at the REOs office.
- REOs informs the impacted DEOs on the final list including dates and venues for the training.

#### Responsible

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- Director of Secondary Education, MoEVT

REOs and DEOs

#### Duration

---

- One week
- One week

## Prepare logistics: Prepare venue, printing etc, and invite teachers for the training

### Preparation list

---

- Book venue
- Send invitations and confirm participation
- Print all required material
- Workshop equipment
  - Projector
  - Pens and paper
  - Flipcharts and marker pens
  - Registration sheets
  - Per-diem system
  - Etc.

### Criteria or guidelines

---

- Reachable and Accessible
- Enough space – rooms
- Prepare letter for head of schools and teachers
- N/A

## Trainers train teachers: Agenda for the programme and materials to be used

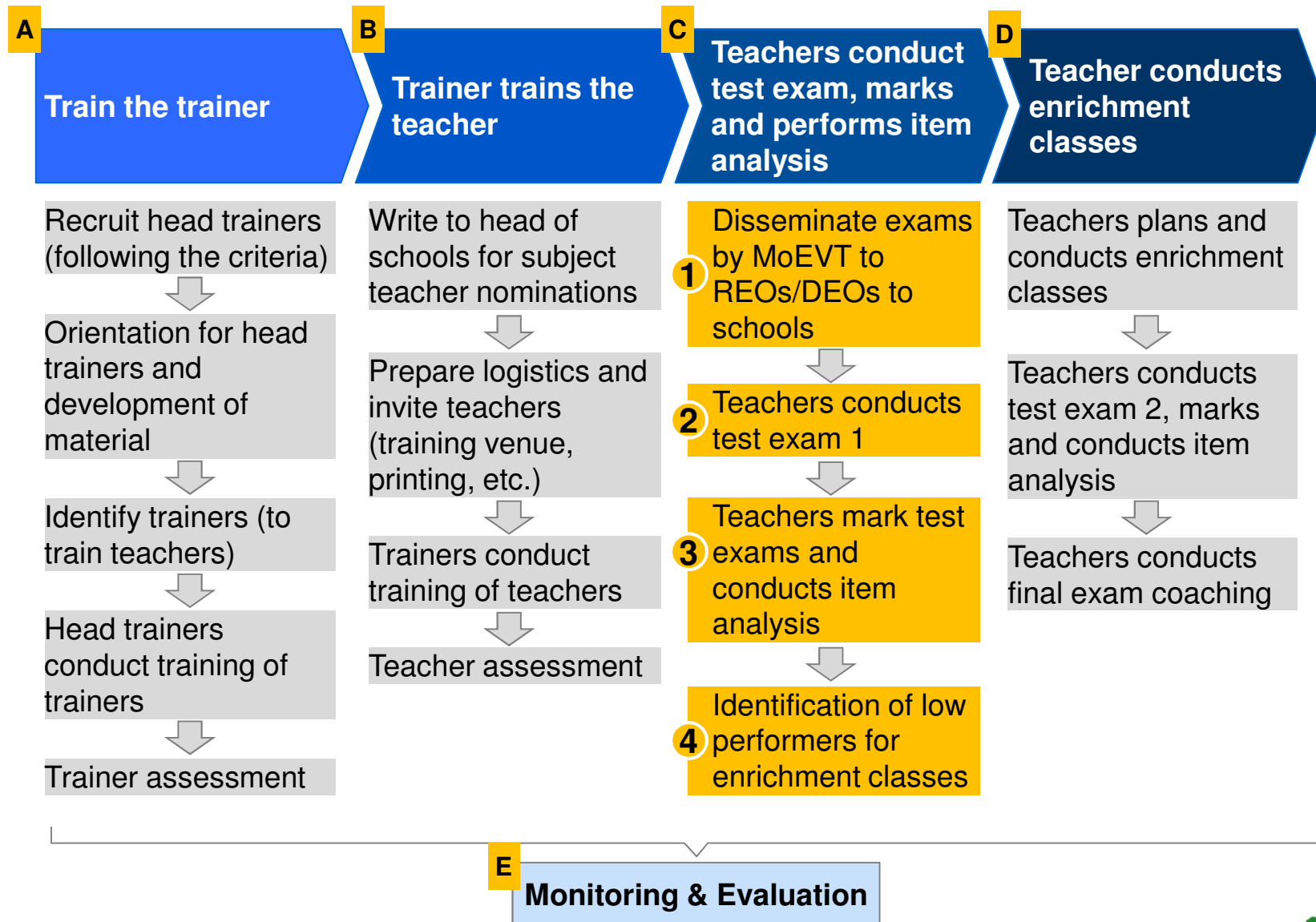
Day	Description	Supporting material
<b>Day 1</b>	<ul style="list-style-type: none"> <li>Overview of the “Student enrichment” programme and objectives</li> </ul>	<ul style="list-style-type: none"> <li>“Student enrichment” programme (NKRA lab report)</li> <li>enrichment guidelines</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>How to correct exams and conduct issue analysis</li> <li>How to identify enrichment students?</li> </ul>	<ul style="list-style-type: none"> <li>“How to” guide</li> <li>“How to” guide</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>How to develop lesson plans?</li> <li>Review of content per subject</li> </ul>	<ul style="list-style-type: none"> <li>“How to” guide</li> <li>Content by subject</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>How to conduct successful enrichment classes?</li> </ul>	<ul style="list-style-type: none"> <li>“How to” guide</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>Testing of all teachers to ensure required skills have been developed</li> </ul>	<ul style="list-style-type: none"> <li>Testing methodology to be decided</li> </ul>

## Teacher assessment: Key areas of assessing teachers after the end of the training



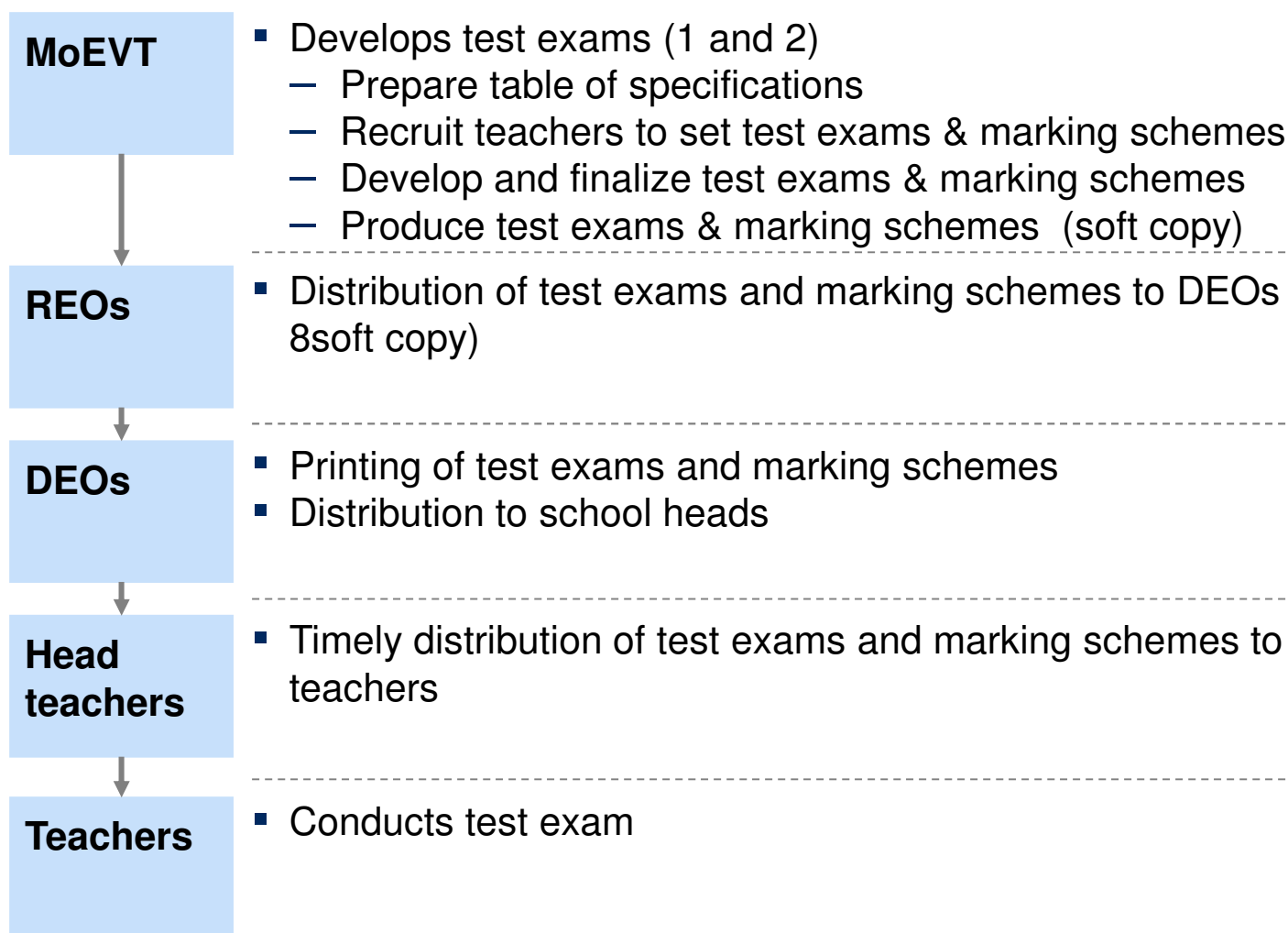
- Active participation during training
- Mastery of subject content
- Ability to communicate effectively
- Ability to use variety of participatory teaching and learning strategies learnt during training
- Knowledge of how to use lesson plans and materials for conducting enrichment classes
- Able to develop enrichment class timetables and content to be used
- Able understand marking guidelines and to conduct item analysis
- . Ability to improvise teaching and learning materials
- Readiness to learn new ideas

# How will we roll-out the enrichment classes at scale?



## Disseminate exams: Process for disseminating the test exams

### Steps



## Conducting of test 1 : At targeted schools

2

**1**

Test exam to be done as though it is a terminal examination in the regular school timetable

**2**

Test exam to be administered to all students in the targeted class and subject

**3**

All examination regulations to be followed as usual (invigilation, time keeping and collection of scripts)

**4**

Subject teacher trained is the overall supervisor of the targeted class

# Teachers marks test exam 1: Criteria and guidelines for marking scheme

3

**1**

Ensure each test has a marking scheme per subject

**2**

Head Trainers to edit marking scheme to ensure correctness of answers

**3**

Ensure that marks allocation has been done per section of the test exam

**4**

Provide modal answer questions per questions to show correlation to marking scheme

**5**

Teachers to mark test exam within a week and to record marks and rank students' performance per subject



## Teachers marks test exam 1: How to conduct item analysis?

**1**

Check performance per question (identify well and poorly attempted questions and pick samples)

**2**

Identify questions attempted by both many, few and none of students and analyze why this was so

**3**

Analyze and interpret findings

**4**

Match/align questions with the syllabus and check if questions/items align with table of specification

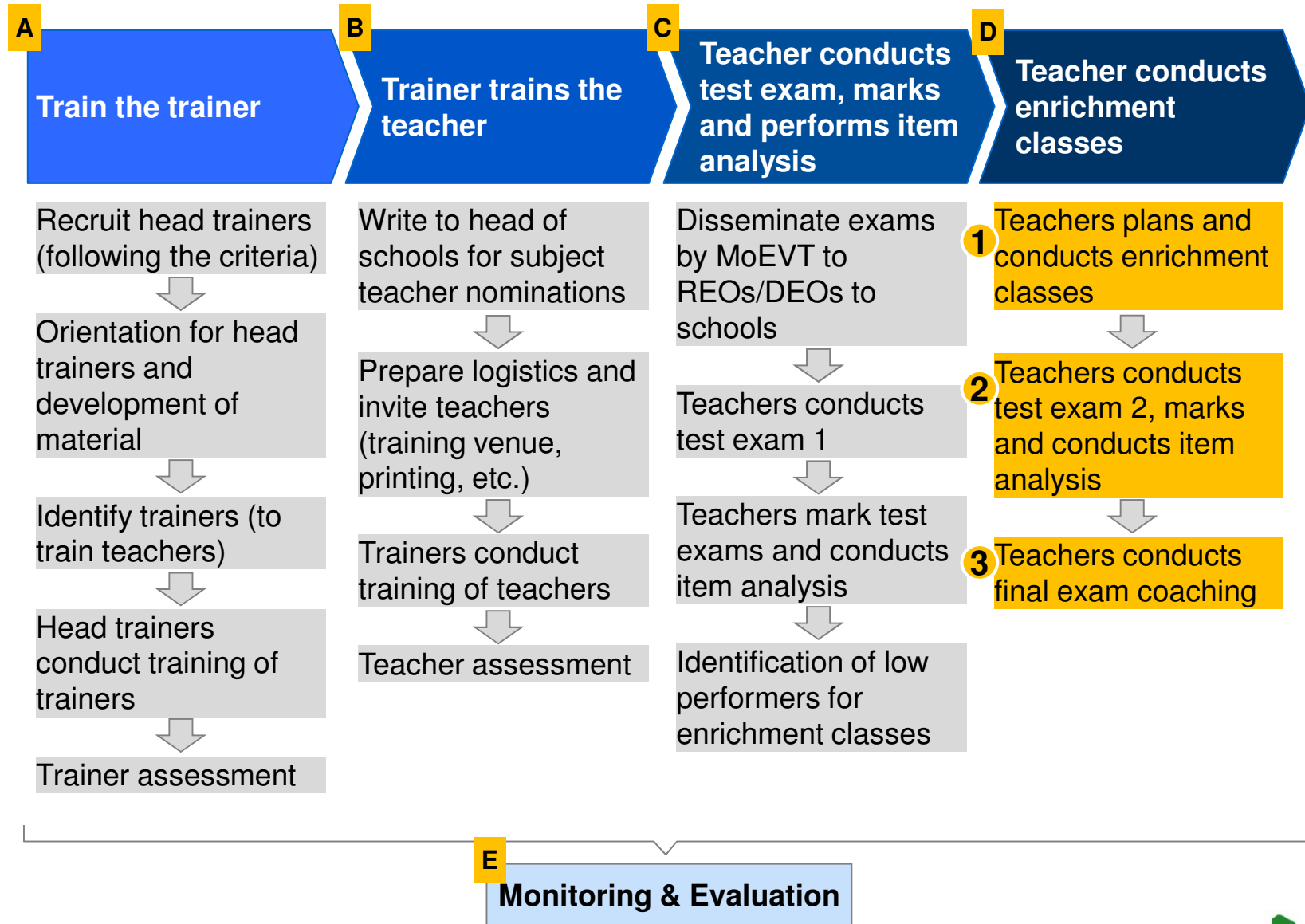
**5**

Check skills assessed

# Identification of students: Teacher guidelines for selecting students for enrichment classes

	Criteria for student selection	Rationale
<b>Test exam results</b>	<ul style="list-style-type: none"> <li>▪ Cut off point below 40% in test exam</li> <li>▪ Score less than 50% in identified weak areas</li> <li>▪ Class teacher input on performance record</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus on students that are at risk of failing in the real exam, and hence needs enrichment class support</li> </ul>
<b>+</b>		
<b>Readiness</b>	<ul style="list-style-type: none"> <li>▪ Willingness and self-motivation to learn</li> <li>▪ Parents or guardians concern</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results can only be achieved if the student is motivated to participate and improve</li> </ul>

# How will we roll-out the enrichment classes at scale?



## Planning and conducting of enrichment classes: Checklist

- Test preparation
- Distribution of test to REOs and DEOs
- Printing and distribution of test to schools
- Administration of test
- Marking of test
- Conduct item analysis
- Develop list of difficult items
- Ranking students
- Identify low performers
- Conduct enrichment classes

## Teachers marks test exam 2: How to conduct item analysis?

**1**

Check performance per question (identify well and poorly attempted questions and pick samples)

**2**

Identify questions attempted by both many, few and none of students and analyze why this was so

**3**

Analyze and interpret findings

**4**

Match/align questions with the syllabus and check if questions/items align with table of specification

**5**

Check skills assessed

# Teachers conducts final exam coaching: Process

3

**1**

**Psychological preparation of students for examinations**

**2**

**Orientation on examination regulations and format of paper**

**3**

**Examination skills**

**4**

**Mark and provide regular feedback to students**

**5**

**Provide extra coaching on key areas of weakness of students**











# Detailed solutions

What will be different?

