MATHEMATICA Policy Research

REPORT

FINAL REPORT

Evaluability Assessment: Fursa kwa Watoto (FkW)

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ACRONYMS LIST

AKU	Aga Khan University Institute Educational Development
CiC	Children in Crossfire
CSR	Center for Social Responsibility Group Africa
FkW	Fursa kwa Watoto, aka Opportunities for Children
GoT	Government of Tanzania
IECDP	Integrated Early Childhood Development Policy
MEL	Monitoring, Evaluation, and Learning
MELWG	Monitoring, Evaluation, and Learning Working Group
MDIs	Minimum Detectable Impacts
MoEVT	Ministry of Education and Vocational Training
MoU	Memorandum of Understanding
PDEP-III	Primary Education Development Plan III, 2012-2016
PDTs	Professional Development Tutors
RCT	Randomized Controlled Trial
SC	Steering Committee
TAHEA	Tanzania Home Economics Association
ToC	Theory of Change
TTCs	Teacher Training Colleges
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
WECs	Ward Education Coordinators

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EXECUTIVE SUMMARY

Quality preprimary education is viewed as the cornerstone of an effective education strategy in Tanzania. The Tanzania Primary Education Development Plan III (PEDP) 2012-2016 articulates goals both to improve the quality of preprimary education and to increase access to preprimary classrooms. To help achieve these goals, Fursa kwa Watoto (Opportunities for Children, hereafter FkW) was initiated to help improve the quality of preprimary education across Tanzania. The FkW initiative aims to develop an effective and scalable package of quality preprimary education interventions in line with Tanzanian policies, leading to improved school readiness and learning outcomes for children.

FkW was developed by a group of partner organizations in a learning collaborative comprised of Aga Khan University (Dar es Salaam), Children in Crossfire (Dar es Salaam), Corporate Social Responsibility (CSR) (Dar es Salaam), Dubai Cares (Dubai, UAE), Maarifa (Moshi), Mathematica Policy Research (Cambridge MA, USA), Tanzania Home Economics Association (TAHEA) (Mwanza), and UNICEF Tanzania. Dubai Cares funds program design and implementation as well as the Monitoring, Evaluation, and Learning (MEL) support. The evaluability assessment (EA) and some MEL support was funded by the William and Flora Hewlett Foundation.

Purpose of the evaluability assessment

The Hewlett Foundation contracted with Mathematica Policy Research to conduct the EA during the pilot phase from 2014-2015, as FkW was implemented in 60 schools. Both Dubai Cares and the Hewlett Foundation agreed that employing a rigorous, evidenced-based, and collaborative approach to developing the FkW initiative would yield a stronger program than moving quickly to evaluation of the initiative without a fully developed package of interventions. The EA also provides the Hewlett Foundation, Dubai Cares, the Government of Tanzania, and other stakeholders with important information on the fidelity of the intervention package as piloted. The EA enables us to advise stakeholders on whether to conduct an impact evaluation of FkW as the initiative is extended to 120 schools during the rollout phase (2016-2017).

The EA involved actively participating in Steering Committee and Monitoring Evaluation and Learning Working Group (MELWG) meetings and phone discussions; working in partnership to develop the program theory of change and the monitoring, learning and evaluation framework; reviewing reports and documentation; and helping to develop, implement, and learn from the MEL activities conducted throughout the pilot. As members of the Steering Committee, we observed the partners' approach, implementation, and response to program problems and weaknesses throughout the pilot phase. The Steering Committee, TWG, and MELWG worked together to modify training components to reduce or remove program weaknesses.

Fursa kwa Watoto

The FkW package includes several interventions that occur at the school level (Component 1); at the local level (Component 2); and at the national level (Component 3) (Steering Committee FkW 2015). Each of the components were designed to positively affect children's learning and school readiness. Outcome 1—the emphasis of the EA report—includes these components:

- Teacher training, observation, and support
- Head and deputy head teacher training
- Improved classroom learning environments and the provision of learning kits
- Parent partnership program training and coordination

Outcome 1 interventions focus on improved teaching and classroom practices through training and feedback and mentoring to support ongoing teacher behavior change. The FkW model also includes engaging and training head teachers, School Management Committees, and local and district education officers to develop and implement action plans designed to improve preprimary education. In addition, FkW involves improving the classroom environment and making and using locally made learning materials. Finally, parents are sensitized and trained to support preprimary education at home.

