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Measuring Early Learning Sharing Experience - Tanzania

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Introduction

Sharing experience on;

- ▶ Baseline assessment (grade I and II) - 2013
- ▶ 3Rs assessment (grade I and II) - 2015
- ▶ Next step (Measuring Early Learning Quality and Outcomes in Tanzania - MELQOT).

Experience from Standard II - 3Rs assessment 2013 & 2015

- ▶ Results from the Study conducted on EGRA/EGMA/SSME -2013
 - ✓ 8% at benchmark: reading with comprehension (EGRA)
 - ✓ 8% at benchmark: addition and subtraction (EGMA)
 - ✓ Teaching and learning materials and environment (variations) - Snapshot of School Measurement and Evaluation (SSME).
- ▶ New data built government will and investment.
- ▶ National 3Rs Programme (Standard I and II).
 - ✓ Curriculum review
 - ✓ Preparations of Syllabi
 - ✓ National Training
 - ✓ Textbooks
 - ✓ Assessment and feedback to stakeholders.
- ▶ Success was through government and GPE and other development partners like equip-t, UNICEF.

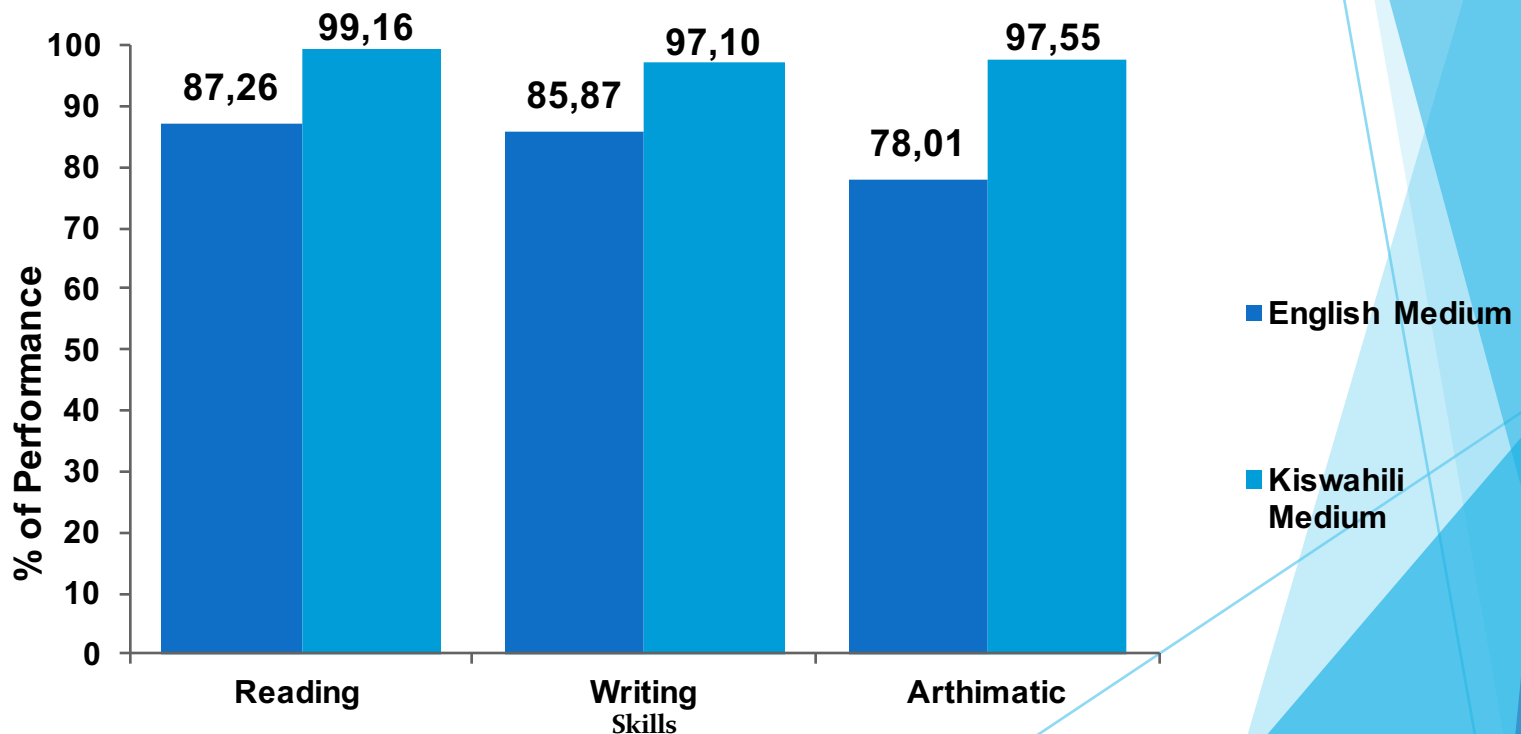
Assessment Of 3Rs And Key Results

- ▶ Why assessment: To identify pupils competences acquired in early grades (1 & II).
- ▶ Pupils sat= **5,992 (85.38%)** out of **7,018** registered.
- ▶ The pupils performed better on Reading Skills than on Writing and Arithmetic skills.

S/N	Skill	Sat	(Average - Very Good)	(%)
1	Reading	5,992	5,385	88.7
2	Writing	5,987	5,288	87.10
3	Arithmetic	5,977	4,918	81.08

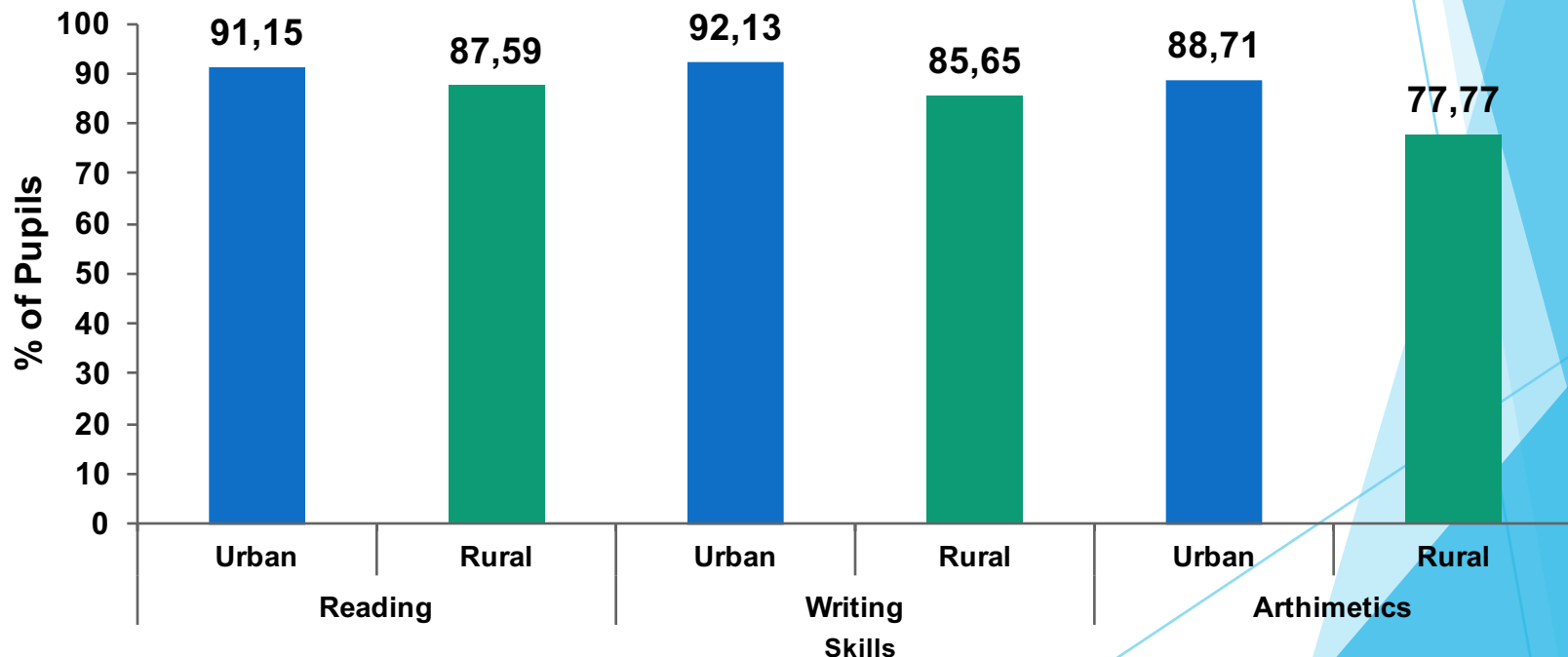
Comparison of Competencies by Considering the Language of Instructions