STEP design and timeline

Focus subjects and choice of exam

Target schools

STEP roll-out plan for primary

STEP roll-out plan for secondary

**Monitoring and evaluation of STEP**



# The Monitoring & Evaluation (M&E) unit is critical in ensuring the success of STEP

Establishment of M&E unit and system for STEP

Understand KPIs of STEP

Establish M&E activities and timelines

Reporting of M&E of STEP

- A STEP leader should be established within the M&E unit to oversee the implementation of this programme
- A STEP team should also be in place to conduct M&E in the selected regions and districts for both primary and secondary school

- The STEP team will be oriented to understand the KPIs outlined for this programme
- The STEP team is to review and establish a reporting mechanism to track the progress of these KPIs on a frequent basis

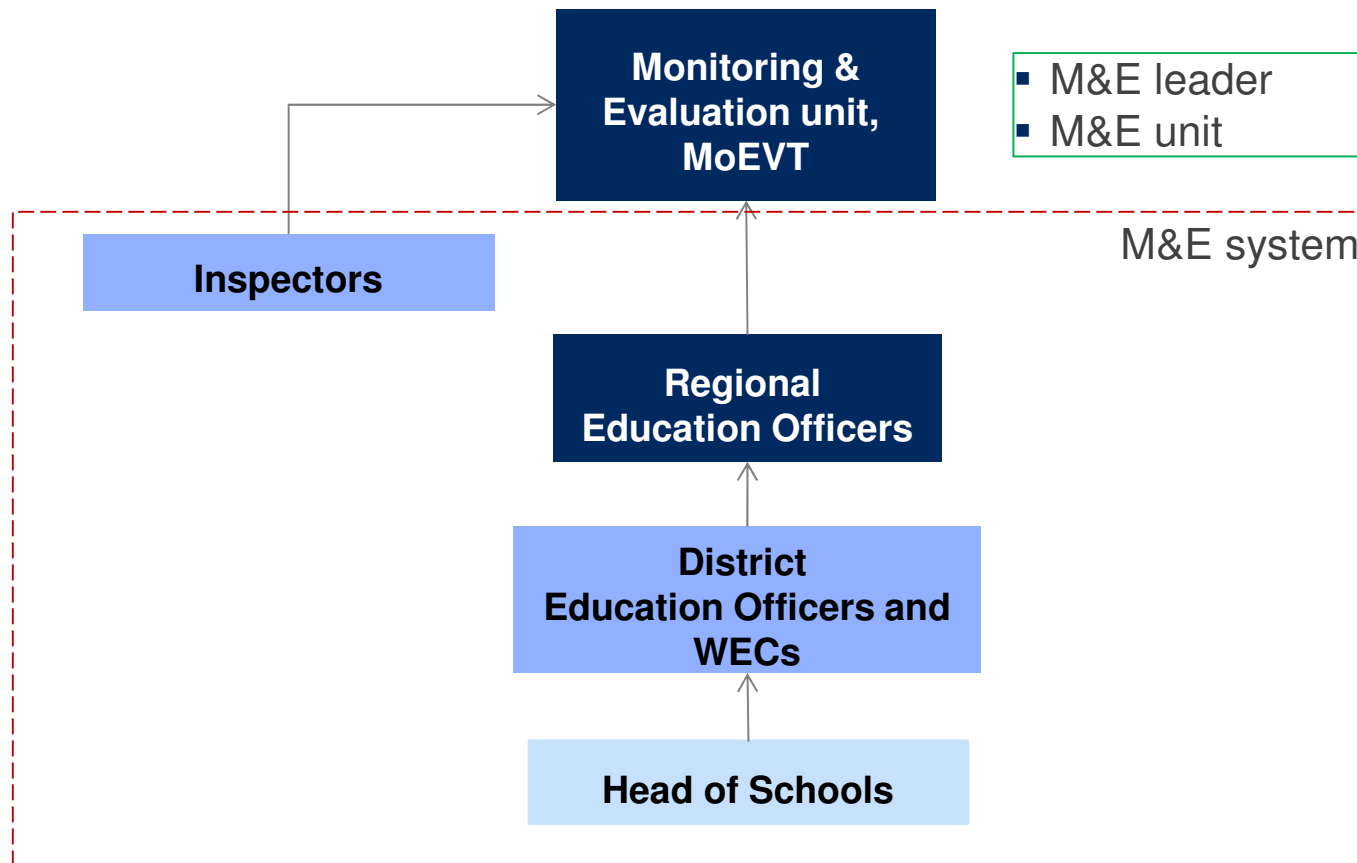
- For each of the 4 components of STEP, the M&E unit is to review, revise and plan for M&E implementation to carry out key activities such as assessing of training of trainers and teachers, inspecting schools and requesting for reports from head of schools, DEOs and REOs

- M&E unit to establish a centralized reporting system and/or dashboard to MoEVT and PMO-RALG

# M&E unit to define its unit structure and to establish a STEP leader



## Proposed Structure



# Who will support the owner in the implementation?

Components	Key stakeholders for success	
	Owner	Implementers
A. Train the Trainer	<ul style="list-style-type: none"> <li>▪ MoEVT</li> <li>▪ PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>▪ M&amp;E unit</li> <li>▪ Commissioner</li> <li>▪ Education Directors (Primary and Secondary)</li> <li>▪ Head Trainers</li> <li>▪ REOs</li> <li>▪ DEOs</li> </ul>
B. Train the Teachers	<ul style="list-style-type: none"> <li>▪ MoEVT</li> <li>▪ PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>▪ M&amp;E unit</li> <li>▪ REOs</li> <li>▪ DEOs</li> <li>▪ WECs</li> <li>▪ HOS</li> </ul>
C. Teacher conducts the test exam, marks and item analysis	<ul style="list-style-type: none"> <li>▪ MoEVT</li> <li>▪ PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>▪ M&amp;E unit</li> <li>▪ REOs</li> <li>▪ DEOs</li> <li>▪ WECs</li> <li>▪ HOS</li> <li>▪ Teachers</li> </ul>
D. Teacher conduct enrichment classes	<ul style="list-style-type: none"> <li>▪ PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>▪ HOS</li> <li>▪ Teachers</li> </ul>
E. Monitoring & Evaluation	<ul style="list-style-type: none"> <li>▪ MoEVT</li> <li>▪ PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>▪ M&amp;E unit</li> <li>▪ REOs</li> <li>▪ DEOs</li> <li>▪ WECs</li> <li>▪ HOS</li> </ul>

# Who will work closely with the owners to get STEP up and running?

## Criteria for selecting STEP leader

- INSET teacher training practitioner within MoEVT for both Primary and Secondary departments
- Specialist in subjects focused
- Minimum of 5 years experience in the local education system
- Computer literate with MPP skills
- Maintains trusting professional relationships
- Keeps deadlines

## Rationale

- Experience in providing INSET for teachers in the relevant subjects
- To work and guide the head trainer to be able to produce quality outputs for the training
- To continue providing support to the head trainers and trainers

## Shortlist of project leaders

- Head of Academic Section, Primary Department, MoEVT
- Head of Academic Section, Secondary Department, MoEVT

# The following are the baseline Key Performance Indicators (KPIs) targets for STEP for 2013 – 2015

Establishment of M&E leader for STEP

Understand KPIs of STEP

Establish M&E activities and timelines

Reporting of M&E of STEP

Key Performance Indicators	Targets		
	2013	2014	2015
▪ Number of primary schools receiving practice exam questions (with model answers) for years 2008 – 2012 for Kiswahili, English and Mathematics	16,331	-	-
▪ Number of primary schools receiving training to conduct enrichment classes	6,167	5,000	5,000
▪ Number of primary schools conducting enrichment classes	-	6,167	6,167
▪ Number of primary teachers trained to do enrichment classes	18,501	15,000	15,000
– In Kiswahili	6,167	5,000	5,000
– In English	6,167	5,000	5,000
– In Math	6,167	5,000	5,000
▪ % of primary schools receiving enrichment class support improving by at least 20%	-	50%	80%
▪ Number of secondary schools receiving training to conduct enrichment classes	2,048	1,000	1,000
▪ Number of secondary schools conducting enrichment classes	2,048	1,000	1,000
▪ Number of secondary teachers trained to do enrichment classes	8,192	4,000	4,000
– In Kiswahili	2,048	1,000	1,000
– In English	2,048	1,000	1,000
– In Math	2,048	1,000	1,000
– In Biology	2,048	1,000	1,000
▪ % of secondary schools receiving enrichment class support improving by at least 20%	20%	50%	70%

Numbers are not cumulative



# These are the corresponding source and frequency of tracking these KPIs for **primary**

Establishment of M&E leader for STEP

Understand KPIs of STEP

Establish M&E activities and timelines

Reporting of M&E of STEP

## Key Performance Indicators – Primary

- Number of primary schools receiving practice exam questions (with model answers) for years 2008 – 2012 for Kiswahili, English and Mathematics (for 2013 only)
- Number of primary schools receiving training to conduct enrichment classes
- Number of primary schools conducting enrichment classes
- Number of primary teachers trained to do enrichment classes
  - In Kiswahili
  - In English
  - In Math
- % of primary schools receiving enrichment class support improving by at least 20%

## Source and Frequency

- Before June 2013 holidays, HOS to report to DEO who in turn reports to REO. REO to report directly to M&E unit.
- By end of training (annual during June holidays), trainers to submit attendance sheet per training venue to M&E unit, M&E unit to consolidate and summarize into a report.
- By end first month of conducting enrichment classes, HOS to submit monthly report to DEOs who in turn reports to REOs .REO to report directly to M&E unit.
- By end of training (annual during June holidays), trainers to submit attendance sheet per training venue per subject to M&E unit, M&E unit to consolidate and summarize into a report.
- By end November, NECTA to produce school ranking of whole country. M&E unit to compare ranking of previous year and current year and summarize into a report of findings.

# These are the corresponding source and frequency of tracking these KPIs for **secondary**

Establishment of  
M&E leader for  
STEP

Understand KPIs  
of STEP

Establish M&E  
activities and  
timelines

Reporting of M&E  
of STEP

## **Key Performance Indicators – Secondary**

- Number of secondary schools receiving training to conduct enrichment classes
- Number of secondary schools conducting enrichment classes
- Number of secondary teachers trained to do enrichment classes
  - In Kiswahili
  - In English
  - In Mathematics
  - In Biology
- % of secondary schools receiving enrichment class support improving by at least 20%

## **Source and Frequency**

- By end of training, trainers to submit attendance sheet per training venue to M&E unit, M&E unit to consolidate and summarize into a report.
- By end of July 2013, HOS to submit monthly report to DEOs – REOs – Sec. Ed. Department/M&E.
- By end of training, trainers to submit attendance sheet per training venue per subject to M&E unit, M&E unit to consolidate and summarize into a report.
- By end February of following year, NECTA to produce school ranking of whole country. M&E unit to compare and summarize into a report of findings.

# Proposed key activities for the M&E unit with timelines

Establishment of M&E leader for STEP

Understand KPIs of STEP

Establish M&E activities and timelines

Reporting of M&E of STEP

Activities	What to monitor	Means of verification	Frequency	Responsible Person
Training trainers	▪ Materials developed	▪ Physical observation	▪ Annually	▪ M&E unit
	▪ Training of trainers	▪ Report	▪ Annually	▪ Head of Academic Section
	▪ Assessment of trained trainers	▪ Report	▪ Annually	▪ Head Trainers
Train the Teachers	▪ Training of teachers	▪ Report	▪ Annually	▪ REOs/DEOs
	▪ Assessment of trained teachers	▪ Report	▪ Annually	▪ Trainers
Identifying low performing students	▪ Tests conducted	▪ Report	▪ Twice a year	▪ HOS and Academic teachers
	▪ Test marked	▪ Report	▪ Twice a year	▪ Trained teachers
	▪ Item Analysis	▪ List of weak areas	▪ Twice a year	▪ Trained teachers
	▪ Low performing students identified	▪ List of students	▪ Twice a year	▪ Subject and Academic teachers
Conduct enrichment classes	▪ Timetable for enrichment classes	▪ Physical observation	▪ 10% random sampling	▪ School inspectors (councils/zonal)
	▪ Conduct enrichment classes	▪ Physical observation	▪ 10% random sampling	▪ School inspectors (council/zonal)

# And proposed roles and structure for reporting

Establishment of M&E leader for STEP

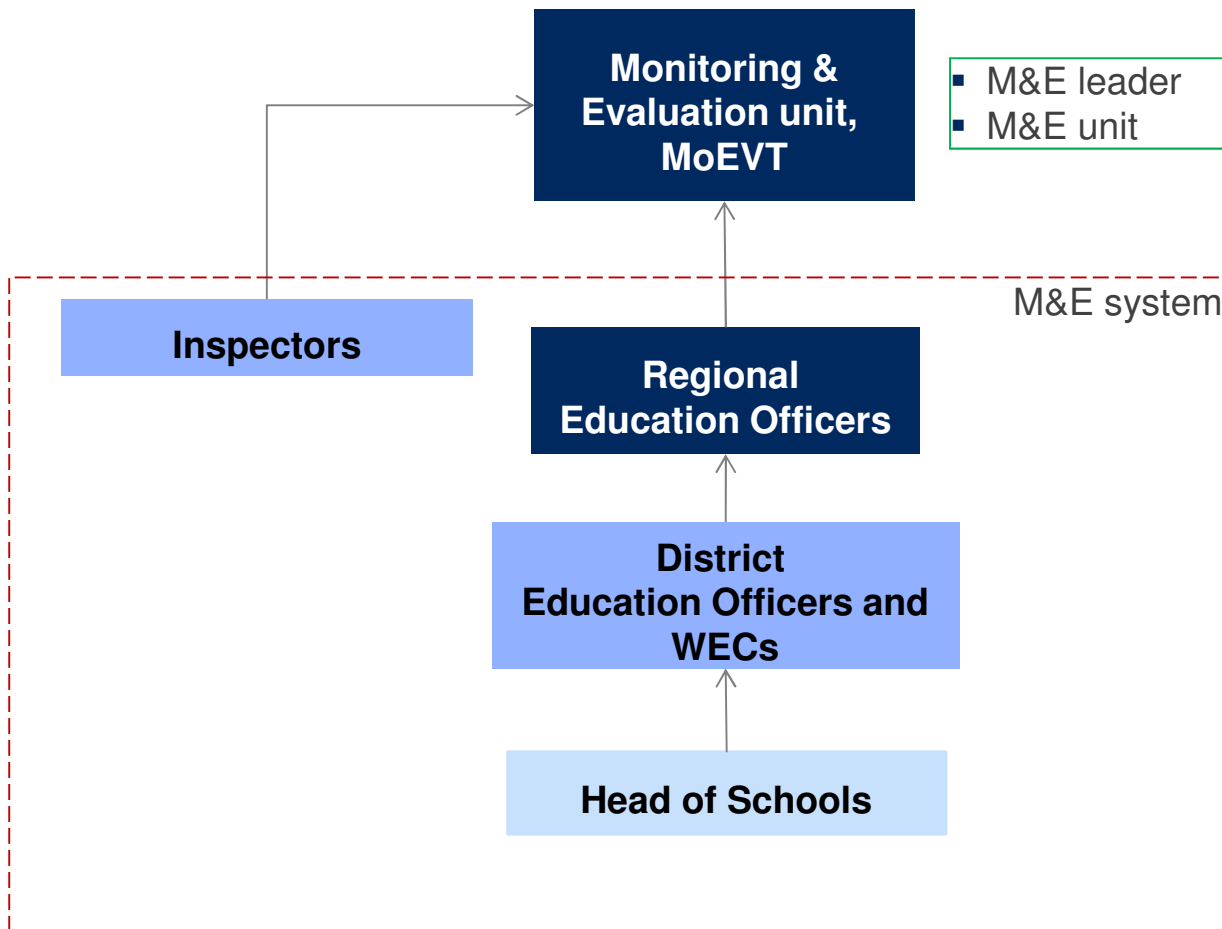
Understand KPIs of STEP

Establish M&E activities and timelines

Reporting of M&E of STEP

## Proposed Structure

## Proposed Roles



- Overall implementer and owner of STEP
- Escalate to PS-MoEVT and PS-PMO-RALG, Commissioner and Minister

- Status and Assessment Reports to MoEVT/Inspectors
- Provide competent teachers as trainers

- Status and Assessment Reports to REO/Inspectors
- Provide competent teachers as trainers

- Status and Assessment Reports to DEOs/WECs/Inspectors
- Conducting of student enrichment classes

# Key initiatives



- 1 Official school ranking
- 2 School incentive scheme
- 3 School improvement toolkit
- 4 National 3R assessment
- 5 3R teacher training
- 6 STEP (Student Teacher Enrichment Programme)
- 7 **Basic facilities construction**
- 8 Capitation grants
- 9 Teacher motivation

# Detailed solutions

What will be different?

Plan to make it happen

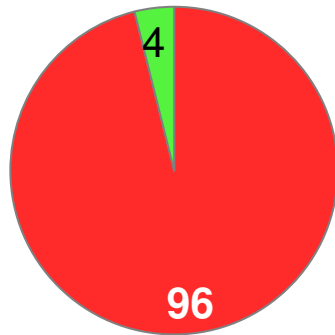


# Schools critically lack basic facilities infrastructure

Basic infrastructure in secondary schools

**Critical lack of basic infrastructure in schools (e.g. classrooms, labs, toilets, electricity, water)**

With all basic facilities (%)

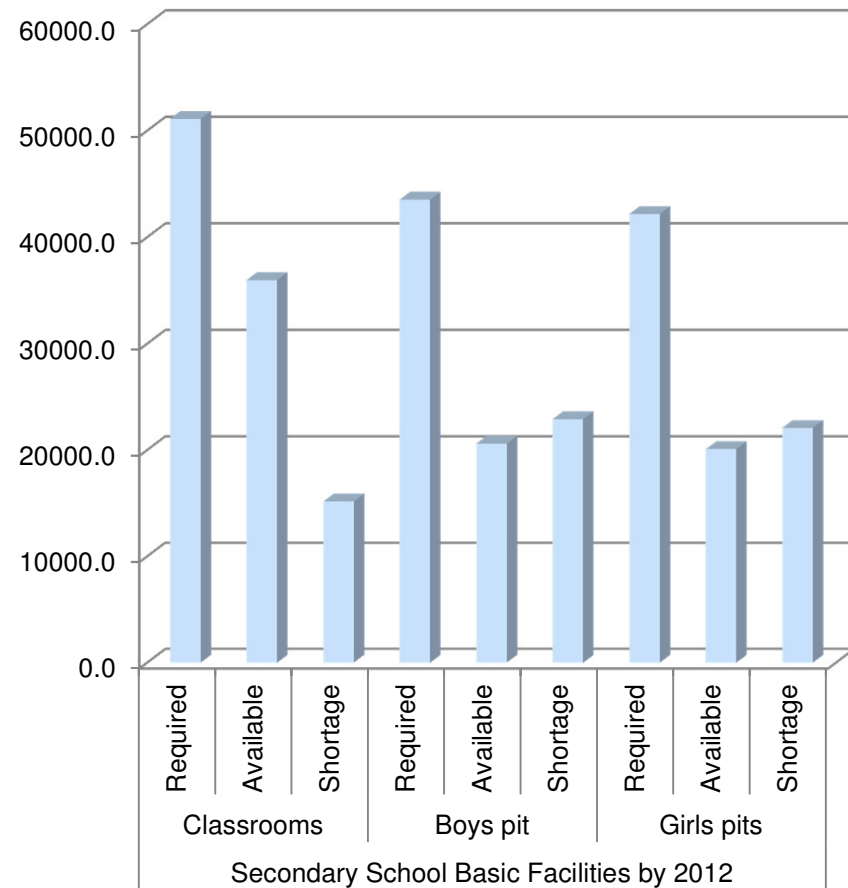


Without all basic facilities (%)

SOURCE: SEDP II Project Appraisal

- **Projects are in the pipeline (e.g. SEDP II), but “stuck” in process**
- **The lab aims to “unlock” the SEDP II facility construction project, covering 1200 secondary schools**

**Secondary School Basic Facilities by 2012**



SOURCE: BEST 2012



# The poor conditions prevents thousands of children from learning effectively in school



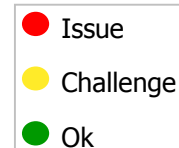
**Children discussing sitting on the floor**



**Students sitting on the class room floor during class**



# Several construction projects are in the pipeline – SEDP II funds need to be “unlocked”



Project	Description	Budget	Status
SEDP II: (July 2010 – June 2015)	<ul style="list-style-type: none"> <li>▪ Government programme, focused on secondary school quality improvement</li> <li>▪ Sub components include infrastructure, financing, provision of teachers and capacity building</li> <li>▪ Counterpart funding with WB</li> </ul>	Total: US \$ 270.5 million (5yrs): <ul style="list-style-type: none"> <li>• GoT: US\$ 192.2 million</li> <li>• WB US\$ 78.3million</li> </ul>	School construction “stuck” in process over 3 years (4 contracts signed, 123 schools evaluated, 91 schools in final stage of tendering, 46 schools retendered)

# Our aspiration – Unlocking SEDP II construction will quickly bring basic facilities to 1200 secondary schools



## Aspiration:

Ensure construction of basic facilities in 1200 secondary schools by 2014

## What it means in practice:

We need to “unlock” the SEDP II programme by resolving 3 critical challenges:



- 1) Improve the process efficiency, including outsourcing needs assessment
- 2) Improve transparency on timeline, activities and targets
- 3) Ensure funds are allocated in time

## What success looks like:

Through our initiatives, we want to see the following finalization timeline:



- **264** schools ready by September 2013
- **528** schools ready by March 2014
- **408** schools ready by September 2014

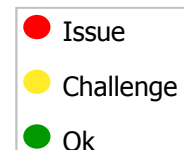
# Detailed solutions

What will be different?