Methods to assess FkW

In order to assess the components of Outcome 1, partners in the learning collaborative implemented monitoring, evaluation, and learning activities including the 1) the Teacher Observation tool, 2) the Classroom Observation Tool, 3) qualitative interviews with teachers, head teachers, deputy head teachers, and focus group discussions with parents, and 4) classroom observations. Once analyzed, the MELWG received all data and reviewed findings, which were later presented to and discussed by the FkW Steering Committee and used to inform programmatic improvements.

Findings

Based on a range of MEL data collected over two years, the pilot initiative yielded evidence of positive changes in teaching practices and learning environments. The MEL activities generated quantitative and qualitative evidence that teachers gained and used skills and classrooms were transformed into engaging and stimulating learning environments. Furthermore, respondents described important perceived changes in children's learning outcomes, including enhanced literacy, numeracy, and social-emotional development. Teachers attribute these impacts to improved teaching practices and learning environments.

Recommendations

Based on the positive findings on teacher practices from the EA, we believe a rigorous impact evaluation of FkW is warranted. National, district, ward, and local education officers, school inspectors, and school management committees were particularly receptive to the FkW approach once trained (towards the end of the pilot phase). Thus, we believe that when the intervention components are sequenced according to the theory of change, the intervention will be easier to implement and will likely yield stronger changes in targeted outcomes. Teachers and head teachers will likely receive additional support to improve preprimary education as all stakeholders are sensitized and trained in the FkW approach.

Finally, while we acknowledge that it is unclear whether FkW is a sustainable or scalable intervention through the Government of Tanzania, we still recognize that the learning collaborative and district and local stakeholders believe that it is an important intervention that is likely to significantly improve children's learning outcomes. The groundwork has been prepared to support an impact evaluation of FkW to measure the quality of preprimary education and child learning outcomes.

Proposed Impact Evaluation

We propose a rigorous evaluation to answer the key questions and estimate program impacts. We suggest conducting an RCT of treatment schools receiving the full FkW enhanced package compared with a control group of preprimary programs not receiving the FkW package. Experimental designs such as RCTs, where the schools are randomly assigned to the treatment, are viewed as the gold standard for measuring program impacts. Experimental designs are recommended for interventions where implementation has not already begun and it is politically feasible and logistically possible based on program activities, as in this case.

In addition to estimating the impact of the FkW program, we recommend performing analyses to estimate the overall merit of the FkW investment. These additional analyses will produce estimates that will allow comparison of the program with similar educational interventions elsewhere and other social investments. Impact estimates on key educational outcomes from our proposed evaluation design and analyses are useful in assessing whether the FkW program is producing the desired effects. A cost-effectiveness analysis is needed to assess the effects on a per-dollar basis (McEwan 2012).

Conclusion

The FkW preprimary package was developed over two years in a consultative and iterative process. The intervention is theory driven, based on the latest research on preprimary education, and pilot-tested. Throughout the course of the pilot phase, all programmatic concerns were raised by members of the learning collaborative and discussed in detail among the Steering Committee until solutions were identified. To ensure continuous quality improvement, the program has had ongoing monitoring, evaluation, and learning activities.

In the final EA discussion and data collection, the learning collaborative and other stakeholders endorsed the FkW intervention, despite some uncertainty about future scalability and sustainability. Stakeholders agreed that the program rollout should be rigorously evaluated and costed given its potential to yield strong positive impacts on children's learning outcomes and social development.

Thus, we recommend a rigorous RCT to measure the impacts of the intervention on student learning outcomes. This study will be an important contribution to the evidence on what works in preprimary education that will guide policy and practice in Tanzania. We expect that the evaluation results will contribute to decision making in Tanzania and will also inform global efforts to identify and test effective low-cost interventions.

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I. INTRODUCTION

The Government of Tanzania recognizes the value and benefits of quality preprimary education for children throughout Tanzania. Quality preprimary education is viewed as the cornerstone of an effective education strategy, leading to better student performance and attendance throughout every student's educational career. The Tanzania Primary Education Development Plan III (PEDP) 2012-2016 articulates goals both to improve the quality of preprimary education and to increase access to preprimary classrooms. However, in Tanzania, preprimary students generally do not receive a high quality, stimulating education. The classrooms tend to be overcrowded and under-resourced, and teachers have little relevant preprimary training or professional education. Further, only 36 percent of 5- and 6-year-olds have access to the GoT preprimary classrooms, as many schools do not offer preprimary education. Although the number of Tanzanian children attending primary school is increasing, the number of students proficient in basic subjects by the end of primary school and Standard II has remained stagnant (Government of Tanzania 2015).

