

SHULE BORA

Quality learning for all children

PROGRESS

BULLETIN

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September has seen Shule Bora continuing to build strong foundations for the delivery of quality, safe and inclusive education across Tanzania. Partnership and co-design with government and institutional partners continue to strengthen, with Shule Bora bringing expertise and support to teacher development and pre-primary education, and supporting government to reach out and engage the public. A series of foundational studies and research are building the evidence base for delivery, upon which EPforR results demonstrate there are many grounds for optimism.



The Education Programme for Results (EPforR) is an innovative systems improvement programme implemented nationally, supported by international donors including UK aid, designed to incentivise equitable access to quality learning in pre-primary and primary education in Tanzania. Through its technical assistance, EPforR supports evidence, planning and resource allocation so that, by meeting targets related to sector performance measures and reform, the Government of Tanzania can ensure more funds are released into the education system.

EPforR's System Strengthening Delivering Impressive Results

The Education Program for Results (EPforR) is designed to have a profound and sustained impact on education by helping to establish and strengthen education systems and procedures and, in doing so, deliver specific key improvements in learning outcomes, particularly in reading and arithmetic, and ensuring more children continue and complete primary education, known as the primary survival rate. In September, the verification process for EPforR's 2021/22 results and was completed, with the programme achieving an annual performance of close to 90%. This score compares favourably with the previous seven years, which showed average performance of 79.4%. This year, 98 LGAs improved or maintained their pupil survival rates. Other notable increases include in Reading Comprehension, which showed 7% improvement, numeracy, showing a 16% improvement and the Gender Parity Index for transition, showing relative access to education for girls and boys, which increased from 99.1 to 100.01%.

Developing a Cadre of Communication Champions in LGAs

At the core of Shule Bora's approach is to ensuring GoT is in the lead, promoting co-ownership, collaboration, and joint planning at all levels. Building local government capacity to communicate, engage and reach parents and communities is essential in the drive to improve learning outcomes. In September, national, regional and Local Government Authority (LGA) Information Officers were trained in modern communication skills, including writing, presentation, using smartphones to capture high quality photo and video and creating engaging content in social and traditional media. The workshops involving Information Officers from every LGA in Shule Bora's target regions are part of Shule Bora's systems strengthening support to enhance quality of basic education delivery in Tanzania. Over seventy participants from the programme regions of Mara, Simiyu, Singida, Tanga, Pwani and Dodoma benefited, with others following in October. Whilst there is more to do to build local communications capacity, the course appears to have established a strong platform for communications and outreach on behalf of Shule Bora.

Communities of Learning to Support Teacher Professional Development

The Government of Tanzania is committed to creating a modern, highly competent, professional teacher workforce that plays a leading role in meeting national development aspirations. Shule Bora is bringing significant support to teacher development, working with GoT and The Tanzania Institute of Education (TIE) in implementing the policy on teacher continuous professional development (TCPD) in the country. International evidence shows that bringing teachers together in Communities of Learning to solve classroom challenges together at a local level is amongst the most effective interventions to improve teaching and learning and the TCPD policy promotes cost effective decentralised approaches at zonal levels. By the end of September Shule Bora, in collaboration with TIE, MoEST and PO-RALG, had rolled out TCPD orientation training to 352 Ward Education Officers (WEO), 428 LGA education leaders, 1500 head teachers, 1500 academic teachers and 1500 peer facilitator teachers to help establish Communities of Learning which will utilise the Learning Management System (LMS) as a resource for driving improvements in teaching and learning.

Building Strong Foundations for Learning

Getting children ready to learn by the time they start primary school is known to have a significant impact on improving learning outcomes. Shule Bora is investing in helping GoT to develop a School Readiness Programme (SRP) in its nine target regions, building on the successful introduction of SRP during EQUIP-T, the previous FCDO-funded programme.

Through September, Shule Bora has trained education officials from Mother Schools, which operate as centres of excellence in hosting the SRP Centres in fourteen piloting wards in Simiyu and Rukwa regions. The training was designed to orient stakeholders on their roles and responsibilities to establish and run SRP centres. In addition, 37 Community Teaching Assistants (CTAs) were trained for 5 days on their roles and responsibilities to deliver high quality teaching and learning in the SRP Centres. LGAs in Rukwa and Simiyu have now established 41 SRP Centres (17 in Rukwa and 24 in Simiyu), each staffed and provided with a range of teaching and learning resources. Rukwa region has already enrolled 1,359 children (710 boys and 649 girls) into SRP Centres and Simiyu region has enrolled 747 (boys 360 and 387 Girls) children to join the 41 SRP Centres next month. Training in Pwani will take place in October.

Shule Bora is a UK aid-funded government-led education support programme. It supports the delivery of the EPforR II process nationally and also works in nine regions of Tanzania with technical assistance from Cambridge Education in partnership with ADD International, International Rescue Committee and Plan International.

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Establishing the Evidence Base for Effective Programme Implementation

Shule Bora and its partners in government are committed to establishing a robust evidence base for the interventions they design and deliver to provide the strongest possible foundation for success and scale up. This means setting realistic baselines, identifying and building on what has worked in the past, triangulating information from various sources, and developing clear paths for monitoring and evaluation. Several studies and analyses have been completed in September which will underpin programme implementation. These studies include the Gender Equality Disability and Inclusion (GEDI) study, a rapid assessment of school safety mechanisms, a study into good practice in school management and leadership, a survey into the current operation of Parent Teacher Partnerships (PTP), a diagnosis of the School Information System (SIS), and a diagnosis of the Teachers Service Commission Management Information System (TSC-MIS), and capacity assessments for education officials at local and national levels. Collectively, the studies will underpin programme design. The baseline assessment strategy will be implemented in the last quarter of the year.

Looking Ahead

Planned activities for October

Planning and Supporting EP4R II LGA awareness raising and further action planning

Reviewing the Primary Teacher Deployment Strategy
Commencing Problem Driven Iterative Approach (PDIA) activities with implementation teams in nine introductory districts

Starting School Readiness Programme implementation in Pwani

Finalising videos to support CPD training and reviewing CPD training conducted in September

National Regional and LGA Information Officer training in Rukwa, Kigoma and Katavi

Assessment of Education Support and Resource Assessment Centres (ESRAC) to understand their functions and capacity.

Finalising report on mechanisms for reporting safety concerns at school level.

Identifying Leadership and Management good practices (Kasulu Town Council and Uvinza District Council)

Mapping of Disabled People organizations and capacity assessment.