- ❖ Pupils from English Medium (Private) had more competence than pupils from Kiswahili Medium (Public).



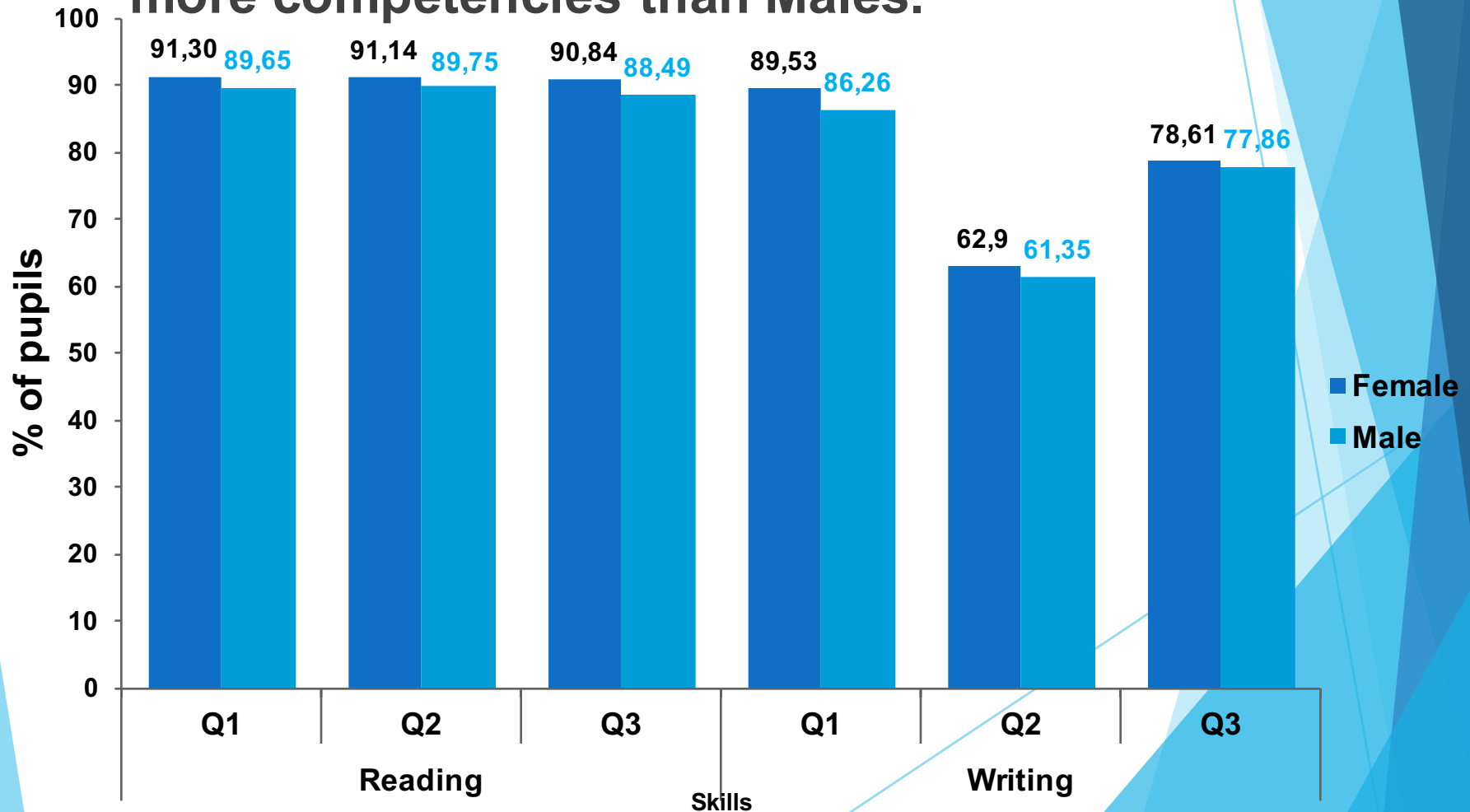
The Comparison of Competencies by Considering the Location of School