A. Fursa kwa Watoto

Fursa kwa Watoto (Opportunities for Children, hereafter FkW) was initiated to improve the quality of preprimary education across Tanzania. The FkW initiative aims to develop an effective and scalable package of quality preprimary education interventions that are in line with Tanzanian policies and will lead to better school readiness and learning outcomes for children.

FkW was developed by a group of partner organizations in a learning collaborative comprised of Aga Khan University (Dar es Salaam), Children in Crossfire (Dar es Salaam), Corporate Social Responsibility (CSR) (Dar es Salaam), Dubai Cares (Dubai, UAE), Maarifa (Moshi), Mathematica Policy Research (Cambridge MA, USA), Tanzania Home Economics Association (TAHEA) (Mwanza), and UNICEF Tanzania (Steering Committee, FkW 2015). Dubai Cares funds program design and implementation as well as the Monitoring, Evaluation, and Learning (MEL) support. The EA and some MEL support is funded by the William and Flora Hewlett Foundation.

FkW is organized under the guidance of the Government of Tanzania through the Ministry of Education and Vocational Training (MoEVT), the Prime Minister's Office-Regional and Local Government, and regional and local government. Each component of the initiative has a lead organization that is responsible for working in partnership with government and all other stakeholders. The learning collaborative also works to identify and maximize potential synergies with other components of the initiative.

B. Purpose of the evaluability assessment process and report

The purpose of the evaluability assessment (EA) of the FkW initiative is twofold: First, the EA process incorporates implementation science methods to strengthen program development and promote the integration of research findings and evidence into policy and practice (Wholey 2010). The Hewlett Foundation contracted with Mathematica Policy Research to conduct the EA during the pilot phase from 2014-2015, as FkW was implemented in 60 schools. Both Dubai Cares and the Hewlett Foundation agreed that employing a rigorous, evidenced-based, and collaborative approach to developing the FkW initiative would yield a

stronger program than moving quickly to evaluation of the initiative without a fully developed package of interventions. We describe this process in the report.

Second, the EA helps the Hewlett Foundation, Dubai Cares, the Government of Tanzania, and other stakeholders understand the fidelity of the intervention package as piloted and advise stakeholders in determining whether to conduct an impact evaluation of FkW (Patton 2008). The EA process and this report informs the evaluation design of the initiative as it is extended to 120 schools during the rollout phase (2016-2017).

Following the EA assessment of whether an impact evaluation of FkW is warranted and feasible, this report also proposes a rigorous evaluation to determine whether FkW improves student learning outcomes, to estimate program impacts, and to measure the costs of improved student outcomes. Evidence-based program development and EA helps to avoid wasting resources on a program that is unlikely to be successful or meaningful.

The report is organized as follows: In Chapter II, we introduce the EA and present the EA approach. In Chapter III, we present background on FkW; in Chapter IV, we describe the data collection for each activity in the MEL framework. Next, in Chapter V, we begin to answer the EA questions using monitoring, evaluation, and learning (MEL) data. In Chapter VI, we present our analysis of stakeholders' perceptions of the fidelity, scalability, sustainability of FkW. Based on these findings, in Chapter VII, we present our recommendations for an impact evaluation of FkW. We conclude Chapter VIII with a project summary.

II. EVALUABILITY ASSESSMENT METHODS

EA is a process to assess whether programs are ready for future evaluation (Leviton and Gutman 2010; Patton 2008; Soares et al. 2010). The EA process engages stakeholders and incorporates elements of program theory, needs assessment, program monitoring and learning, process evaluation, stakeholder evaluation, and other methods. EA also helps key stakeholders reach agreement on realistic program goals, evaluation criteria, and intended uses of evaluation information (Wholey 2010).

The EA involves examining key aspects of the program, such as fidelity, scalability, and sustainability (Wholey 2010). The purpose of the EA process, applied to the FkW intervention and learning collaborative, was twofold: first, the EA process was designed to help strengthen the intervention and ensure it was based on a theory of change, guided by a program logic model, and assessed with a monitoring, evaluation, and learning framework. Second, the EA process was to gauge, based on data collected as part of the MEL framework, whether the program inputs and outputs suggest the intended outcomes, whether the program can be scaled up with fidelity, and whether stakeholders support the program (Leviton and Gutman 2010).

