



THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

LITERACY AND NUMERACY EDUCATION SUPPORT

RISE Tanzania Stakeholder Reference Group Meeting



14th July 2017
LCU

Program Overview

KEY RESULT

Improved Basic Skills in Literacy and Numeracy for children aged 5 – 13 years.

INTERMEDIATE RESULTS

Improved T&L of 3Rs for Ages 5 to 13 years

Improved Education Sector Management

Increased community engagement in L&N programmes

OUTPUTS

Improved methodology for learning and teaching 3Rs

Increased Teacher Skills for Teaching 3Rs

Increased Interaction with 3Rs T&L materials

Increased School Readiness

Increased use of data for evidence based planning

Improved planning and coordination

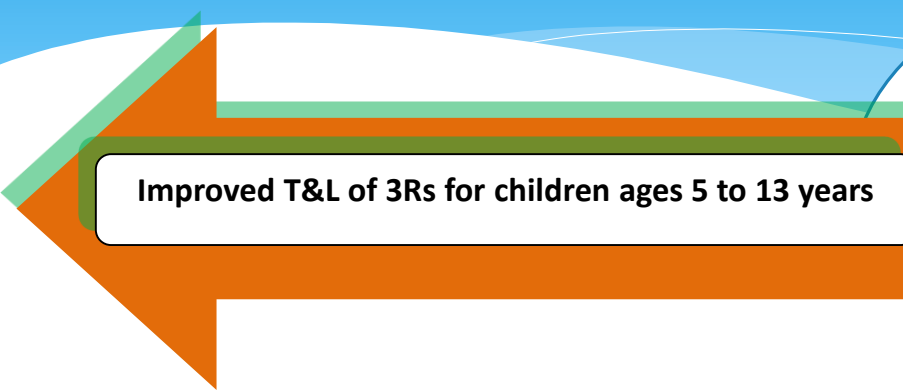
Improved Field Management

Improved Capacities of Implementing Sector MDAs

Increased sensitization and awareness raising

Increased community and Parents Engagement

Achieving the Intermediate Results - 1



Improved T&L of 3Rs for children ages 5 to 13 years

Improved methodology for learning and teaching 3Rs

Increased Teacher Skills for Teaching 3Rs

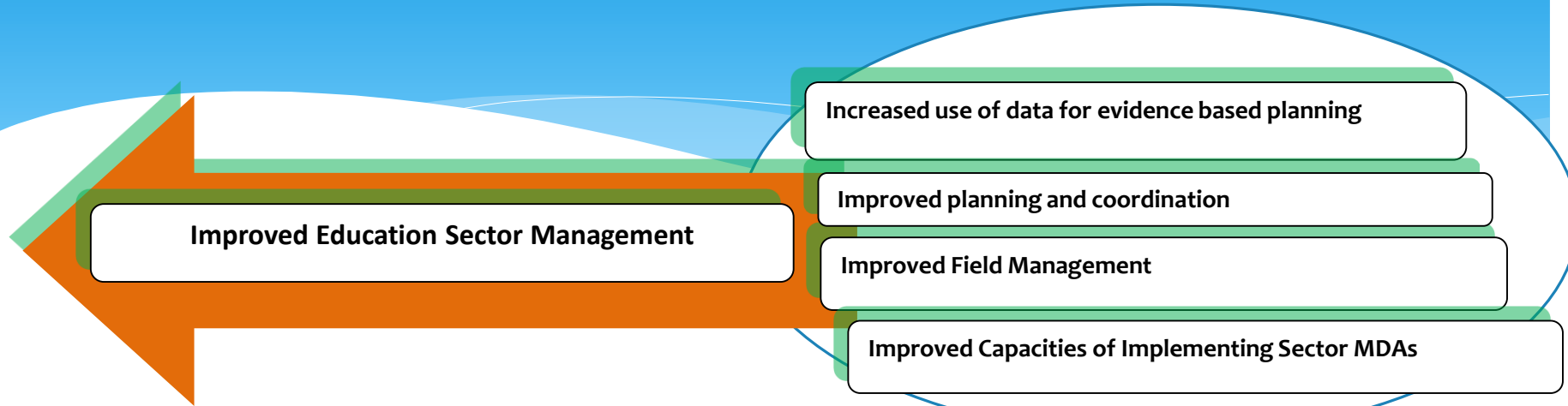
Increased Interaction with 3Rs T&L materials

Increased School Readiness

Progress to-date (selected)