- Pupils from urban had more competence than pupils from Rural.



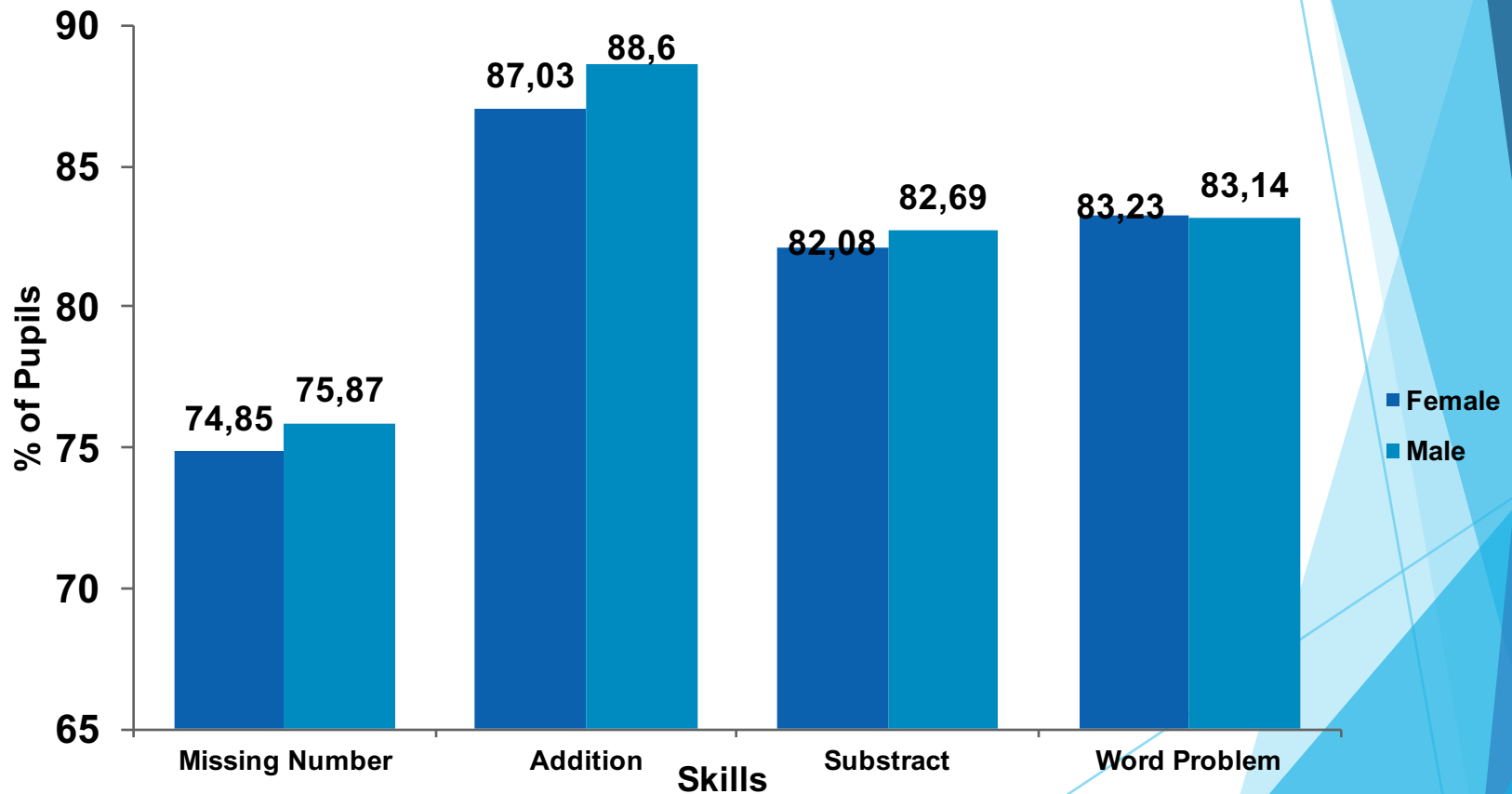
Comparison of Competencies in Reading and Writing Across Gender

