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.

Regional Technical Workshop within the Framework of the Measuring Early Learning Quality and Outcomes initiative (MELQO)
Dakar Senegal, 27-28 July 2016
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.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Skill</th>
<th>Sat</th>
<th>(Average - Very Good)</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading</td>
<td>5,992</td>
<td>5,385</td>
<td>88.7</td>
</tr>
<tr>
<td>2</td>
<td>Writing</td>
<td>5,987</td>
<td>5,288</td>
<td>87.10</td>
</tr>
<tr>
<td>3</td>
<td>Arithmetic</td>
<td>5,977</td>
<td>4,918</td>
<td>81.08</td>
</tr>
</tbody>
</table>
Comparison of Competencies by Considering the Language of Instructions

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

![Bar chart showing comparison of competencies in various skills for English and Kiswahili mediums.](chart.png)
The Comparison of Competencies by Considering the Location of School

- Pupils from urban had more competence than pupils from Rural.
In Reading and Writing Skills, Female pupils had more competencies than Males.
Comparison across gender continues...

In Arithmetic Skills Male pupils had more competencies than Females.
<table>
<thead>
<tr>
<th>S/N</th>
<th>Indicator</th>
<th>Baseline (%)</th>
<th>Target Set 2015 (%)</th>
<th>Target Reached 2015 (%) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>% of pupils who are able to read with required oral Comprehension.</td>
<td>8</td>
<td>10</td>
<td>25.23</td>
</tr>
<tr>
<td>2.</td>
<td>% of pupils who are able to read with required oral fluency-Meaningful Words reading.</td>
<td>12</td>
<td>14</td>
<td>53.82</td>
</tr>
<tr>
<td>3.</td>
<td>% of pupils who managed to add and Subtract in Level 2.</td>
<td>8</td>
<td>10</td>
<td>11.44</td>
</tr>
<tr>
<td>4.</td>
<td>% of pupils who were able in answering the questions involved the Missing Numbers.</td>
<td>8</td>
<td>10</td>
<td>16.78</td>
</tr>
</tbody>
</table>
Why This Progress?

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

![Bar chart showing the percentage of teachers who have been trained for 3Rs]

- Yes: 70.00%
- No: 30.00%
- Not answered: 0.00%
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Yes</th>
<th>(%)</th>
<th>No</th>
<th>(%)</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does the school have a syllabus for 3RS?</td>
<td>37</td>
<td>84.1</td>
<td>07</td>
<td>15.9</td>
<td>03</td>
</tr>
<tr>
<td>2</td>
<td>Do you have teaching books for 3Rs in your schools?</td>
<td>20</td>
<td>42.6</td>
<td>27</td>
<td>57.4</td>
<td>00</td>
</tr>
<tr>
<td>3</td>
<td>Are the books sufficient for each pupil?</td>
<td>03</td>
<td>15</td>
<td>17</td>
<td>85</td>
<td>00</td>
</tr>
<tr>
<td>4</td>
<td>Are the available desks enough for each pupil?</td>
<td>19</td>
<td>43.2</td>
<td>25</td>
<td>56.8</td>
<td>00</td>
</tr>
</tbody>
</table>
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

[Diagram showing the hierarchy of levels and components:
- **Child-level**
  - Child Development
  - Interaction
  - Materials
  - Inclusiveness
- **Classroom or setting level**
  - Professional Development
  - Teacher Motivation & Characteristics
  - Resources & School Leadership
- **System level**
  - Policy structure, including M&E Framework
  - Connections to national standards, regulations and other sectors]
Thank you for your attention!