Plan to make it happen



## SEDP II: What's the status of construction (facilities)

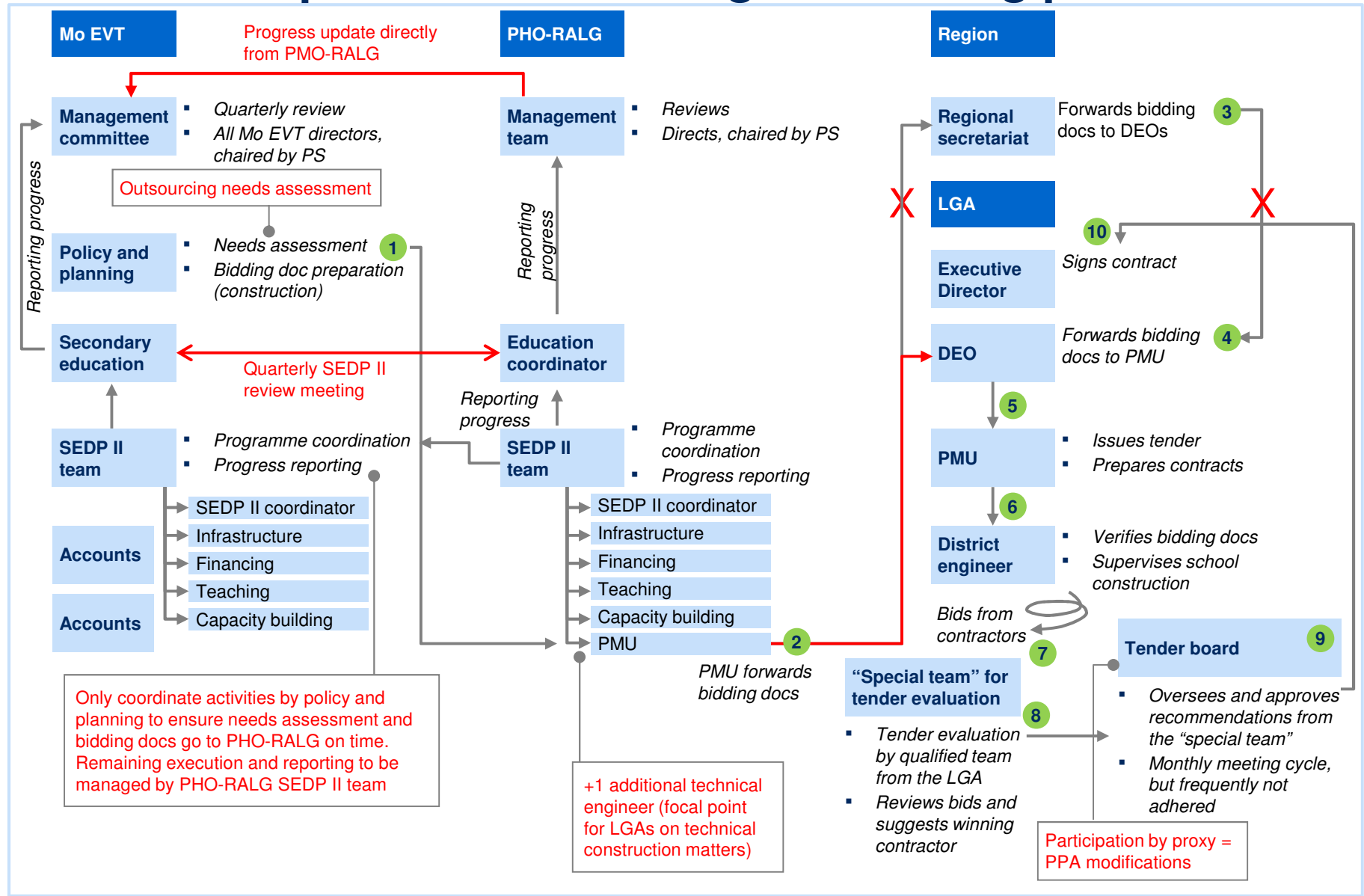


	<u>What (status)</u>	<u>When</u>	<u>Who</u>	<u>Criteria</u>
<b>School selection</b>	Basic facilities uplift in 1200 / 3600 schools decision based on needs assessment	2010	MoEVT	Selected based on minimum basic infrastructure (classrooms, teacher houses, toilets, etc.) and available funds
<b>Needs assessment</b>	3 phases decides: Phase 1: 264 schools Phase 2: 528 schools Phase 3: 248 schools	2010	MoEVT, PMO-RALG	Conditional survey, decision to start with 2 schools per council (out of 133)
<b>Tendering</b>	264 bidders (264 bids) received	2013	MoEVT, PMO-RALG	Following PPA (Public Procurement Act) and NCB (National Competitive Bidding); World Bank guidelines.
<b>Contracting</b>	4 contracts signed, remaining in progress (likely to be contracted in March-April 2013)	Ongoing	MoEVT, PMO-RALG	Evaluation based on PPA (Public Procurement Act) and NCB (National Competitive Bidding); World Bank guidelines.
<b>Supervision of construction</b>	Construction started at 4 school sites	Ongoing	MoEVT, PMO-RALG	BOQ standards
<b>Handover</b>	No construction finished	6 months after signed contract	Contractors	TORs for contractors (contracts)

# SEPD II: Construction issue analysis and solutions

	Challenge observed	Root causes	Stakeholders involved	Potential solutions
<b>Needs assessment</b>	Slow speed in pre-contracting processes	<ul style="list-style-type: none"> <li>Delay of needs assessment, causing further delay in preparing bidding documents</li> </ul>	<ul style="list-style-type: none"> <li>MoEVT (Policy &amp; planning)</li> <li>PMO-RALG (Ed. coordination)</li> <li>MoF (external finance, budget commissioner)</li> </ul>	<ul style="list-style-type: none"> <li>Outsource to consultants</li> </ul>
<b>Tendering</b>	Preparation of bidding documents	<ul style="list-style-type: none"> <li>Lack of common understanding on handling procurement processes among LGAs</li> <li>Inadequate technical guidance from MoEVT and PMO-RALG to LGAs</li> <li>Inadequate number of tender board members to constitute tender board meetings</li> <li>Limited capacity of some staff (Low capability to deliver and low capability to supervise)</li> </ul>	<ul style="list-style-type: none"> <li>MoEVT (Policy &amp; planning, secondary directorate accounts)</li> </ul>	<ul style="list-style-type: none"> <li>Review and update existing roles and responsibilities (remove overlaps)</li> <li>Clearly defined roles for component coordinators per deliverables</li> <li>Review PPA tendering regulations to allow attendance by proxy (MoF)</li> <li>Capacity building on relevant programmes (tailor-made) and institutions agreed by the mgmt.</li> </ul>
<b>Contracting</b>	<ul style="list-style-type: none"> <li>Slow speed of contracting, with only 4 contractors awarded (only 1 school is under construction)</li> <li>Bureaucratic process</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate number of tender board members to constitute tender board meetings</li> <li>Limited capacity of some staff (Low capability to deliver and low capability to supervise)</li> <li>Long and complex communication structure</li> <li>Unclearly defines roles at different levels (MoEVT, PMO-RALG, RS and LGAs)</li> </ul>	<ul style="list-style-type: none"> <li>MoEVT</li> <li>PMO-RALG</li> <li>LGAs</li> <li>PMUs</li> <li>PPRA</li> <li>WB</li> </ul>	<ul style="list-style-type: none"> <li>First two: Same as above</li> <li>Review and simplify existing communication system</li> <li>Team members to be given clearly defined roles as per deliverables</li> </ul>
<b>Supervision of construction</b>	No technical team appointed at PMO-RALG	<ul style="list-style-type: none"> <li>Not in the structure of PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>MoEVT</li> <li>PMO-RALG</li> <li>MoF</li> <li>PO-PSM</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of physical planning and maintenance unit at PMO-RALG</li> </ul>
<b>Handover</b>				
<b>Cross cutting</b>	Lack of commitment among project team members	No consequence of not performing		Institute accountability measures

# We have simplified the tendering/contracting process



Note: Suggestions in red

# What is different after the simplification?

Today	To be (what is different)
(i) Duplicate management committees exist one at MoEVT and one at PMO-RALG (chaired by respective PS); review of quarterly progress of SEDP	<ul style="list-style-type: none"> <li>Representative from PMO-RALG (Director of Education) to attend management committee at MoEVT HQs</li> </ul>
(ii) No representation of counterpart SEDP II member at PMO-RALG from MoEVT	<ul style="list-style-type: none"> <li>SEDP II QA coordinator to attend SEDP II implementation review meeting at PMO-RALG</li> </ul>
(iii) SEDP II coordinator reports directly to Deputy PS, but the coordinator does not attend management committee at MoEVT	<ul style="list-style-type: none"> <li>SEDP II QA team reports to Director of Secondary Education at MoEVT</li> </ul>
(iv) Director of Secondary Education was by-passed in reporting of SEDP II progress	<ul style="list-style-type: none"> <li>Secondary Education director reports to the Management Committee at MoEVT HQs. Establish a bi-monthly SEDP review forum (SEDP QA and Implementation teams)</li> </ul>
(v) Role ambiguity and duplication between SEDP II Implementation teams at MoEVT and PMO-RALG	<ul style="list-style-type: none"> <li>SEDP II QA team to only coordinate activities by policy and planning to ensure needs assessment and bidding documents go to PMO-RALG on time. Remaining execution and reporting to be managed by PMO-RALG SEDP II team. MoEVT retains overall responsibility for SEDP programme and its reporting, plus teacher training and capacity building (non-school related activities). All implementation related activities under construction and capitation grant to be handled by PMO-RALG</li> </ul>
(vi) Insufficient technical staff at LGAs	<ul style="list-style-type: none"> <li>Additional 3 technical staff for LGAs on technical construction matters</li> </ul>
(vii) Needs assessment conducted in-house	<ul style="list-style-type: none"> <li>Outsource needs assessment</li> </ul>
(viii) Long procurement procedure – bid docs prepared by DPP at MoEVT goes to PMU at PMO-RALG, then forwarded to Regional Secretariat who forwards them to DEO, PMU, District Engineer, and Tender Board	<ul style="list-style-type: none"> <li>Bidding docs to be sent from PMO-RALG to LGAs; not through RAS. Procurement process shortened</li> </ul>
(ix) Planned monthly tender board meeting frequently not held due to lack of quorum	<ul style="list-style-type: none"> <li>Allow participation by proxy in tender board</li> </ul>



# Due to lab efforts, TZS 26 billion for construction was released on Saturday Mar 23 and contracts for Phase 1 construction signed on Saturday Mar 30 2013

	<b>TZS 26 billion released</b>	<b>All contracts (phase1) signed</b>
What happened?	<ul style="list-style-type: none"><li>PMO-RALG wrote a letter reminding the planning commission on March 1, 2013 requesting the funds, without successful release</li></ul>	<ul style="list-style-type: none"><li>After syndication with the lab members on Mar 21, 2013 and subsequent release of TZS 26 billion, the SEDP II implementation team made a close follow up with LGAs on speedy signing of contracts</li></ul>
How did it happen?	<ul style="list-style-type: none"><li>Funds released after SEDP II team from MoEVT and PMO-RALG triggered a strict follow up with the planning commission requesting immediate release of funds</li></ul>	<ul style="list-style-type: none"><li>LGAs complied with the directive from the SEDP II implementation team and education lab members</li></ul>
How did the lab contribute?	<ul style="list-style-type: none"><li>Full process transparency created in the lab syndication meeting between the SEDP II team, lab members and key stakeholders on Mar 21, 2013, which facilitated the follow up and release of funds</li></ul>	<ul style="list-style-type: none"><li>Full process transparency created in the first (Mar 21st, 2013) and second (Mar 27, 2013) syndication meetings between lab members, SEDP II team and key stakeholders stimulated a chain reaction which led to signing of the contracts</li></ul>



## Additional considerations beyond this initiative

- Extend process mapping and simplification methodology to other similar projects
- Facilitate establishment of Council Education Trust Fund
- Solicit additional funding from the Development Partners for Education Centre Development
- Enhance resource mobilization for the education sector for alternative sources (e.g. gas, fuel, minerals, tourism and other natural resources)

# Key initiatives to move forwards (detailed in 3 feet plans)

## Construction

(1) Outsource consultants (phase 2 and 3)		: 3 months
▪ Update procurement plan according to NKRA		: 14 days
▪ Prepare TORs and bidding docs		: 2 days
▪ Advertise tender for needs assessment		: 30 days
▪ Opening and evaluation of tenders		: 7 days
▪ Select and award tenders		: 1 day
▪ Preparing and signing of contracts		: (3 days)
▪ Conduct needs assessment		: 30 days
		<b>Time    Responsibility</b>
(2) Review and simplify existing communication system		
i. Representative from PMO-RALG (Director of Education) to attend management committee at MoEVT HQs	Q4	DEC
ii. All implementation-related activities under construction and CG to be handled by PMO-RALG	Q4	PS, MoEVT
iii. MoEVT provides oversight, M&E for construction and CG	Q4	PS, MoEVT
iv. MoEVT retains its overall responsibility for SEDP II programme and its reporting	Q4	PS, MoEVT
v. MoEVT retains responsibility for teacher training and capacity building (non-school-related activities)	Q4	PS, MoEVT
vi. Redefine teams as follows		
a) SEDP II QA team at MoEVT	Q4	PS, MoEVT
b) SEDP II Implementation team at PMO-RALG	A4	PS, PMO-RALG
c) SEDP II QA team reports to Director of Secondary Education; SEDP Implementation team reports to Director of Education coordination		
vii. Establish a bi-monthly SEDP review forum at PMO-RALG (SEDP II QA and Implementation teams)	Q4	PS, PMO-RALG
viii. Appoint 3 technical personnel to SEDP Implementation team	Q4	PS, PMO-RALG
ix. Bidding docs to be sent from PMO-RALG to LGAs, not through RAS	Q4	PS, PMO-RALG
x. Participation by proxy in Tender Board at LGAs for PPA modification	Q4	DEC, PMO-RALG
		<b>Time    Responsibility</b>
(3) Capacity building		
▪ Conduct training programme for specialized skills for relevant key SEDP II staff (financial management, procurement management, and coordination skills, M&E, reporting)	Q4	PS, MoEVT





## Key initiatives



- 1 Official school ranking
- 2 School incentive scheme
- 3 School improvement toolkit
- 4 National 3R assessment
- 5 3R teacher training
- 6 STEP (Student Teacher Enrichment Programme)
- 7 Basic facilities construction
- 8 **Capitation grants**
- 9 Teacher motivation

# Detailed solutions

What will be different?

Potential new innovative sources of funding

Quick win changes to improve execution

Detailed implementation programme



# Basic teaching and learning materials are not in place in the average Tanzanian school today



## A typical PRIMARY school in Tanzania has:

- 500 students
  - 11 teachers
  - 7 classrooms
  - 120 desks
  - 100 books
- and only
- 20% chance of having electricity

46

student per teacher

70

student per classroom

4

student per desk

5

student per book



## A typical SECONDARY school in Tanzania has:

- 416 students
- 14 teachers
- 13 classrooms
- 64 chairs
- 43 tables
- 888 books
- 2 computers for students

29

student per teacher

43

student per classroom

6

student per chair

0.5

student per book

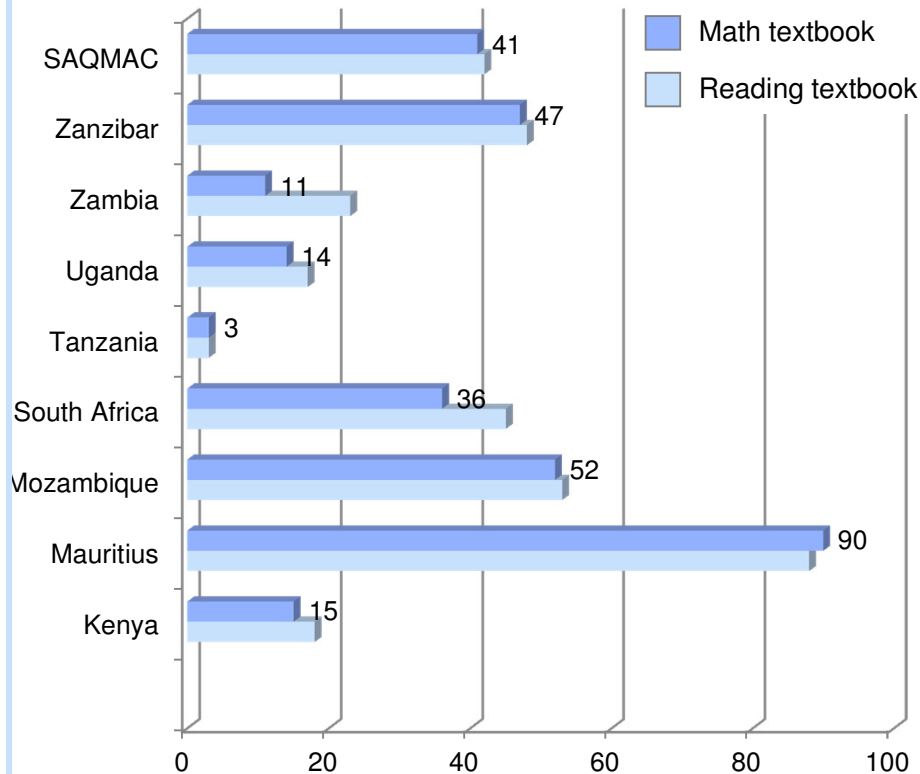
With the increase in enrollment, the expenditure burden for education has also increased



# Capitation grants are not effectively reaching the students

## Critical lack of books

Primary textbook availability (SACMEQ, 2007)



## 2012

- Primary: 5 students per book
- Secondary: 0.5 students per book

## Children sharing one book!



Annual capitation grants are budgeted for (TZS 25,000/ student in secondary and TZS 10,000/ student in primary), but grants do not reach schools in time, nor at agreed amount

The lab will ensure grants for primary and secondary reach schools as planned



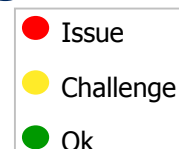
## Students are sending messages for help!

Masege

Every thing which you want to do you have to make research first i'm talking that i means that there are no equal right according to large different of education to schools of Iramania because the ward - school compared ~~with~~ with nation school thing which imposible according to the inviroement, first i want to outline of problem which facing w - Absence of teachers and books so i wonder why the examination we are do equal with national school whse have every thing this can be unanswered crier.

Waziri Mkuu hali ni tete sana huku shuli za kata hazina walimu namazi npira yanachangwa kuuferisha. Naomba uchiangalie hilo mapema kuu faida ya wadoga zetu na kizazi kijacho. Hii hali ruweza kusema unauunda bomu kubwa sana ambalo likikipuka kulitubisa ni chughuli kubwa sana.