- ✓ Pre-primary curriculum with 3Rs National Curriculum reviewed and in use
- ✓ Pre-primary, Std I-IV teachers trained on the revised curricula
- ✓ Curricular package for Std I&II, Std III-VI printed and distributed; textbooks for Std I, II & III printed and distributed
- ✓ Procured and distributed kits for assessing learning needs to children prior to enrolment
- ✓ *(in the final stage)* Establish reading corners in the regional/ LGA libraries (43)
- ✓ *(started)* Review of pre-service curricular to incorporate 3Rs
- ✓ *(in progress)* Develop SB-CPD Modules

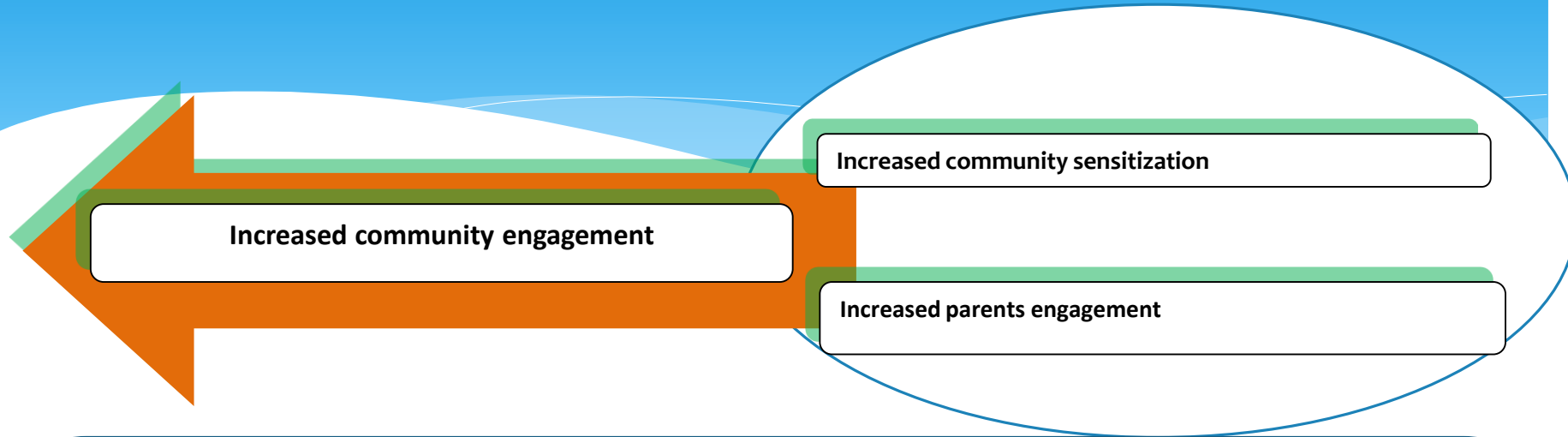
Achieving the Intermediate Results - 2



Progress to-date (selected)

- ✓ Conducted 3Rs assessments for Std II pupils as part of the mid-term evaluation
- ✓ Supported the development of ESDP and operational plans
- ✓ Enhancement of basic ICT infrastructure for BE-MIS at RS, LGA and national
- ✓ Strengthen of the Basic Education Sector Quality Assurance System (draft in place)
- ✓ Train Head Teachers, Ward Education Coordinators on managing 3Rs implementation
- ✓ Supported 129 LGA and 26 RS to conduct school-level monitoring
- ✓ Independent monitoring by KPMG to 100 schools/ 21 LGA; Capacity building on financial & procurement mgt