- In Reading and Writing Skills, Female pupils had more competencies than Males.



Comparison across gender cont....

In Arithmetic Skills Male pupils had more competencies than Females

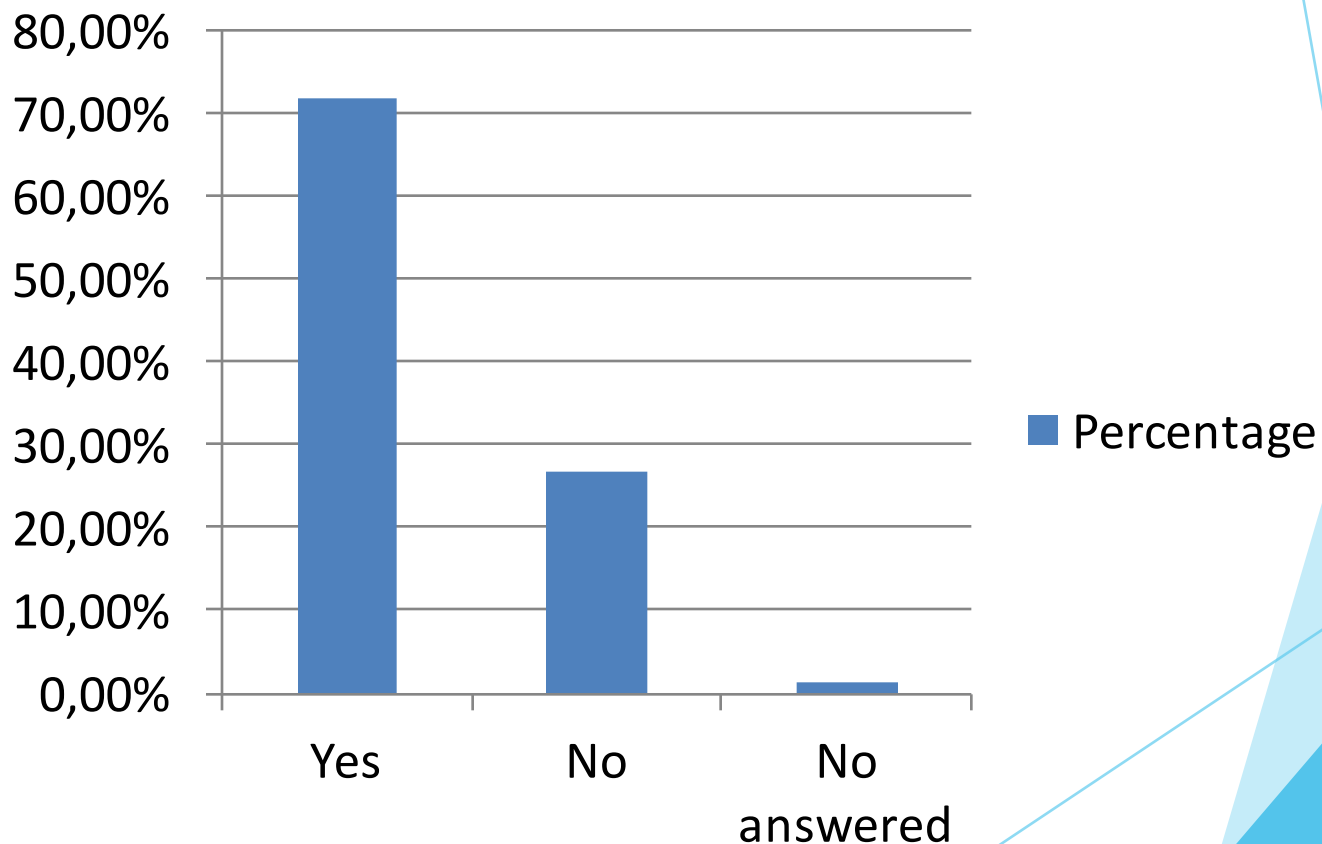


Progress

S/N	Indicator	Baseline (%)	Target Set 2015 (%)	Target Reached 2015 (%) *
1.	% of pupils who are able to read with required oral Comprehension.	8	10	25.23
2.	% of pupils who are able to read with required oral fluency-Meaningful Words reading.	12	14	53.82
3.	% of pupils who managed to add and Subtract in Level 2.	8	10	11.44
4.	% of pupils who were able in answering the questions involved the Missing Numbers.	8	10	16.78

Why This Progress?

- ▶ Question: Have you been trained for 3Rs?
- ▶ Sample : 555 teachers



Tools, Teaching And Learning Environment

No.	Question	Yes	(%)	No	(%)	Not answered
1.	Does the school have a syllabus for 3RS?	37	84.1	07	15.9	03
2	Do you have teaching books for 3Rs in your schools?	20	42.6	27	57.4	00
3	Are the books sufficient for each pupil?	03	15	17	85	00
4	Are the available desks enough for each pupil?	19	43.2	25	56.8	00

Feedback to Stakeholders

Two reports have been prepared for distribution .

- ▶ One for policy makers and educational officials (REOs, DEOs).
- ▶ Another report for each school (head teachers and 3Rs Teachers).