# Several efforts are made to deliver teaching & learning materials, but funds need to be released timely



	Project	Description	Budget	Status
Secondary education	SEDP II: July 2010 – June 2015)	<ul style="list-style-type: none"> <li>Government funding with Word Bank</li> </ul>	Total: US \$ 164.9 million (5yrs) <ul style="list-style-type: none"> <li>WB US \$ 37.8 mil.</li> <li>GoT US \$ 127.1 mil.</li> </ul>	<ul style="list-style-type: none"> <li>Capitation grants released in 100% in 2011, 84% in 2012, 44.5% instead of 80% in 2013. Timeliness and adequacy of release is inconsistent with school requirements.</li> </ul>
Primary education	BAE System	Allocation of 18,025,000 text books, 1,153,846 million desks and 1,260,000 (teacher guides, syllabi, subject guides) to all government primary schools <ul style="list-style-type: none"> <li>75% funds for books</li> <li>25% funds for desks</li> </ul>	<ul style="list-style-type: none"> <li>TZS 73,660,000,000</li> </ul>	<ul style="list-style-type: none"> <li>Contract signed with 10 book suppliers on March 11, 2013</li> <li>Printing of books and delivery to schools to be completed within six months (March-Sept 2013)</li> <li>Tendering of desks in progress.</li> </ul>
	Regular capitation grant system	<ul style="list-style-type: none"> <li>Distribution of 7,5 million text books, 840,000 dictionaries (TZS 22.856 bil.)</li> <li>32,051 Desk (Sh. 5 bil)</li> <li>Textbooks and TL materials for pupils with special needs (TZS.1.5 bil)</li> <li>Monitoring &amp; evaluation of BAE system and capitation grant funds (TZS. 644 mil)</li> </ul>	<ul style="list-style-type: none"> <li>TZS 30,000,000,000</li> </ul>	<ul style="list-style-type: none"> <li>Contract arrangements underway.</li> </ul>

# Our aspiration – Ensuring capitation grants reach schools on time and teaching & learning materials are delivered



## Aspiration:

- Timely release of adequate capitation grants to all secondary and primary schools

## What it means in practice:

We need to address the following challenges:



- 1) Ensuring timely release of funds by ring-fencing the requirements, including exploring new and innovative funding sources, e.g. the “Education Investment Levy” (proposed by the resource mobilization lab)
- 2) Resolve key constraints in the current process:
  - Better transparency and monitoring of deadlines
  - Introduction of an “LGA to classroom monitoring system”, to ensure books and material reach teachers and students
  - Capacity building for SMT members



## What success looks like:

Adequate and timely release of capitation grants from MoF to schools, resulting in sufficient books and materials for all students and teachers

# Detailed solutions

What will be different?

Potential new innovative sources of funding

Quick win changes to improve execution

Detailed implementation programme



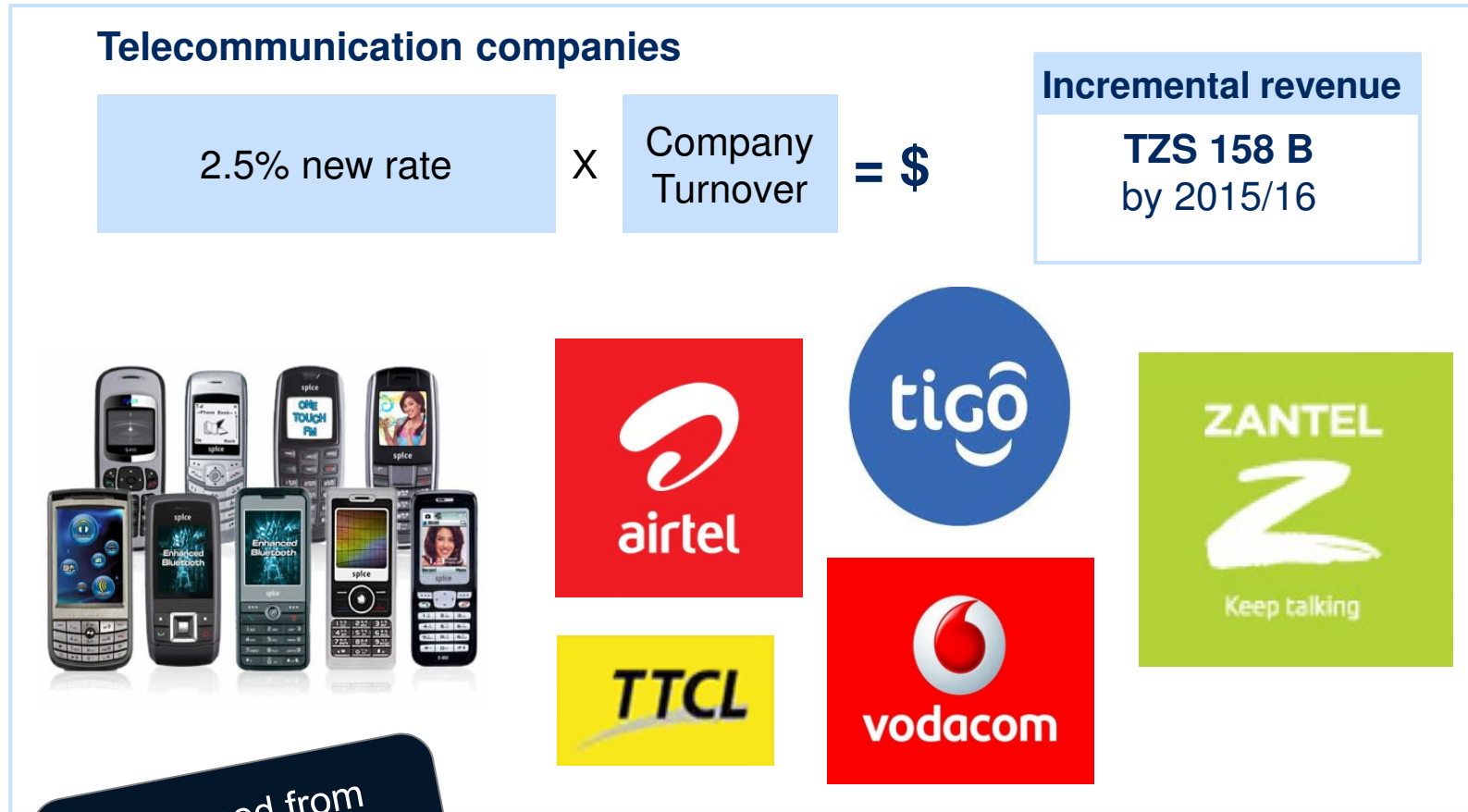
# Telecommunication Companies have been contributing to Education for years



Thank you for your contribution!



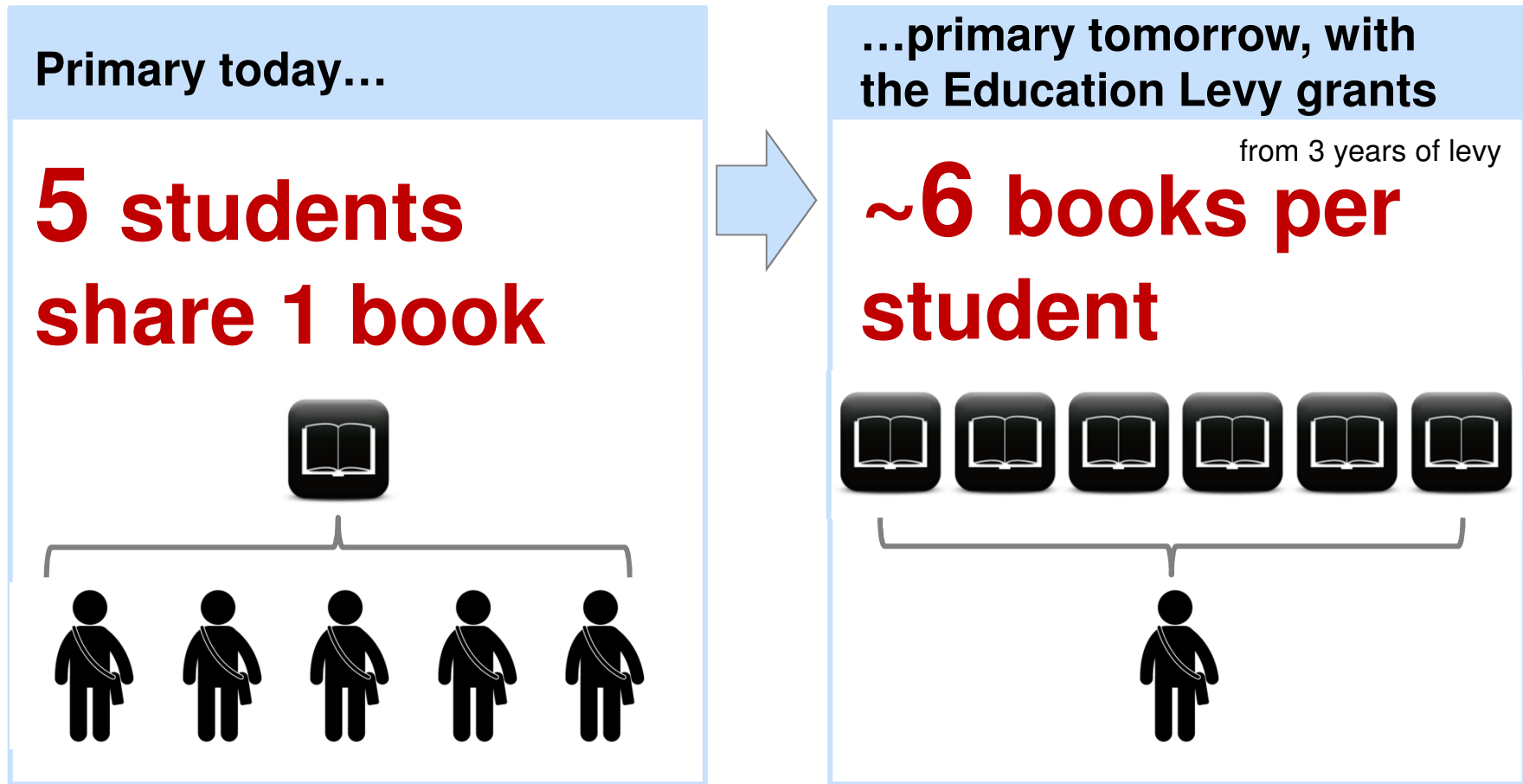
# The introduction of an Education Investment Levy could provide additional TZS ~158 billion



Proposed from  
Resource  
Mobilization Lab

Assumption: 15% annual  
growth rate from 2013-2015/16

# If introduced, the Education Levy will make a big difference to the availability of textbooks in schools



## Assumptions

Primary students today: 8.9 million pupils

Levy amount: cumulative 158 billion TZS in 3 years

Average cost per book: 3000 TZS

# Detailed solutions

What will be different?

Potential new innovative sources of funding

Quick win changes to improve execution

Detailed implementation programme





# SEDP II: What's the status of capitation grants

● Issue  
● Challenge  
● Ok

	What	When	Who	Criteria
Funding availability + Release of funds	TZS 25,000 per student for all schools	Quarterly, w.e.f. 2010	MoF	Released to all LGAs in January, April, July and October
Disbursement to school accounts	Disburse funds	14 days after receipt from MoF	LGA	Disbursement effected according to number of students registered in the school
Use of funds (procurement)	Proc. guidelines: 50% (books) and 50% (material)	Open, but within the financial year	Schools and LGAs	CG guidelines <ul style="list-style-type: none"> <li>▪ Approval by School Board</li> <li>▪ Contracting to supplier</li> <li>▪ Payment process</li> <li>▪ Receipt</li> <li>▪ Filing in template on TPR</li> </ul>
Submission of quarterly reports	Consolidated report	Quarterly	HM	HM -> DED ->RAS -> PMO-RALG/ MoEVT - >WB
Allocation of books and materials	Books and education material received	After receipt, open	Storekeeper / responsible teacher	According to original request
Use allocated books and materials	Books and materials allocated	Immediately	Teachers and students	1:1 (Math, English, Kiswahili, Science), depends on availability and teachers' needs

# SEPD II: Capitation issue analysis and solutions

	Challenge observed	Root causes	Stakeholders involved	Potential solutions
<b>Funding availability</b>	Inadequate funds available at required time	<ul style="list-style-type: none"> <li>Budget implementation is unpredictable</li> </ul>	<ul style="list-style-type: none"> <li>MoF, Planning commission</li> </ul>	<ul style="list-style-type: none"> <li>Make ed budget ring-fence first change item</li> </ul>
<b>Release of funds to LGAs</b>	Insufficient amount and large variations in the grants sent to LGAs (per student)	<ul style="list-style-type: none"> <li>No adherence to ammitments</li> </ul>	<ul style="list-style-type: none"> <li>MoF</li> </ul>	<ul style="list-style-type: none"> <li>Release funds as per ring-fence budget</li> </ul>
<b>Disbursement to school accounts</b>	Delay in disbursement to LGAs	<ul style="list-style-type: none"> <li>No adherence to CG guidelines</li> <li>Inaccurate student data</li> </ul>	<ul style="list-style-type: none"> <li>LGAs</li> </ul>	<ul style="list-style-type: none"> <li>Enforce accountability</li> <li>Put in place an effective monitoring system</li> </ul>
<b>Use of funds (procurement)</b>	Funds not used according to CG guidelines / procurement process	<ul style="list-style-type: none"> <li>Lack of accountability</li> <li>Lack of transparency</li> <li>No adherence to quality assurance mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>H/Ms, SBs</li> </ul>	<ul style="list-style-type: none"> <li>Enforce accountability at school level</li> <li>Capacity building for SB members</li> <li>Annually updated public list of approved and recommended text books (EMAC)</li> </ul>
<b>Use of books and materials</b>	No reliable info on availability of books, sometimes kept in storage	<ul style="list-style-type: none"> <li>Lack of inventory system at school level</li> </ul>	<ul style="list-style-type: none"> <li>H/Ms</li> </ul>	<ul style="list-style-type: none"> <li>Introduce inventory system at the school level (national system)</li> <li>System monitoring the use of books</li> <li>Guidelines on easy access</li> </ul>
<b>Monitoring and reporting</b>	School data not available in digital form, problematic for effective monitoring	<ul style="list-style-type: none"> <li>CG data not captured in the ESMIS</li> </ul>	<ul style="list-style-type: none"> <li>MoEVT (ESMIS unit)</li> </ul>	<ul style="list-style-type: none"> <li>CG data should be captured in ESMIS by school (not counsel level only)</li> </ul>
<b>Use of CG (feedback)</b>	No effective feedback at all levels	<ul style="list-style-type: none"> <li>Instrument and mechanisms for feedback missing</li> </ul>	<ul style="list-style-type: none"> <li>MoEVT (ESMIS unit)</li> </ul>	<ul style="list-style-type: none"> <li>ESMIS to develop instruments for feedback for CG information</li> </ul>

# Five crucial meetings have taken place to ensure change happens (for construction and capitation grants)

Type of syndication	Issue for discussion	Outcome	Participants
Meeting with minister (MoEVT) PS (PMO-RALG) and top ministerial officials	<ul style="list-style-type: none"> <li>Approval of lab approach to issues (construction and capitation)</li> <li>Approval for meeting with technical staff (SEDP implementation team and WB)</li> </ul>	Lab analysis and approach were endorsed by the Minister (MoEVT)	Minister (MoEVT) PS (PMO-RALG) Commissioner (Ed), Directors (TE, SE, PE, inspectorate)
Meeting with SEDP II implementation team (MoEVT, PMO-RALG) and WB	<ul style="list-style-type: none"> <li>Status of SEDP II implementation structure and communication</li> </ul>	<ul style="list-style-type: none"> <li>Common understanding of issues raised</li> <li>Enrichment of solutions proposed</li> </ul>	SEPD II team (MoEVT, PMO-RALG, WB)
Meeting commission and MoEVT directors	<ul style="list-style-type: none"> <li>Finalization of solutions</li> </ul>	<ul style="list-style-type: none"> <li>Consensus on the solutions proposed</li> <li>Clarity on reporting structure</li> </ul>	Commission directors (SE, PE, TE, inspectorate)
Meeting with SEDP II implementation team (MoEVT, PMO-RALG) and WB	<ul style="list-style-type: none"> <li>Sharing of proposed solutions and KPIs</li> </ul>	<ul style="list-style-type: none"> <li>Consensus on the solutions proposed and KPIs</li> </ul>	SEDP II team (MoEVT, PMO-RALG, WB)
Meeting with PPRA	<ul style="list-style-type: none"> <li>Delays of procurement</li> </ul>	<ul style="list-style-type: none"> <li>Consensus proposed solutions</li> </ul>	Chief Executive officer, PPRA

# Detailed solutions

What will be different?

Potential new innovative sources of funding

Quick win changes to improve execution

Detailed implementation programme



# Key initiatives to move forwards with SEDP II capitation grants (detailed in 3 feet plans)

	<u>Time</u>	<u>Responsibility</u>
(1) Improve capitation grant		
i. Make education budget first charge item and ring-fence it (TZS 25,000 per child per year)	Q4	PS, MoF
ii. Solicit additional funds from DPs	Q4	
iii. LGAs to seek alternative sources of funding to support education	Q4	PS, PMO-RALG
iv. Seek internal alternative sources of funding	Q4	TEA
<hr/>		
(2) PMO-RALG to prepare and timely submit list of students/schools to MoF for timely and adequate release of CG by March based on data in TSS form	Q4	DEC, PMO-RALG
<hr/>		
(3) Put in place effective CG monitoring system from LGAs to classrooms including reporting back on the use of CG in order to enforce accountability	Q4	DEC, PMO-RALG
▪ Release, timing, and amount of funding from LGAs to schools		
▪ Procurement process at school level		
▪ Annual school stock taking		
▪ Transparent data reporting system		
Review monitoring tool		
<hr/>		
(4) Capacity building for school board members and SMT	Q4	LGAs (DEO)
▪ Establish annual LGAs dissemination forum		
▪ Training of statistics and logistics officers on use of data collection software	Q4	DEC (PMO-RALG)
▪ Acquire computers in all remaining LGAs	Q4	QA coordinator (MoEVT)





## Key initiatives to move forwards with PEDP III capitation grants (detailed in 3 feet plans)

Activity	Time	Responsibility
1. Prepare and timely submit list of pupils/schools to MoF, based on registered number of pupils	March (every year)	DEC (PMO-RALG)
2. Timely release of adequate CG (40%) to PMO-RALG according to number of registered pupils	Quarterly, (July, Oct, Jan, Apr)	Budget commission (MoF)
3. Timely release of adequate CG (60%) to LGAs according to number of registered pupils	Quarterly, (July, Oct, Jan, Apr)	Budget commission (MoF)
4. Timely procurement and distribution of books to schools according to registered number of pupils	September (every year)	DEC (PMO-RALG)
5. Timely procurement of non-textual materials and distribution to pupils according to the established needs	September (every year)	Head teacher (primary school)





## Key initiatives



- 1 Official school ranking
- 2 School incentive scheme
- 3 School improvement toolkit
- 4 National 3R assessment
- 5 3R teacher training
- 6 STEP (Student Teacher Enrichment Programme)
- 7 Basic facilities construction
- 8 Capitation grants
- 9 **Teacher motivation**

# Detailed solutions

What will be different?