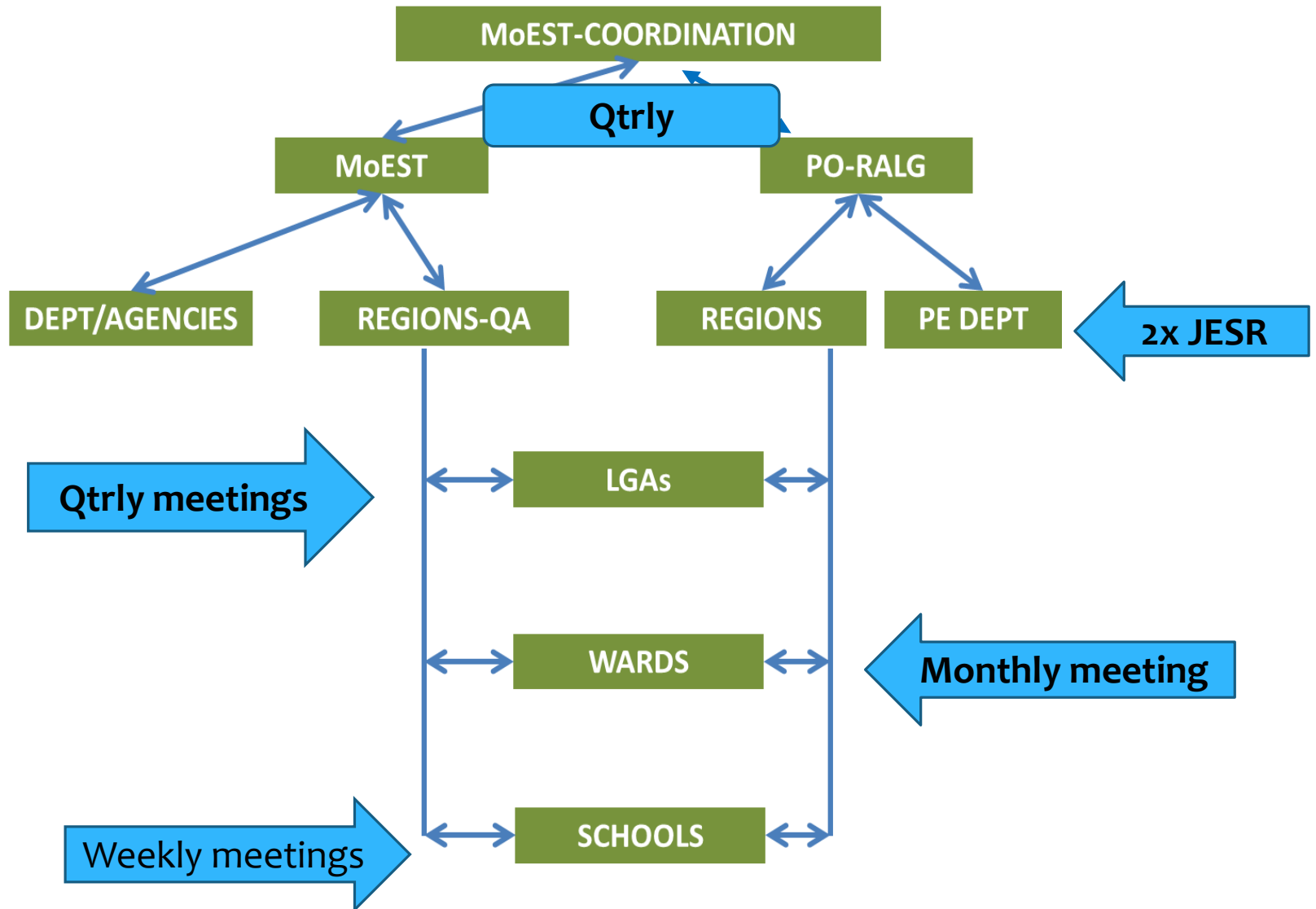
Achieving the Intermediate Results - 3



Progress to-date (selected)

- ✓ CSO, through TENMET, submitted concept for increased parents and community engagement for FY2017/18
- ✓ Oriented 11,370 SMCs (reached 129,609 members) from 19 regions (Focus: roles and responsibilities, how to develop Whole School Plan, community engagement, resource mgt, dissemination of ETP)
- ✓ Mass media awareness (few)

Implementation Arrangements



Challenges

- Slow pace in the harmonization of the 3Rs interventions esp. on the region level implementation, monitoring and evaluation
- Delay in the roll out of the SB-CPD
- Limited documentation of the lessons on the Government-led GPE-LANES implementation
- Gaps between training in the new curriculum and provision of ongoing support for trained and non-trained teachers.

Key lessons

- Implementation arrangements of the LANES programme positions the likelihood of sustaining the literacy and numeracy outcomes beyond the duration of the programme
- A clear road map for 3Rs partners' engagement in the planning and implementation is necessary, beyond just LANES activities.
- For effective experience sharing and ongoing support in the implementation of the revised curriculum, clear framework and guidelines to ensure that trained teachers are organised to support other non-trained teachers and each other is necessary.

Key lessons

- Presence of a standardized monitoring tool and financial support for monitoring that takes into consideration costs of travel to schools, stationery and secretarial services has greatly improved the coverage and level of sharing of reports within LGAs.
- Teaching sounds/phonics is new to many teachers. An audio tool to accompany the book will help as some teacher struggle with vocals.



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