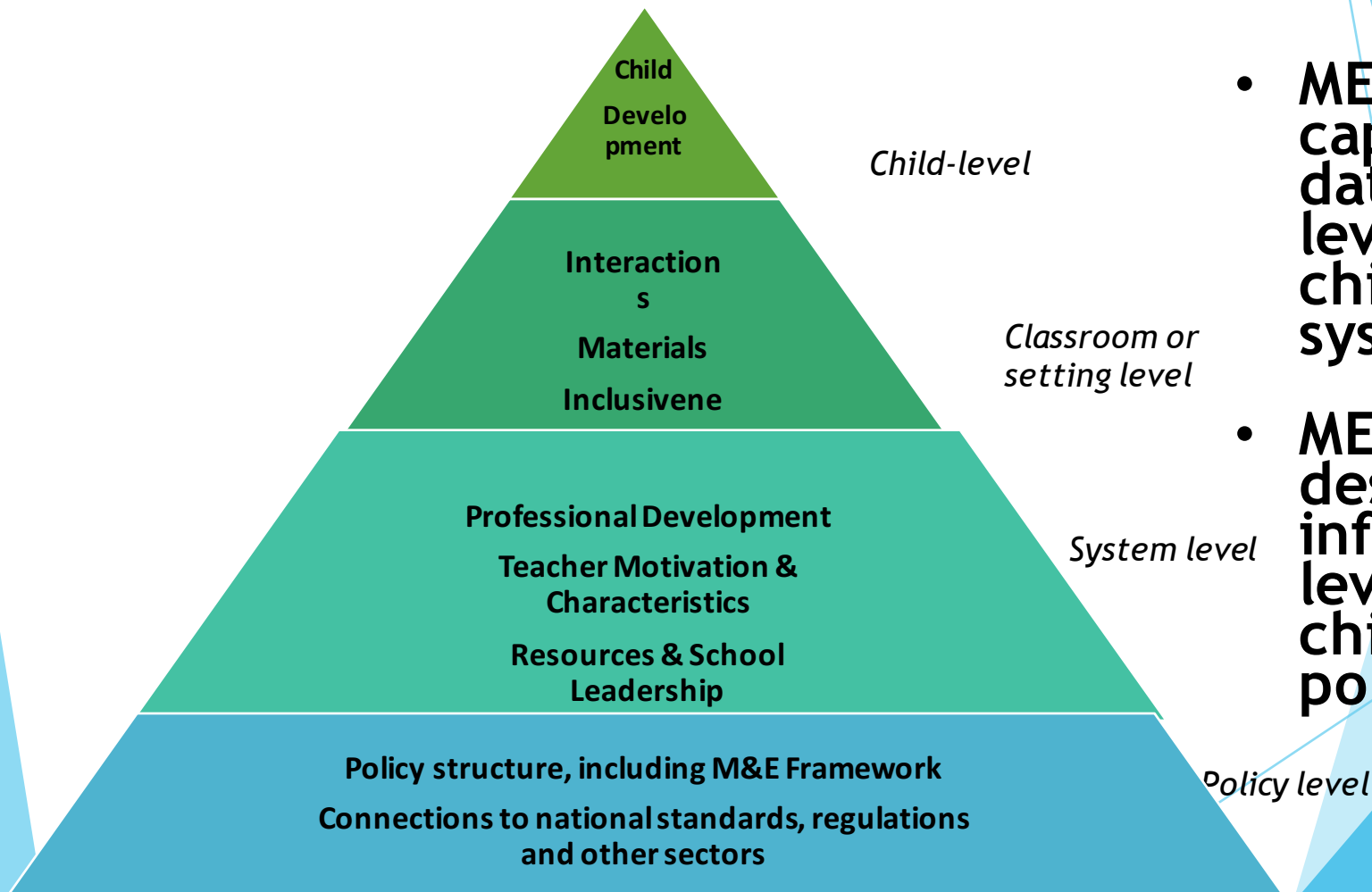
Next step (MELQO)

- ▶ Strengthening national systems for assessing the early grades (pre-primary schools), monitor and give feedback (more than one time assessment is needed).
- ▶ The Education and Training Policy (ETP) of 2014 calls for pre- primary education for 3-5 years (compulsory enrolment for one year (5 years)).
- ▶ **14,719** pre- primary institutions are operating in Tanzania (Tanzania's Basic Education Statistics, 2014).
- ▶ **1,015,030** children are enrolled in Government pre-primary classes while **54,793** are enrolled in non-government pre- primary classes (Tanzania's Basic Education Statistics, 2015).
- ▶ Pupils teachers ratio (BEST, 2014) is **1:77** INSTEAD of **1:25**.

Next step (MELQO)...

- ▶ We believe that, intervening before primary school will have significant impact on later school performance.
- ▶ Assessment will be embedded in teaching and learning process to identify the children's physical, cognitive, social emotional and language development.
- ▶ Summative evaluation will be conducted on sample basis and will include officials from NECTA, TIE, Presidents Office Regional Administration and Local government and partner funding.
- ▶ Feedback will be provided to all stakeholders including policy makers, educational officials, teachers and parents.

Tanzania MELQO Tools And Approach



- **MELQO captures data on all levels - from child to system-level**
- **MELQO is designed to inform all levels from child to policy-level**



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Thank you for your attention!