Clearing of all outstanding teacher claims

Improving teacher communication

Detailed implementation programme



**The teacher profession is not considered attractive by the general public – hence the best talent do not become teachers or stay long in the profession**

***Common saying in Tanzania:***  
  
*...Umekosa ajira nyingine zote, hata ualimu...!\**

\* English meaning: Did you to get a job, even a teacher!

# The average teacher in the Tanzanian school is not motivated to deliver quality teaching

- Surveys reflect **low motivation**
  - Only **27-39% of teachers are satisfied** and committed to the teacher profession
- **The strikes in 2008 and 2012** signals that situation is critical
- Significant number of **teacher candidates do not start teaching** after college:
  - **2,609** of teachers (11%) posted did not report (2012)
  - Teacher attrition is poor: **33,1% (558) left the profession in 2011** (BEST, 2012)



# Focus groups with teachers helped us uncover why the motivation is so low...

Insights from focus group with teachers, 20<sup>th</sup> March 2013

## Challenging working conditions

- Shortage of teaching and learning materials and facilities
- Overcrowded classrooms and shortage of teachers
- Poor readiness of students to learn (many learning gaps from prior levels)
- Little support from parents in children learning and disciplinary matters
- Not respected by the Community at large

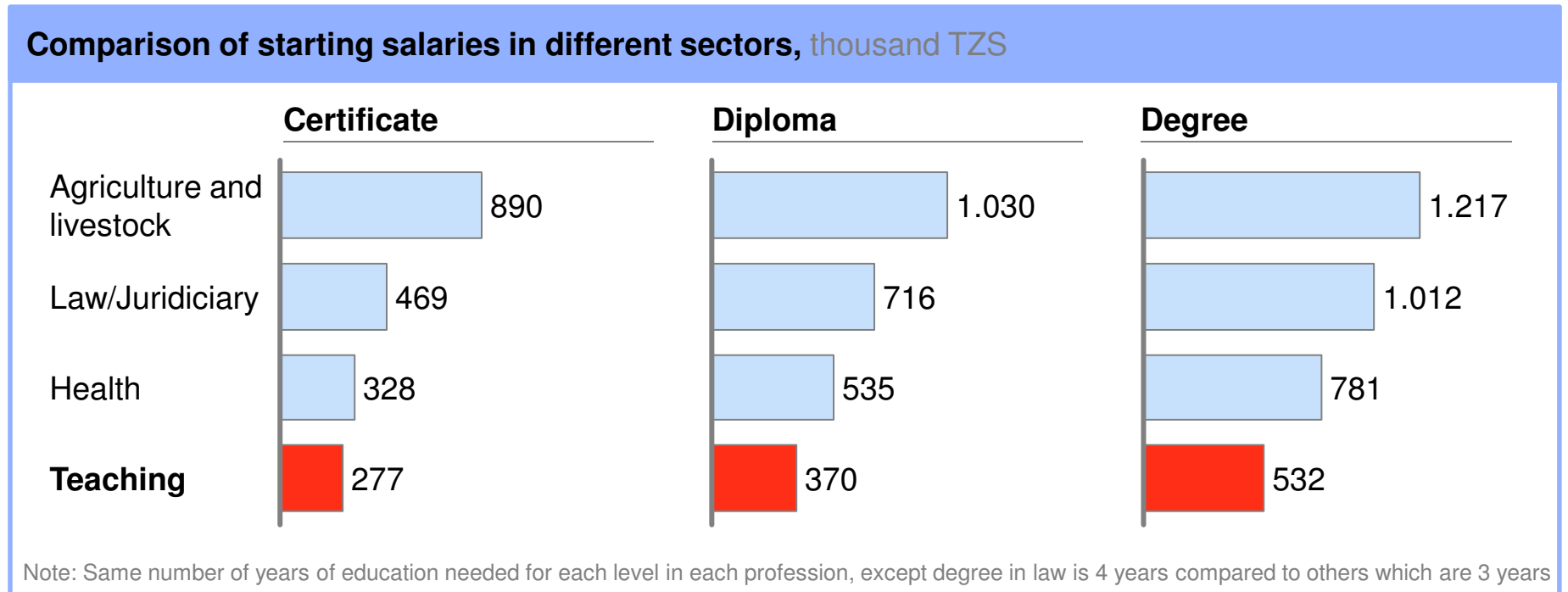
## Lack of recognition from the Government

- Persisting conflict between teachers and the Government
- Many teachers are in a “go-slow” strike due to long unmet demands
- High stress level is due to several factors:
  - Low salary
  - Not respected by employers – use of harsh language
  - Unpaid outstanding claims for long periods of time
  - Poor living conditions
  - Unsystematic promotions
  - Sometimes expectations to teach subjects without having the knowledge
- Teachers believe 85% of students’ poor performance is caused by teachers living under stress

## Lack of support to learn and improve

- Inadequate provision of INSET
- Lack of competency, especially in ICT

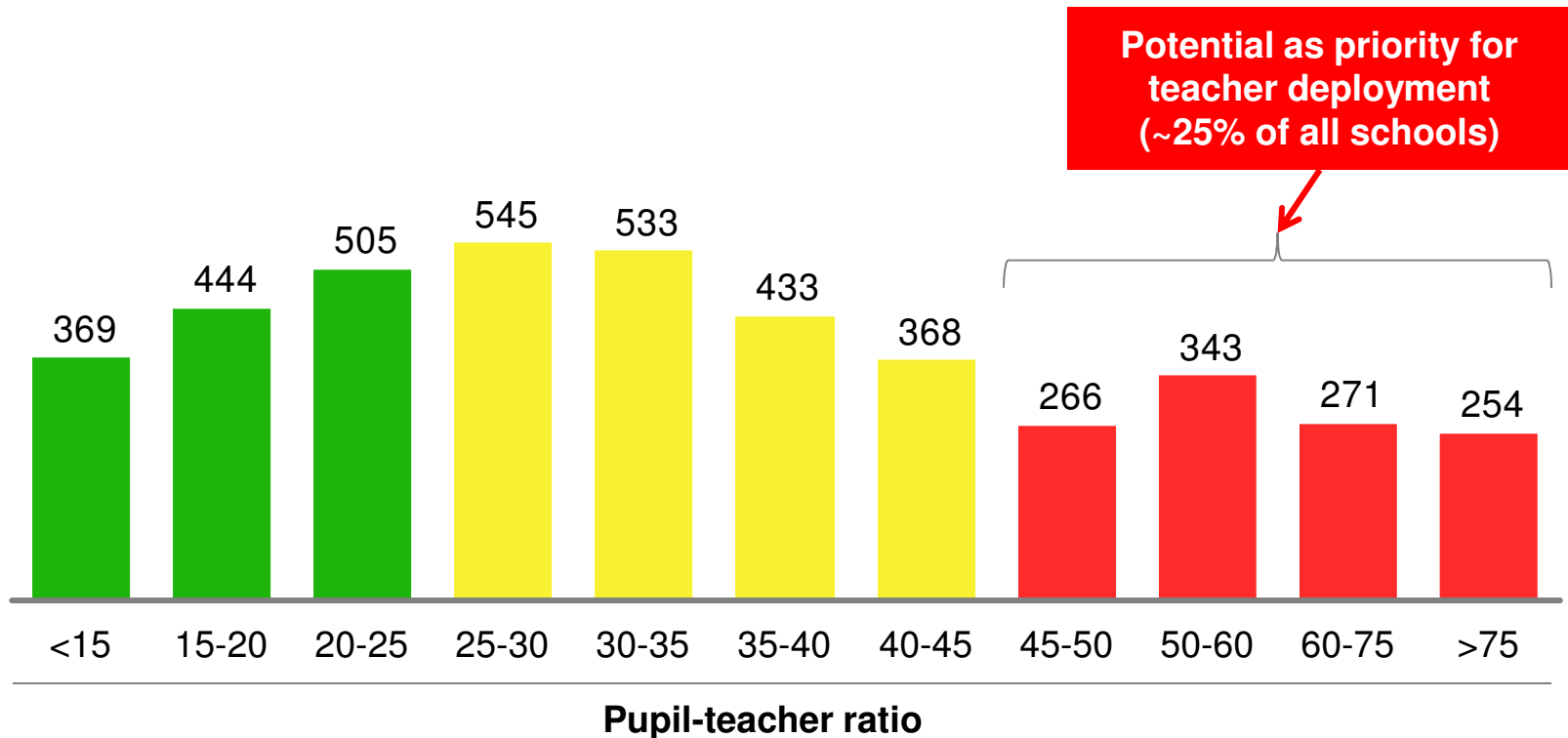
# Salary for teachers are low compared to other public employees, which makes the profession unattractive



- The NKRA Lab will not resolve the challenging salary conditions of teachers, but strongly encourages the Government and Ministry to look closely into the teacher monetary conditions
- Over time, improving monetary and non-monetary conditions will turn around the general perception of the teacher profession and attract and retain the best talent for teaching

# Several schools are under resourced with teachers...

Number of schools by Pupil-Teacher Ratio in secondary education  
2012



Total number of schools in each group

~1300

~1900

~1100

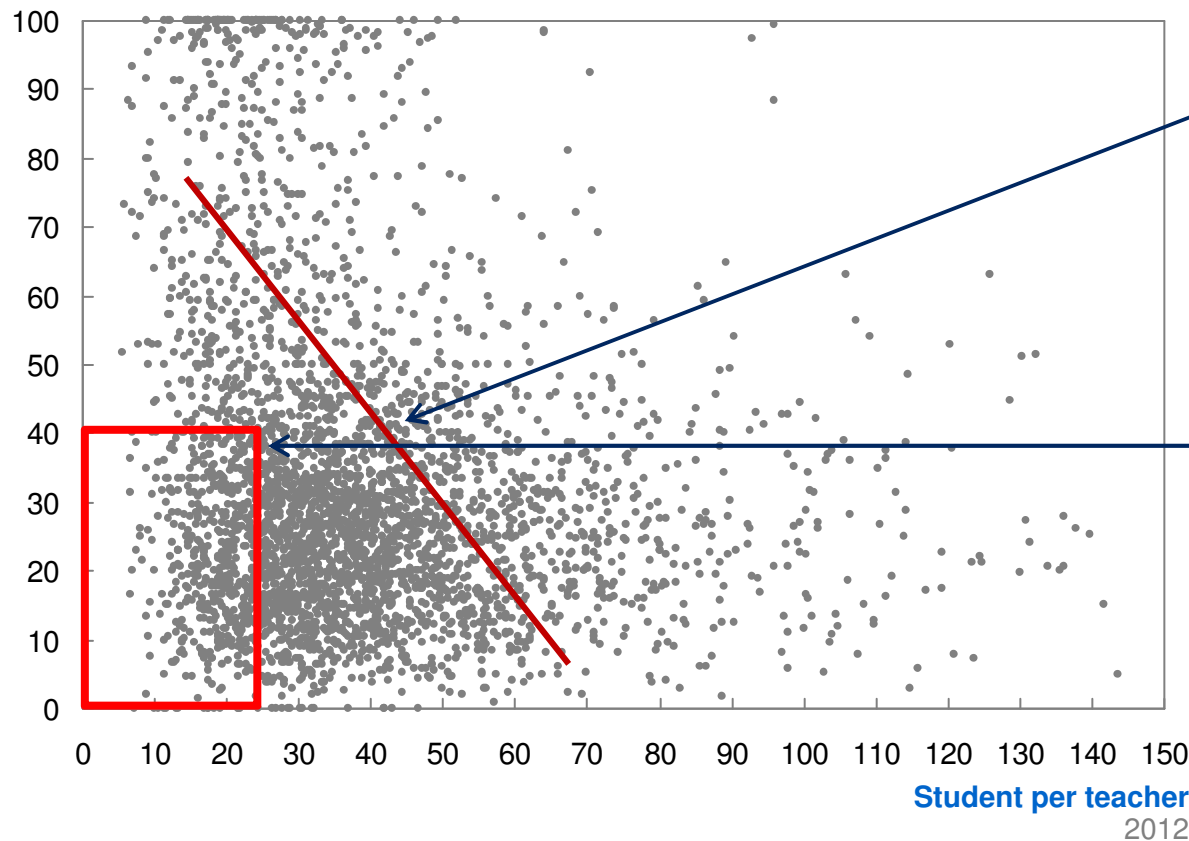


# ...but it's important to bear in mind that enough teachers alone is not the a guarantee for high quality education

Distribution of secondary schools by performance and teacher availability<sup>1</sup>

- Secondary school

Div I-IV in CSEE  
Percent ,2012



*Performance of a school is potentially higher with more teachers ...*

*... but still, many schools are performing very poorly even with enough teachers:*

*550+ schools with less than 25 students per teacher did not achieve a 40% pass rate*

*Several reasons contribute, e.g. low teacher motivation, capacity to deliver, wrong composition of subject teachers in a school, etc.*

<sup>1</sup> Schools with student per teacher <5 and >150 are removed

# Hardship allowances will incentivize good teachers to settle in hard to reach areas

## What is a hardship allowance?

- Money paid to a teacher working in hard to reach schools to cater for transport and other costs incurred during travel to collect salaries and accessing other social services

## How will it increase teachers in hard to reach areas?

- Teachers will be motivated and accept to work in hard to reach schools
- Retention of teachers

## What must happen to introduce hardship allowances?

- Identify hard to reach schools
- Identify which has teachers and which lack teachers
- Communicate with teachers in writing about payment conditions, and process allowance through LAWSON
- Identify teachers who are willing to move to the schools that lack teachers under the new hardship allowance scheme

## Who is responsible for making it happen?

- **Owner:** PS PMO-RALG
- **Implementers:** Directors in the LGAs
- **Decision makers:** PS PO-PSM, PS PMO-RALG and MoF

## Next steps

The lab will not look into the details of hardship allowances, but has developed a high level plan of the activities that must happen for implementation

# Our aspiration – Raise motivation to deliver through acknowledgement of the teachers



## **Aspiration:**

Achieve a visible change in the perception of teachers among the Government officials and the general public. This will increase the motivation of teachers to drive the quality transformation, and longer term make the teacher profession a highly attractive job for the best talent in Tanzania



## **What it means in practice:**

- Start the Government and public attitude transformation towards better teacher appreciation and recognition, through targeted positive teacher communication and dialogue
- As budgets are tight, ensure leveraging all non-monetary benefits that matters to teachers. This effort could be extended through a second teacher “mini-lab”
- Pay teachers all approved outstanding claims, and prevent future accumulation



## **What success looks like:**

- All outstanding claims be paid and no accumulation beyond 3 months with effect from July 2013
- Teacher dialogue ongoing in a collaborative way, with a positively engaged public

# Detailed solutions

What will be different?

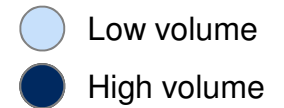
Clearing of all outstanding teacher claims

Improving teacher communication

Detailed implementation programme



# The lab will resolve all outstanding claims, and reduce the handling time going forward



	Type of claim	Expected volume going forward	Traditional handling time	Aspiration
Salary	▪ Promotion	}	~12 months	<30 days
	▪ Unpaid salary arrears			
Non-salary	▪ Leave		~6-12 months	<60 days
	▪ Transfer			
	▪ Medical care			
	▪ In-service training			

# Outstanding claims affect ~10% of the teacher workforce

## Outstanding teacher claims as of April 2013

### A Salary Claims

	TZS
I. 21,075 teachers in PMO-RALG	14,333,989,456
II. Teachers in MoEVT	~5,000,000,000
<b>Sub-total</b>	<b>19,333,989,456</b>

### Primary schools

	TZS
i. Transfers	1,047,501,574
ii. INSET	725,596,406
iii. Burial expenses	589,330,110
iv. Leave allowances	500,542,549
v. Transport for retirees	164,533,146
vi. Subsistence allowances	143,928,679
vii. Medical care allowances	129,442,180

### Sub-total

**3,300,874,644**

### Secondary Schools

i. Transfers	936,518,131
ii. INSET	214,847,550
iii. Burial expenses	947,698,992
iv. Dependants of deceased	25,643,500
v. Leave allowances	65,037,021
vi. Transport for retirees	78,482,836
vii. Subsistence allowances	156,473,203
viii. Medical care allowances	115,778,918

### Sub total

**2,540,480,151**

### Non-salary total

**6,470,074,772**

### B Non Salary Claims

**Estimate total claims reported to the lab**

**= TZS 25.8 billion**

All claims must be cleared again, as it **affects ~10%** of the teacher workforce

A significant effort was done in 2011 to clear all outstanding claims (paid out in December 2012), but since then new claims have accumulated

# Shortening and tracking the process of outstanding claims is critical to prevent similar accumulation again

## 4 elements will help resolving the number of outstanding claims:

- 1 Improving the process of handling outstanding claims
- 2 Improving the initial process that causes the claims, so a lower volume of claims arise
- 3 Tracking of the claims in the pipeline, to make sure they are not “stuck” in the process
- 4 Ensuring funding is allocated to pay the claims as they arise

# 1 Modifying the claim processes could reduce the end-to-end handling time

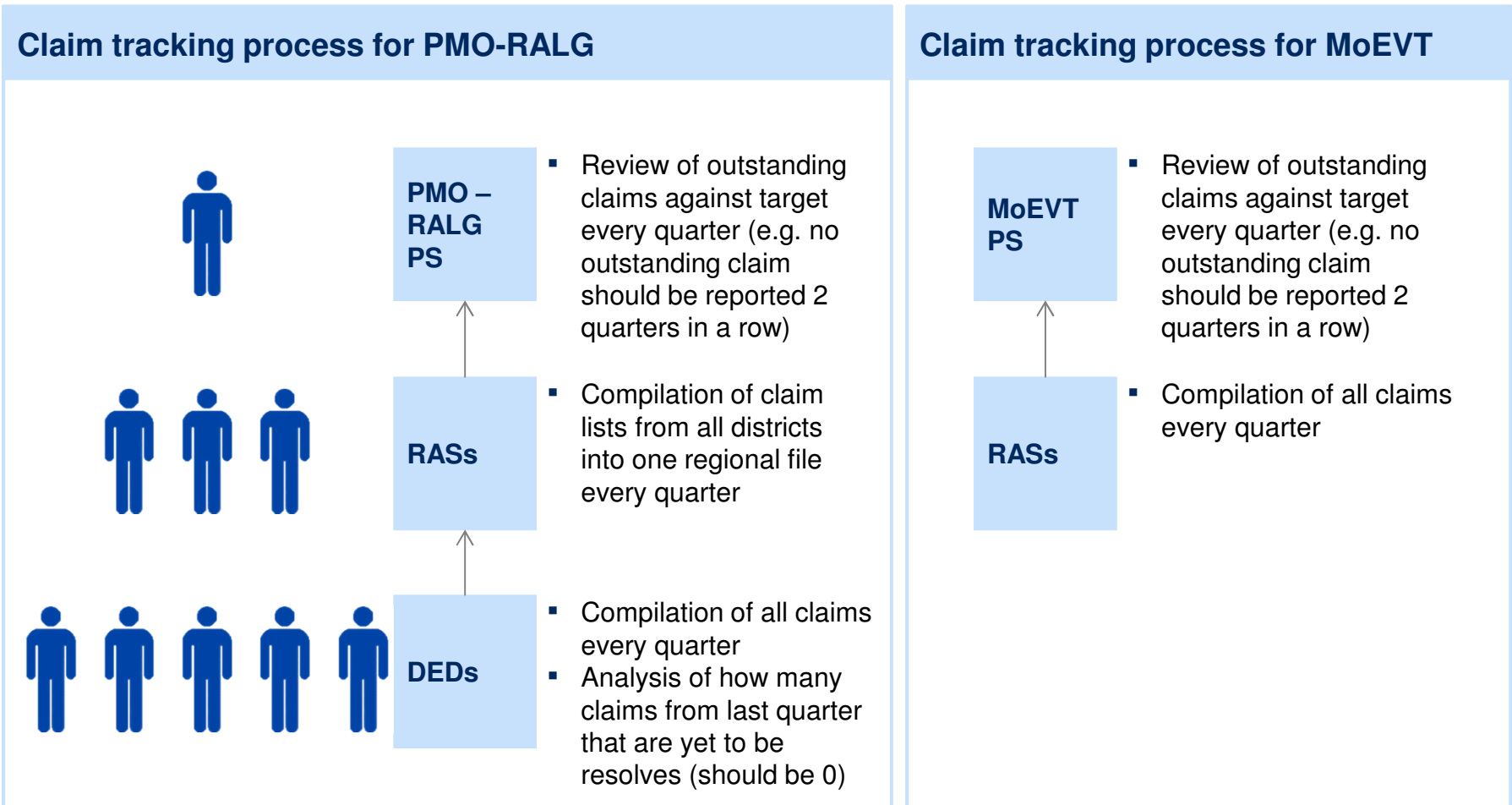
	<u>Key challenges</u>	<u>Suggested process improvements</u>
<b>Promotion claims (MoEVT)</b>	<ul style="list-style-type: none"> <li>Poor efficiency in the initial handling by DAHRM and LAWSON update by the account unit</li> </ul>	<ul style="list-style-type: none"> <li>Ensure sufficient resources at DAHRM and accounting unit to handle claims</li> <li>Stricter time setting for the DAHRM and accounting unit steps</li> </ul>
<b>Promotion claims (PMO-RALG)</b>	<ul style="list-style-type: none"> <li>Delays typically occur for payments to be conducted by MoF to the DED</li> </ul>	<ul style="list-style-type: none"> <li>Ensure line item for claims in the budget</li> </ul>
<b>Recruitment</b>	<ul style="list-style-type: none"> <li>Unnecessary process step, e.g. claim goes from head of school to WEC to DED</li> </ul>	<ul style="list-style-type: none"> <li>Change process so that claims go straight from head of schools to the DEO (no need to pass through WEC)</li> </ul>
<b>Transfer</b>	<ul style="list-style-type: none"> <li>Record disturbance and subsistence allowances needs before the teacher transfers</li> </ul>	<ul style="list-style-type: none"> <li>Record disturbance and subsistence allowance needs from the teacher before the transfer takes place</li> </ul>
<b>In-service training</b>	<ul style="list-style-type: none"> <li>Unnecessary process step, e.g. claim goes from head of school to WEC to DED</li> <li>Insufficient funds for transfers</li> </ul>	<ul style="list-style-type: none"> <li>Change process so that claims go straight from head of schools to the DEO (no need to pass through WEC)</li> </ul>



## 2 Modifying the processes causing the claims will reduce volumes

	<b>Key challenges</b>	<b>Suggested process improvements</b>
<b>Promotion claims (MoEVT)</b>	<ul style="list-style-type: none"> <li>Many stakeholders have to be involved (long chain) makes the process take time</li> </ul>	<ul style="list-style-type: none"> <li>Shorten the process steps by creating TSD desk at MoEVT</li> </ul>
<b>Promotion claims (PMO-RALG)</b>	<ul style="list-style-type: none"> <li>Inadequate funds to bring the TSD committee together at district level to review and agree on the teacher promotion list (e.g. meetings supposed to happen every quarter, but typically happens once a year due to lack of funds)</li> </ul>	<ul style="list-style-type: none"> <li>PMO-RALG to support TSD with funds to conduct the critical meetings on time (estimated TZS 1.8 billion needed for all TSDs to meet 4 times per year)</li> </ul>
<b>Recruitment</b>	<ul style="list-style-type: none"> <li>Gathering correct data/information delays the process</li> <li>Poor process efficiency in general</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>Transfer</b>	<ul style="list-style-type: none"> <li>No adherence to existing circular on transfers to be effected upon availability of funds</li> </ul>	<ul style="list-style-type: none"> <li>Enforce accountability and respect of following existing circular of transfers</li> </ul>

### 3 A structured claim reporting system will create transparency and allow easy claim volume monitoring



## 4 Ensuring allocation of funds from MoF is critical – without a ring-fenced budget, claims will accumulate again

- Lack of funds and slow handling process at MoF is considered one of the most important challenges for claims to be resolved timely
- If there is no money and financial commitment behind this effort, the list of claims will yet another time accumulate...
- If there are no funds available, this initiative should not be communicated to the teachers in a strong manner, as false promises will not benefit anyone...



# Owners and critical stakeholders for success

<b>Sub-initiative</b>	<b>Key stakeholders for success</b>		
	<b>Owner</b>	<b>Implementers</b>	<b>Syndication/decision</b>
Payment of salary and non-salary claims for teachers under PMO-RALG	<ul style="list-style-type: none"> <li>PS PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>Director - Education coordinator</li> </ul>	<ul style="list-style-type: none"> <li>PS PMO-RALG</li> <li>PS MoF</li> </ul>
Payment of salary and non-salary claims for teachers under MoEVT	<ul style="list-style-type: none"> <li>PS MoEVT</li> </ul>	<ul style="list-style-type: none"> <li>DAHRM (Director of Admin and Human Resources Management)</li> </ul>	<ul style="list-style-type: none"> <li>PS MoEVT</li> <li>PS MoF</li> </ul>
Elimination of root causes of further claims	<ul style="list-style-type: none"> <li>PS MoEVT</li> <li>PS PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>PS MoEVT</li> <li>PS PMO-RALG</li> </ul>	<ul style="list-style-type: none"> <li>PS MoEVT</li> <li>PS PMO-RALG</li> </ul>

# Detailed solutions

What will be different?

Clearing of all outstanding teacher claims

Improving teacher communication

Detailed implementation programme



# Several non-monetary items will improve the motivation of teachers

Importance to teachers	High	<ul style="list-style-type: none"> <li>5 Provision of mobile bank services</li> <li>6 Letter/card of appreciation from DEOs to teachers</li> <li>7 Certificates for high performing teachers</li> <li>8 Community involvement boost</li> <li>9 Key leaders visiting meaningful number of schools</li> </ul>	<ul style="list-style-type: none"> <li>1 Personal letter to all teachers from the Minister</li> <li>2 Press release to all teachers by the Minister stating the importance of teachers and what the government is doing to improve the conditions</li> <li>3 Education and importance of teachers and transformation plans incorporated into the President's monthly speech and regional speeches</li> <li>4 Update DEO's in annual DEO meeting of key changes and how they can help</li> </ul>
	Low		<p>↑</p> <p><b>Elements must be incorporated into the communications plan</b></p>
		High	Low
		<b>Complexity/cost of implementation</b>	

# Detailed solutions

What will be different?

Clearing of all outstanding teacher claims

Improving teacher communication

Detailed implementation programme















# Content

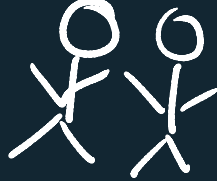
Executive summary

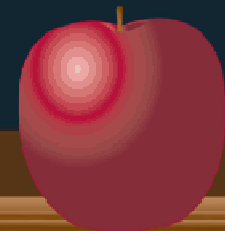
Context and case for change

Vision and overview of initiatives

Governance structure, KPIs, communication plan and funding requirements

Stakeholder sign-off and closing

$$2 + 2 = 4$$
Two simple stick figures drawn in white on the chalkboard, positioned below the equation. Each figure has a circular head and a rectangular body with two legs.



## Content of this sub-chapter



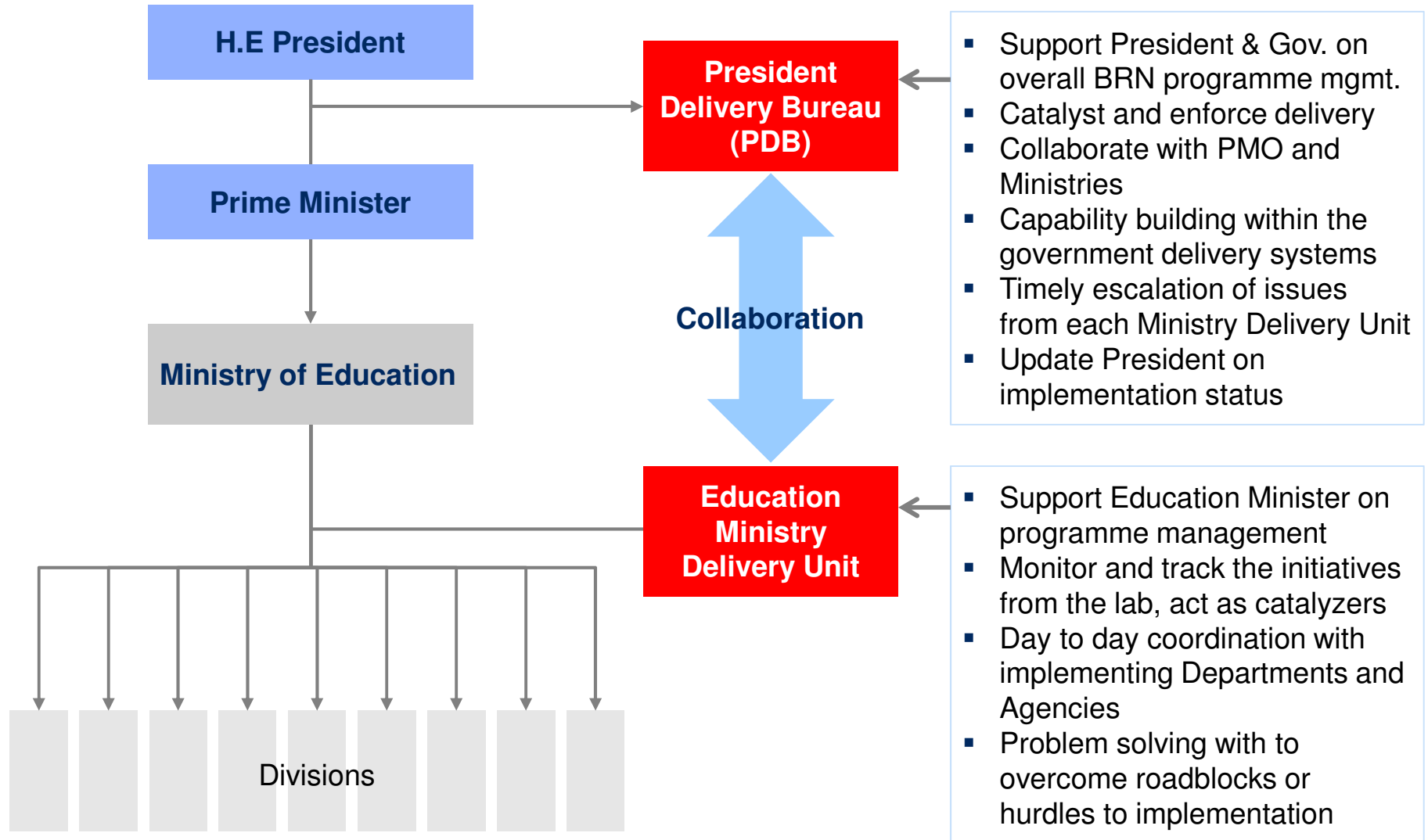
**Governance structure**

**Key performance indicators (KPIs)**

**Communication plan**

**Funding requirements**

# Due to importance, the Education MDU could benefit from having a “special” position under the Minister



# For successful implementation, the NKRA lab recommends establishing the following Education Ministry Delivery Unit

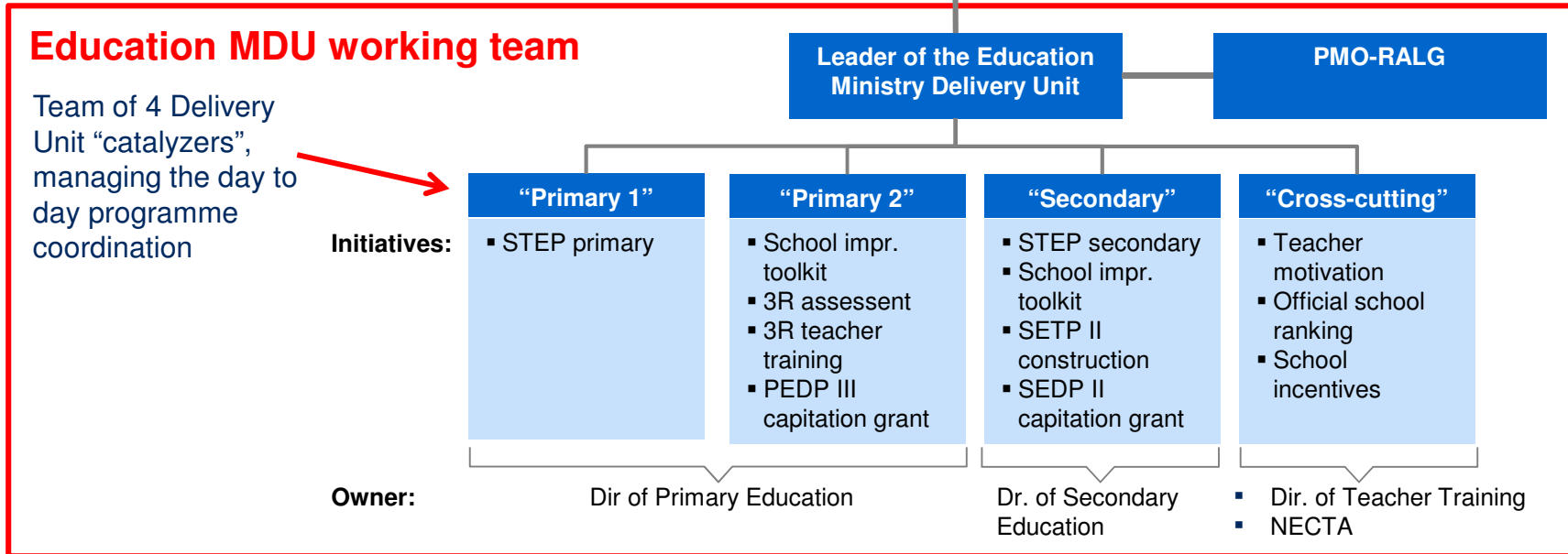
**NKRA Steering Committee**  
**Chair: President**  
**Deputy Chair: Minister of Education**

**Members:**

- Permanent Secretary of MoEVT
- Permanent Secretary of PMO-RALG
- Permanent Secretary of Ministry of Finance
- Exec Secretary of POPC
- Commissioner
- DEC PMO-RALG
- All project owners

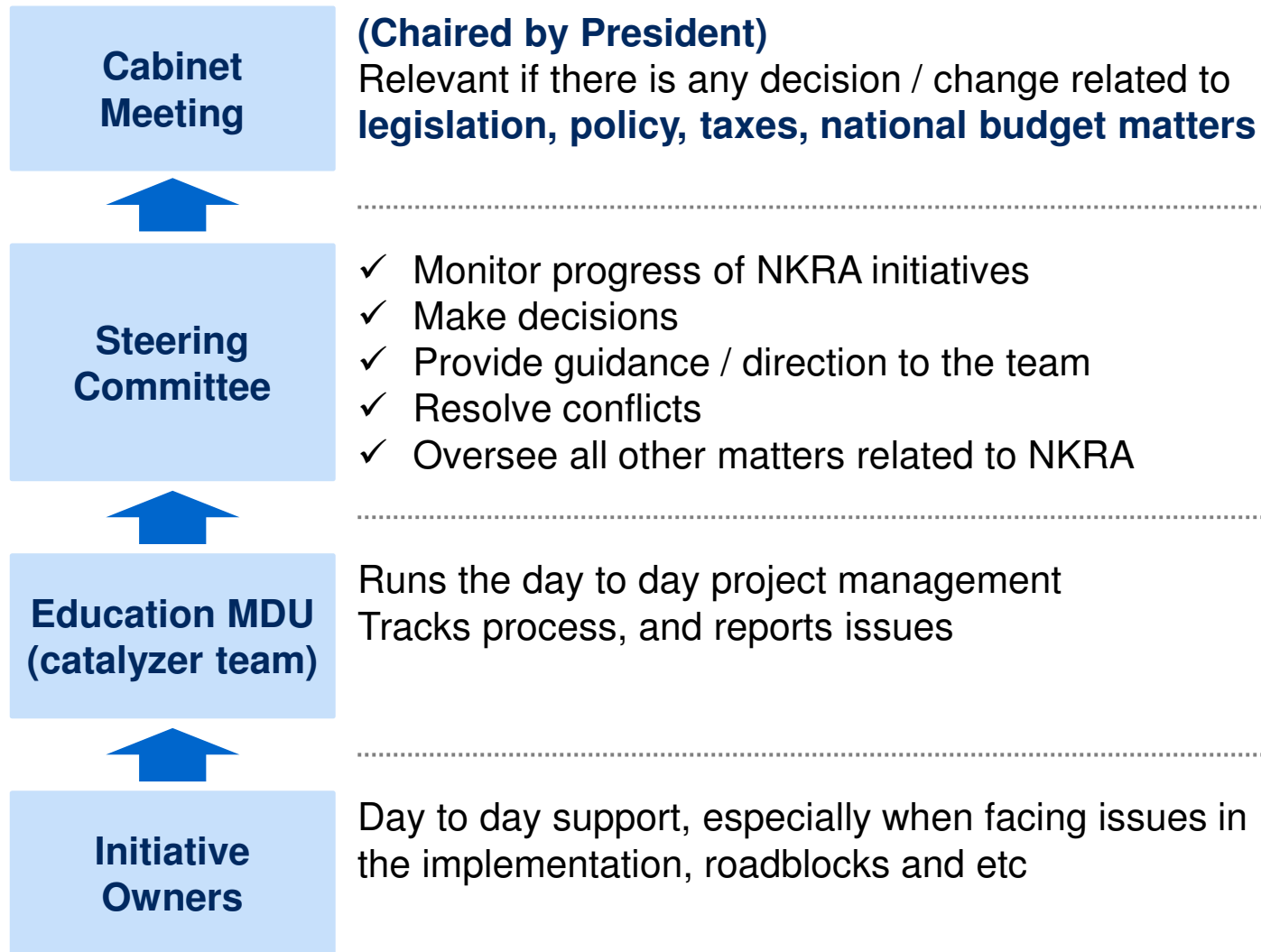
- NKRA Steering Committee level:**  
**Meet once a month**
- Workstream / initiative owners to provide progress updates
  - Make decisions and provides guidance / direction to the team
  - Resolves conflicts
  - Oversees all other matters related to NKRA

**Secretariat:**  
**Ministry Delivery Unit**  
 (supported by PDB)





# What roles will the different players have?



## Content of this sub-chapter



**Governance structure**

**Key performance indicators (KPIs)**

**Communication plan**

**Funding requirements**

# Our initiatives aspire to bring the following change

Initiative	Headline KPI	2013	2014	2015
1 Official school ranking	▪ School ranking published	Yes	Yes	Yes
2 School incentive scheme	▪ Number of pri. & sec. schools rewarded for >10% improvement	4000	4000	4000
3 School improvement toolkit	▪ Number of head teachers toolkit ▪ Number of school heads with toolkit	15525 3510	- -	- -
4 National 3R assessment	▪ Minimum % of primary schools conducting the 3R assessment	10% <sup>2</sup>	10% <sup>1</sup>	10% <sup>1</sup>
5 3R teacher training	▪ Number of teachers trained in 3R methodology ▪ 3R results improvement in schools with trained teachers	6167 N/A	6167 Yes <sup>2</sup>	0 Yes <sup>2</sup>
6 STEP (Student Teacher Enrichment Programme)	▪ Number of primary schools conducting STEP ▪ Number of secondary schools conducting STEP	0 2048	6167 1000	5000 1000
7 Capitation grants	▪ % of schools (primary and secondary) timely receiving agreed capitation grants	100%	100%	100%
8 Basic facilities construction	▪ Number of secondary schools with basic facilities constructed	264	528	408
9 Teacher motivation	▪ Number of outstanding claims older than 3 months	0	0	0

## Overall lab target:

- Improved quality of primary and secondary education:
- 60% pass rates in 2013
  - 70% pass rates in 2014
  - >80% pass rates in 2014
  - 3R transparency and increasing skills

1 Exact % might be adjusted marginally depending on outcome of the instrument assessment

2 Target to be set based on the first 3R assessment in 2013

# Detailed KPIs for the Ministry scorecard (1/5)

- Headline KPI
- Supporting KPI

EDUCATION						KPI (Quantitative)			Logistics	
# KPI	Category	Workstream / Initiative	Ministry	KPI description	Unit	2013 Target	2014 Target	2015 Target	Frequency (time)	Source
<b>Topline Leading Indicators</b>										
T1	Pass rates	Overall lab objective	MoEVT	% pass rates in the national PSLE exam	%	60%	70%	80%	Annually (December)	NECTA
T2	Pass rates	Overall lab objective	MoEVT	% pass rates in the national CSEE exam	%	60%	70%	80%	Annually (January)	NECTA

EDUCATION						KPI (Quantitative)			Logistics	
# KPI	Category	Workstream / Initiative	Ministry	KPI description	Unit	2013 Target	2014 Target	2015 Target	Frequency (time)	Source
<b>1 Official school ranking</b>										
1	Transparency	Official school ranking	NECTA	PSLE school ranking results officially published by December (ranked according to GPA improvement)	Yes/No	Yes	Yes	Yes	Annually (December)	NECTA
2	Transparency	Official school ranking	NECTA	CSEE school ranking results officially published by January (ranked according to GPA improvement)	Yes/No	N/A	Yes	Yes	Annually (January)	NECTA
<b>2 School incentives scheme</b>										
1	Incentives	School incentive scheme	MoEVT	Number of primary schools receiving their reward within 2 months after the ranking announcement	#	3000	3000	3000	Annual (February)	DEC, PMO-RALG
2	Incentives	School incentive scheme	MoEVT	Number of secondary schools receiving their reward within 2 months after the ranking announcement	#	1000	1000	1000	Annual (April)	DEC, PMO-RALG
<b>3 School improvement toolkit</b>										
1	Support	School improvement toolkit	PMO-RALG	Number of primary head teachers in public schools trained with school toolkit	#	15525	N/A	N/A	Monthly	DEC, PMO-RALG
2	Support	School improvement toolkit	MoEVT	% of primary schools with toolkit	#	100%	N/A	N/A	Monthly	DEC, PMO-RALG
3	Support	School improvement toolkit	PMO-RALG	Number of secondary head teachers in public schools trained with school toolkit	#	3510	N/A	N/A	Monthly	DEC, PMO-RALG
4	Support	School improvement toolkit	MoEVT	% of secondary schools with toolkit	#	100%	N/A	N/A	Monthly	DEC, PMO-RALG

# Detailed KPIs for the Ministry scorecard (2/5)

- Headline KPI
- Supporting KPI

EDUCATION						KPI (Quantitative)			Logistics	
# KPI	Category	Workstream / Initiative	Ministry	KPI description	Unit	2013 Target	2014 Target	2015 Target	Frequency (time)	Source
<b>4 3R assessment</b>										
1	Transparency	3R assessment in Standard II	MoEVT	% of schools participating in the national sample based 3R assessment for standard II	%	10%	10%	10%	Annually (December)	MoEVT
<b>5 3R teacher training</b>										
1	Support	3R teacher training	MoEVT	Number of teachers trained in 3R methodology	#	6167	6167	0	Monthly	Trainer attendance sheet to MoEVT
2	Support	3R teacher training	MoEVT	% increase in 3R assessment results in schools with 3R trained teachers	#	N/A	Yes (target pending)	Yes (target pending)	Annually, 1 month after 3R assessment	MoEVT

# Detailed KPIs for the Ministry scorecard (3/5)

- Headline KPI
- Supporting KPI

EDUCATION						KPI (Quantitative)			Logistics	
# KPI	Category	Workstream / Initiative	Ministry	KPI description	Unit	2013 Target	2014 Target	2015 Target	Frequency (time)	Source
<b>6A STEP Primary (numbers are not cumulative)</b>										
1	Support	STEP primary	MoEVT	Number of primary schools conducting enrichment classes in line with new methodology	#	0	6167	5000	Monthly (from February)	HOS report to DEOs, REOs, Primary Education Department/ M&E
2	Support	STEP primary	MoEVT	% of primary schools receiving enrichment class support improving by at least 20%	%	20%	50%	80%	Annually (December)	NECTA data, M&E unit analysis
3	Support	STEP primary	MoEVT	Number of primary schools receiving training to conduct enrichment classes	#	6167	5000	5000	Annually	M&E unit, attendance sheet from trainers
4	Support	STEP primary	MoEVT	Number of primary teachers trained to do enrichment classes	#	18501	15000	15000	Annually	M&E unit, attendance sheet from trainers
5	Support	STEP primary	MoEVT	Number of primary teachers trained to do enrichment classes in Kiswahili	#	6167	5000	5000	Annually	M&E unit, attendance sheet from trainers
6	Support	STEP primary	MoEVT	Number of primary teachers trained to do enrichment classes in English	#	6167	5000	5000	Annually	M&E unit, attendance sheet from trainers
7	Support	STEP primary	MoEVT	Number of primary teachers trained to do enrichment classes in Math	#	6167	5000	5000	Annually	M&E unit, attendance sheet from trainers
8	Support	STEP primary	MoEVT	Number of primary schools receiving practice exam questions (with model answers) for years 2008-2012 for Kiswahili, English and Math	#	16331	N/A	N/A	June 2013	HOS report to DEOs, REOs, Primary Education Department

# Detailed KPIs for the Ministry scorecard (4/5)

- Headline KPI
- Supporting KPI

EDUCATION						KPI (Quantitative)			Logistics	
# KPI	Category	Workstream / Initiative	Ministry	KPI description	Unit	2013 Target	2014 Target	2015 Target	Frequency (time)	Source
<b>6B STEP Secondary (Numbers are not cumulative)</b>										
1	Support	STEP secondary	MoEVT	Number of secondary schools conducting enrichment classes in line with new methodology	#	2048	1000	1000	Monthly (from July)	HOS report to DEOs, REOs, Secondary Education Department/ M&E
2	Support	STEP secondary	MoEVT	% of secondary schools receiving enrichment class support improving by at least 20%	%	N/A	60 %	80 %	Annually (February)	NECTA data, M&E unit analysis
3	Support	STEP secondary	MoEVT	Number of secondary schools receiving training to conduct enrichment classes	#	2048	1000	1000	Annually	M&E unit, attendance sheet from trainers
4	Support	STEP secondary	MoEVT	Number of secondary teachers trained to do enrichment classes	#	8192	4000	4000	Annually	M&E unit, attendance sheet from trainers
5	Support	STEP secondary	MoEVT	Number of secondary teachers trained to do enrichment classes in Kiswahili	#	2048	1000	1000	Annually	M&E unit, attendance sheet from trainers
6	Support	STEP secondary	MoEVT	Number of secondary teachers trained to do enrichment classes in English	#	2048	1000	1000	Annually	M&E unit, attendance sheet from trainers
7	Support	STEP secondary	MoEVT	Number of secondary teachers trained to do enrichment classes in Math	#	2048	1000	1000	Annually	M&E unit, attendance sheet from trainers
8	Support	STEP secondary	MoEVT	Number of secondary teachers trained to do enrichment classes in Biology	#	2048	1000	1000	Annually	M&E unit, attendance sheet from trainers

# Detailed KPIs for the Ministry scorecard (5/5)

- Headline KPI
- Supporting KPI

EDUCATION						KPI (Quantitative)			Logistics	
# KPI	Category	Workstream / Initiative	Ministry	KPI description	Unit	2013 Target	2014 Target	2015 Target	Frequency (time)	Source
<b>Topline Leading Indicators</b>										
<b>7 Basic facility construction</b>										
1	Support	Basic facility construction	MoEVT	Number of secondary schools with basic facilities constructed	#	264	528	408	Bi-annually (September 2013, March 2014, September 2015)	SEDP II team
2	Support	Basic facility construction	MoEVT	Number of contracts awarded for school facilities construction	#	528	408	N/A	Bi-annually (September 2013, March 2014)	SEDP II team
<b>8 Capitation grants</b>										
1	Support	Capitation grants	MoEVT	% of secondary schools timely receiving agreed capitation grants from LGAs	%	100 %	100 %	100 %	Quarterly (July 14, October 14, January 14, April 14)	SEDP II team
2	Support	Capitation grants	MoEVT	% of LGAs receiving adequate capitation grants on time (25.000 shilling/student per secondary school)	%	100 %	100 %	100 %	Quarterly (July 7, October 7, January 7, April 7)	SEDP II team
3	Support	Capitation grants	MoEVT	% of primary schools timely receiving agreed capitation grants from LGAs	%	100 %	100 %	100 %	Quarterly (July 14, October 14, January 14, April 14)	PEDP III team
4	Support	Capitation grants	MoEVT	% of required funds timely received by PMO-RALG as capitation grants for primary schools	%	100 %	100 %	100 %	Quarterly (July 14, October 14, January 14, April 14)	PEDP III team
<b>9 Teacher motivation</b>										
1	Teacher conditions	Teacher motivation	PMO-RALG	Number of outstanding PMO-RALG teacher claims older than 3 months	#	0	0	0	Quarterly (July, October, January, April)	PMO-RALG (new reporting system)
2	Teacher conditions	Teacher motivation	MoEVT	Number of outstanding MoEVT teacher claims older than 3 months	#	0	0	0	Quarterly (July, October, January, April)	MoEVT (new reporting system)
5	Teacher conditions	Teacher motivation	MoEVT	Hardship allowances introduced	Yes/No	Yes	N/A	N/A	July	PMO-RALG



# Content of this sub-chapter



**Governance structure**

**Key performance indicators (KPIs)**

**Communication plan**

**Funding requirements**

# A successful transformation requires clear communication

Target audience	Ideas for key messages
All MoEVT and PMO-RALG employees	<ul style="list-style-type: none"><li>Information of the BRN quality transformation and initiatives (what will happen, by when, and what is expected from each employee)</li></ul>
Head of schools and head teachers	<ul style="list-style-type: none"><li>The Government has initiated a quality transformation and you are key agents for change</li><li>The Government will assist you; This involves rewarding improvement, and giving better support in the following way...</li></ul>
Teachers	<ul style="list-style-type: none"><li>The government is listening and taking teacher concerns seriously</li><li>We deeply value our teachers, and you are the most important people in building our next generation of kids</li><li>The government is doing a set of initiatives (BRN initiatives...) to help improve your conditions, and also hope to see your commitment</li></ul>
Teacher Union	<ul style="list-style-type: none"><li>The government is listening and taking teacher concerns seriously</li><li>To improve the situation, the Government has launched the BRN quality transformation, which must be implemented in tight collaboration with teachers and union to succeed</li></ul>
General public	<ul style="list-style-type: none"><li>No more 2012 level exam results!</li><li>The government is taking quality of education very seriously, and has initiated the BRN quality transformation programme (targets, what to expect etc.)</li></ul>

# Elements to consider in the overall communication plan

## Target audience

	Milestone	Description	Target audience				
			MoEVT/ PMO-RALG	Head of schools	Teachers	Union	Public
April	Internal BRN information	E-mail to all MoEVT and PMO-RALG employees informing of BRN plans	✓				
	Release of the 2012 exam results commission report	Release of results identifying main causes of the exam results drop in 2012. Use this occasion to communicate the BRN quality transformation, including key initiatives, targets and how the this will prevent 2012 results again	✓	✓	✓	✓	✓
	Minister press conference	Reinforce the message of the BRN quality transformation and targets		✓	✓	✓	✓
May	Global Action Week	Speech by the Education minister on the Global Action Week expressing teacher appreciation and support		✓	✓	✓	
	World Teacher's Day	Speech by the President expressing appreciation and support to teachers, with potential announcement of a small 2 week "teacher conditions" lab		✓	✓	✓	
	Minister letter to all teachers	Sending of a personal letter from the Minister to all unions, schools and teachers		✓	✓	✓	
Monthly thereafter	Bi-weekly internal updates	Bi-weekly Minister update e-mail to all Ministry employees	✓				
	Bi-weekly press conference informing of BRN progress	Bi-weekly Minister press conference (newspaper and radio) announcing what is going on and the progress of the BRN initiatives		✓	✓	✓	✓

Note: In addition, certain initiatives have also specific communication needs



## Content of this sub-chapter



**Governance structure**

**Key performance indicators (KPIs)**

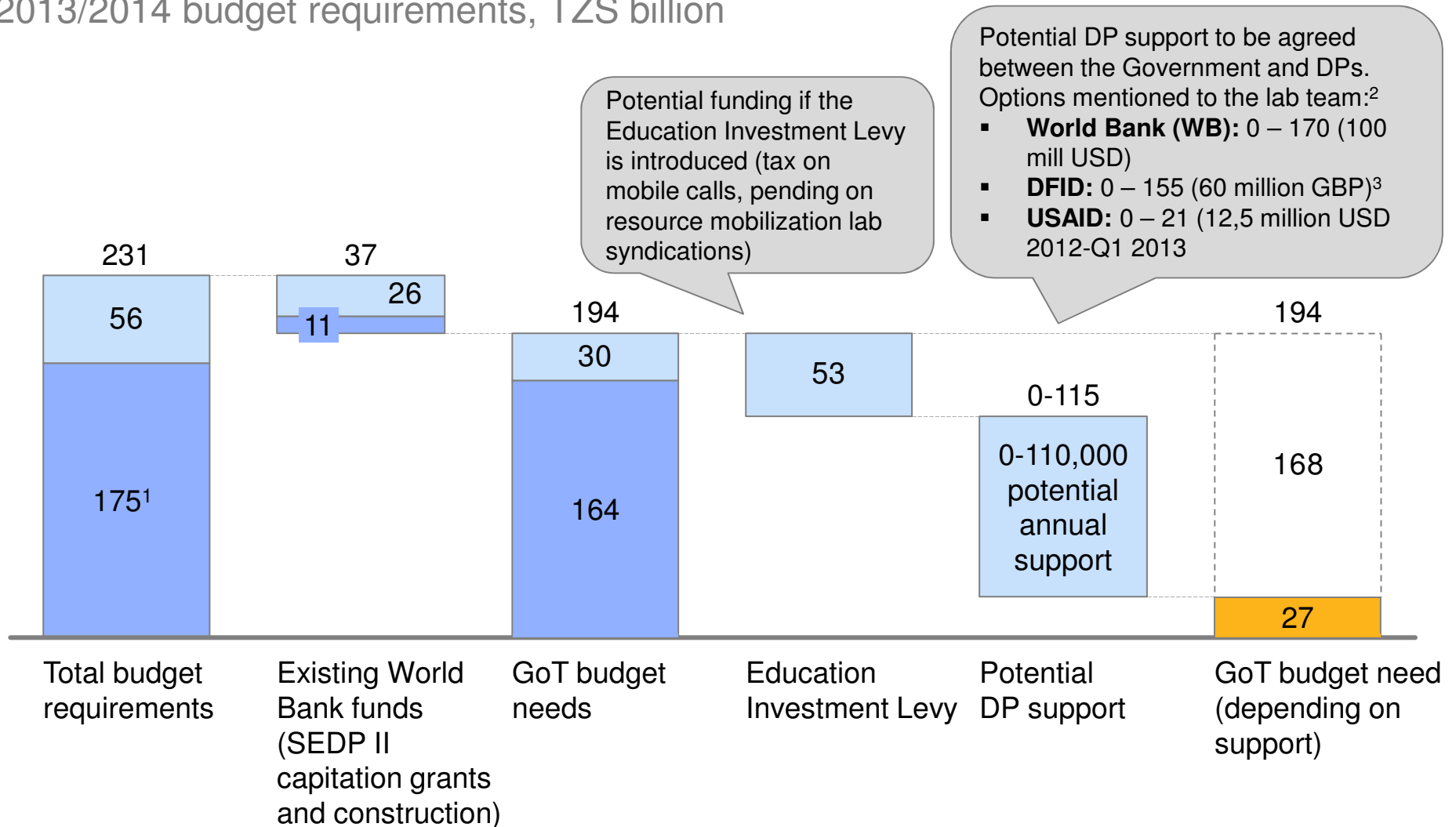
**Communication plan**

**Funding requirements**

# The lab initiatives require ~200 billion TZS – Innovative sources and DP support to be clarified

2013/2014 budget requirements, TZS billion

■ Total DE required  
■ Total RE required



1 Contains an estimate for outstanding teacher claims (21.000), which is currently under review to quantify exact amount

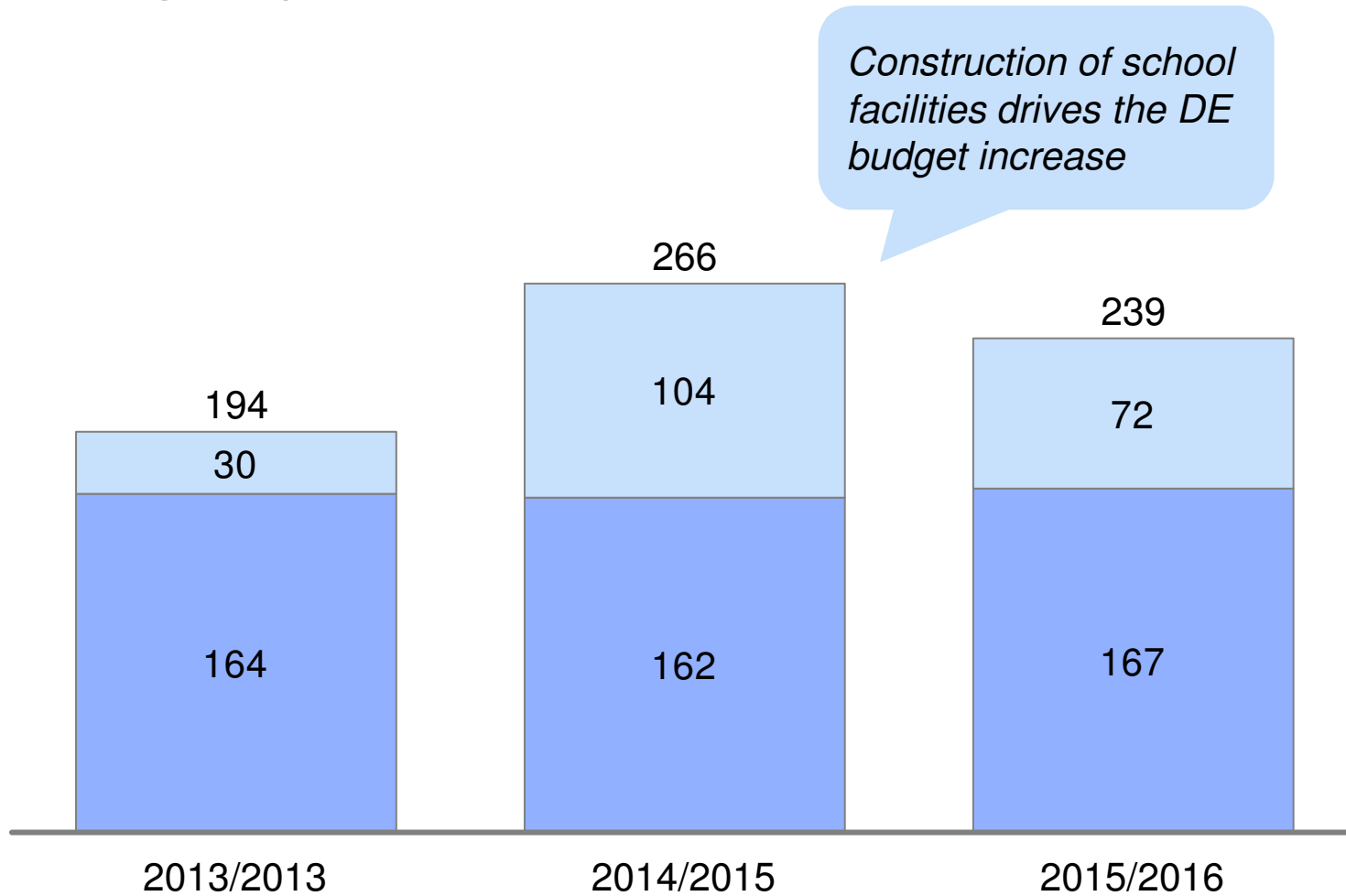
2 The following exchange rates are applied: TZS/USD: 1705, USD/GBP: 1,52

3 Ongoing project, where some funds could be allocated to the BRN initiatives

# Budget requirements over the next 3 years, assuming no support or Education Levy

2013/2014 budget requirements, TZS billion

- Total DE required
- Total RE required



## Overall Budget Request for Lab initiatives for 2013

No	Initiatives	TZS million		
		RE	DE	TOTAL
1A	STEP Primary– Teacher training	6,300		6,300
1B	STEP Primary– Enrichment classes	7,245		7,245
2A	STEP Secondary – Teacher training	4,250		4,250
2B	STEP Secondary – Enrichment classes	5,900		5,900
3	3R assessment	681		681
4	3R teacher training	3,417		3,417
5	Official School Ranking	839		839
6	School incentive scheme	1,615.7		1,615.7
7	School Improvement toolkit	456.4		456.4
8	Capitation grants	98,470		98,470
9	Basic facility construction		30,000	30,000
10	Teacher motivation	25,000		25,000
		<b>164,174.1</b>	<b>30,000</b>	<b>194,174.1</b>



# Initiative #1: STEP Primary

Teacher training		TZS million		
No	Sub-initiatives	RE	DE	TOTAL
1	Train the trainer	300		300
2	Trainers train teachers	6,000		6,000
		<b>6,300</b>		<b>6,300</b>

Enrichment classes		TZS million		
No	Sub-initiatives	RE	DE	TOTAL
1	Teachers conduct test exam, marks and item analysis	1,045		1,045
2	Teachers conduct enrichment classes	6,000		6,000
3	Monitoring & Evaluation of Programme	200		200
		<b>7,254</b>		<b>7,254</b>

## Initiative #2: STEP Secondary

### Teacher training

		TZS million		
No	Sub-initiatives	RE	DE	TOTAL
1	Train the trainer	250		250
2	Trainers train teachers	4,000		4,000
		<b>4,250</b>		<b>4,250</b>

### Enrichment classes

		TZS million		
No	Sub-initiatives	RE	DE	TOTAL
3	Teachers conduct test exam, marks and item analysis	700		700
4	Teachers conduct enrichment classes	5,000		5,000
5	Monitoring & Evaluation of Programme	200		200
		<b>5,900</b>		<b>5,900</b>

## Initiative #3: 3R assessment

No	Sub-initiatives	TZS million		
		RE	DE	TOTAL
1	Develop and print instrument	183		183
2	Design execution for assessment	4.6		4.6
3	Train the trainers and school inspectors for execution	94.8		94.8
4	Conduct 3Rs Assessment in Primary Schools	249.9		249.9
5	Data Processing, Analysis, Reporting and Dissemination	148.7		148.7
		<b>681</b>		<b>681</b>

## Initiative #4: 3R teacher training

No	Sub-initiatives	TZS million		
		RE	DE	TOTAL
1	Develop and print Training Manual for 3R Teaching and Pupil Assessment	75.5		75.5
2	Prepare Training of Trainers (TOT) for 3R Teaching and Pupil Assessment	0.9		0.9
3	Train the trainers	129.2		129.2
4	Training of 3Rs Teaching and Pupils' Assessment	3,021.8		3,021.8
5	Monitoring & Evaluation of the Training	189.5		189.5
		<b>3417</b>		<b>3417</b>

## Initiative #5: Official school ranking

No	Sub-initiatives	TZS million		
		RE	DE	TOTAL
1	Disseminate Item Analysis Booklet	252.6		252.6
2	Publish in online	85.9		85.9
3	Publish in SMS	85.9		85.9
4	Publish in TV	60		60
5	Publish in newspaper	60		60
6	Distribute reports to key stakeholders	294.7		294.7
		<b>839</b>		<b>839</b>

## Initiative #6: School incentive scheme

No	Sub-initiatives	TZS million		
		RE	DE	TOTAL
1	Monetary incentive to primary schools	7,050		7,050
2	Non-monetary incentive to primary schools	136.1		136.1
3	Monetary incentive to secondary schools	4,375		4,375
4	Non-monetary incentive to secondary schools	54.6		54.6
		<b>11,615.7</b>		<b>11,615.7</b>

## Initiative #7: School improvement toolkit

No	Sub-initiatives	TZS million		
		RE	DE	TOTAL
1	Create and distribute school management toolkit	7.2		7.2
2	Train the trainers for primary school head orientation	15.6		15.6
3	Conduct orientation to primary school heads	287.9		287.9
4	Train the trainers for secondary school head orientation	7.0		7.0
5	Conduct orientation to secondary school heads	70.0		70.0
6	Conduct M&E for orientation to primary and secondary school heads	68.8		68.8
		<b>456.4</b>		<b>456.4</b>

## Initiative #8: Capitation grant

No	Sub-initiatives	TZS million		
		RE	DE	TOTAL
1	Ensure timely and accurate release of capitation grants to secondary schools (SEDP II)	7,500		7,500
2	Ensure timely and accurate release of capitation grants for books to primary schools (PEDP III)	85,400		85,400
3	Ensure timely and accurate release of capitation grants for materials to primary schools (PEDP III)	5,570		5,570
		<b>98,470.0</b>		<b>98,470.0</b>



## Initiative #9: Basic facility construction

No	Sub-initiatives	TZS million		
		RE	DE	TOTAL
1	Speed up SEDP II facility construction in secondary schools		30,000	30,000
			<b>30,000</b>	<b>30,000</b>

## Initiative #10: Teacher motivation

No	Sub-initiatives	TZS million		
		RE	DE	TOTAL
1	Clearing backlog of outstanding teacher claims	25,000		25,000
		<b>25,000</b>		<b>25,000</b>

# Content

Executive summary

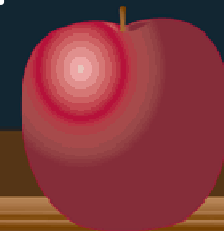
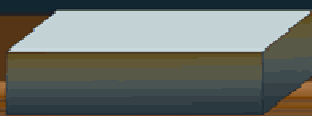
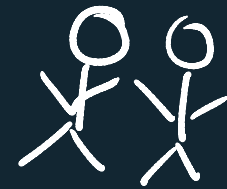
Context and case for change

Vision and overview of initiatives

Governance structure, KPIs, communication plan and funding requirements

Stakeholder sign-off and closing

$$2 + 2 = 4$$



## Our recommendations have been improved with the input of all key stakeholders who visited our NKRA lab

Who?	Organisation
President of United Republic of Tanzania	President's Office
Vice President	President's Office
Prime Minister	Prime Minister's Office
Minister, Acting PS, Commissioner of Education, Directors of Primary & Secondary Education, Director of School Inspectorate, Director of Teacher Education, Director of Policy & Planning	Ministry of Education and Vocational Training
Acting Permanent Secretary	Prime Minister's Office, Regional Administration and Local Government
Executive Secretary, Deputy Executive Secretary, Head of Examination Design & Development	National Examinations Council of Tanzania
Executive Secretary, Deputy Executive Secretary –International Trade Cluster, Deputy Executive Secretary – Social Services and Demographics Cluster	President's Office, Planning Commission
Principal Secretary	President's Office - Finance, Economy & Development (Zanzibar)
Permanent Secretary	President's Office, Public Services Management
Deputy Executive Director – Teacher Services Department	President's Office, Public Services Commission
Deputy Executive Secretary	Public Service Salary Board
Deputy Secretary General	Tanzania Teachers' Union
Acting Director General	Tanzanian Institute of Education
Focus groups of REOs, DEOs, Teachers, Head Teachers and Head of Schools	-

# All NKRA lab participants are committed to our recommendations...



## BIG RESULTS NOW EDUCATION LAB: PARTICIPANT SIGN-OFF

*I hereby affirm my contribution and support for the findings of the Education Lab (conducted between February 22, 2013 – April 12, 2013 and endorse the lab's recommended initiatives and implementation programme. I also hereby pledge my personal efforts to achieving the initiatives and outcomes detailed in this report*

 Anthony J. Mtavangu Tanzania Teachers' Union	 Bugendi Joseph Agency for the Development of Educational Management	 Euphrasia C. Buchuma Geitta Regional Education Office	 Jamila A. Seif President's Office Planning Commission, Zanzibar	 Mwanahamisi A. Jakolo Tanzania Institute of Education	 Stellan A. Hyving Swedish International Development Cooperation Agency
 Arun R. Joshi World Bank	 Charles Y. Senkondo Tanzania Global Learning Agency	 Evarist Kamwaga Tzawetza	 Julius Rugemalira Tanzania Education Authority	 Paulina Nkwama Prime Minister's Office Regional Administration and Local Government	 Thomas LeBlanc US Agency of International Development
 Athumani S. Amasi National Examinations Council of Tanzania	 Christine Hape President's Office Public Services Commission	 Fulgence Swai Tanzania Education Network	 Juma Kabelwa Bagamoyo District Education Office	 Pepetua John Urjo Dar es Salaam University College of Education	 Willy L. M. Komba Mkwawa University College of Education
 Beatrice Omari Canadian International Development Agency	 Dorothy Mhalki Mpuguso Teacher Training College	 Hamdun I. Sulayman Muslim University of Morogoro	 Jumanne K Shauri Ministry of Education and Vocational Training	 Petro M. Pamba Christian Social Services Commission	 Wolfram A. Ngonyani Morogoro Teacher Training College
 Bernadetta N. Ndunguru Vocational Education and Training Authority	 Dorothy Mwaluko Ministry of Education and Vocational Training	 Henry L. Mambo Tanzania Public Services College	 Maryam A. Yusuf Ministry of Education and Vocational Training, Zanzibar	 Robert Mihayo Haki Elimu	
 Bernard Makali Prime Minister's Office Regional Administration and Local Government	 Eneidy Mlali University of Dodoma	 Hilda Mikandawire Ministry of Education and Vocational Training	 Monica Nkhoma National Council for Technical Education	 Samuel Makundi Ministry of Education and Vocational Training	

# Our lab recommendations have received great support and endorsement by key stakeholders...

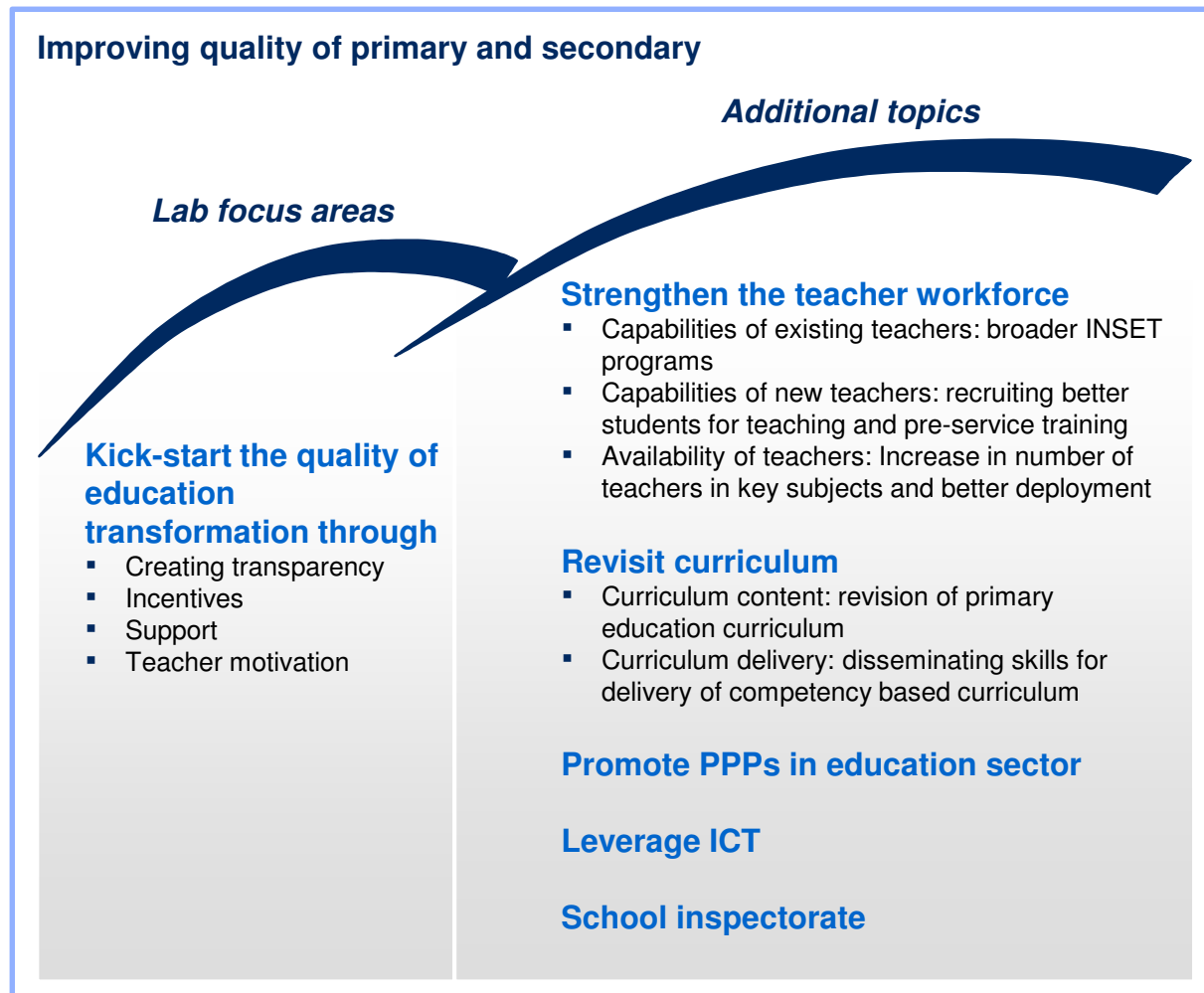


## BIG RESULTS NOW EDUCATION LAB: STAKEHOLDER SIGN-OFF

I hereby affirm my support for the findings of the Education Lab (conducted between February 22, 2013 – April 12, 2013) and endorse the lab's recommended initiatives and implementation programme. I also hereby pledge the efforts of my ministry/department/agency/organization to achieving the initiatives and outcomes detailed in this report

Stakeholder organization	Stakeholder name and title	Signature	Comments
MOEVT	Dr. S. Kawambwa		Excellent work. Congratulations!
MOEVI	SERATINE UGUMBA		Good work congratulations.
MOEVT	Baker G Issa		Bayo keep it up.
MOEVT	E. P. Bhatulusesa		Congratulations and count on our full support
MOEVT	PAULINA K. MKONONGO		close follow up & teamwork for practical implementation
MOEVI	Dr. Edicome Shirima		Good job
MOEVT	Zubeni Samataba		Commendable job we are looking forward to bringing changes.
NARTE	Dr. PD Nlewera		Good beginning

# The first NKRA lab will kick start the quality of education transformation journey in Tanzania – We see several high potential lab areas going forward



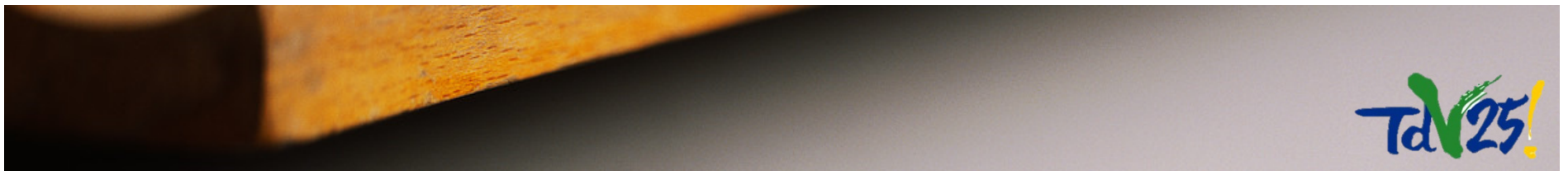




*“Knowledge is power. Information is liberating, education is the premise of progress, in every society, in every family...”*

**Asante sana – Kila la kheri!**

Kofi Annan



TdV25!