The rationale for conducting a comprehensive EA is to assess whether stakeholders have designed a high quality intervention that is likely to be sustainable and scalable and yield measurable impacts. This is important information to have prior to designing and conducting an impact evaluation. Rigorous impact evaluations are costly, requiring substantial human resources and financial investments. It is neither cost-effective nor beneficial to conduct a rigorous impact evaluation of an intervention that was poorly designed and unlikely to yield significant impacts.

A. The Evaluability Assessment process

The EA was an iterative process that occurred throughout the FkW pilot implementation phase (Table 1) (Wholey 2010; Leviton and Gutman 2010). It involved actively participating in Steering Committee and Monitoring Evaluation and Learning Working Group (MELWG) meetings and phone discussions; reviewing reports and documentation; and helping to develop, implement, and learn from the MEL activities conducted throughout the pilot. As part of EA process, the learning collaborative implemented the following activities:

B. Key questions

Key questions underpin the EA in this report (Wholly 2010).

1. **Do the monitoring, evaluation, and learning data yield positive results?** For example, do teachers use instructional practices they were taught in the classroom? Do head and deputy head teachers implement action plans? Are there improvements to the learning environment and classroom quality? Do parents become engaged in primary education?
2. **Do stakeholders agree on and buy into the underlying theory of change**? Does it respond to a policy question of interest? Are information needs well defined to monitor the implementation and assess the outcomes of the program? Do the implementation inputs and outputs suggest there will be behavior change among teachers? Are there large expected impacts?

Table 1. The EA process conducted by Mathematica, the Steering Committee, the TWG, and MELWG

Purpose	Activity	Partners	Date
Clarify the program design	Developed a Theory of Change, Logic Model and Data Map with Monitoring Evaluation and Learning (MEL) activities, and indicators	Led by Mathematica; endorsed by all partners	Sept 2014–May 2015
Assess the plausibility of the program and explore the program reality	Implemented MEL activities, including site visits and local partner observations.	All partners participated	Ongoing
Collect and review MEL data	Conducted a range of data collection and analysis activities to support program development.	Organizations in the Technical Working Group and MELWG collected and validated	Sept 2014 – Dec 2015
Make improvements on program design or implementation	Suggested programmatic improvements after conducting observations, reading partner reports, and reviewing data with MELWG; Once the field teams made programmatic improvements, the suggestions and outcomes of the changes were revisited	MELWG and the TWG made suggestions. Changes incorporated by partners	Ongoing
Reach agreement on the focus and intended use of any further evaluation:	The learning collaborative will review the EA and agree on study parameters	Funders, Steering Committee, and partner organizations	Steering Committee discussions 2014-2015

3. **Do stakeholders agree that it is a strong intervention?** Are the implementation inputs in place? Are the implementation outputs close to expectations?
4. **Do stakeholders believe that partners can implement the program with the fidelity needed to improve preprimary instruction and child readiness?** Is the intervention manualized, and are the intervention components clearly articulated? Were the core elements preserved across sites? Is there a basic understanding of the costs? Can it be implemented at a reasonable cost?
5. **Do partners believe that the program is sustainable and scalable?**

To address the questions, we used several data sources. First, to answer question 1, we used the five main data sources named in the MEL framework (Chapter IV). The data, collected by AKU, CSR Group Africa, Maarifa, and TAHEA, include:

a. The AKU teacher observation tool
b. The TWG classroom observation tool
c. Qualitative interviews with teachers and head teachers and focus group discussions with parents
d. Site visits to observe classrooms

To answer questions 2-5, we held a discussion with Steering Committee members during the November 2015 Steering Committee meeting in Dar es Salaam. We sent a brief EA survey to stakeholders that did not participate in the Steering Committee meeting, including Maarifa, Tahea, and local government education officials. Stakeholders were encouraged to be frank and thoughtful in their comments and were told that their opinions would be documented as part of the EA.

III. THE FURSA KWA WATOTO PREPRIMARY PACKAGE

Fursa kwa Watoto's primary objective is develop a high quality, cost-effective preprimary education package, consistent with the MoEVT, to positively affect children's learning and school readiness. The learning collaborative was guided by the principle that the intervention must fit within the government's existing structures to facilitate future scale-up and sustainability. The primary focus of the model is improved teaching and classroom practices through training and feedback, mentoring to support ongoing teacher behavior change, improvements to the classroom environment, and the use of locally made learning materials. The FkW model also includes training and engaging head teachers, local and district education officers, and parents on the importance of preprimary education.

The learning collaborative has worked to design a multi-pronged, evidence-informed intervention that improves instructional and classroom environment quality and yields a measurable improvement in student learning outcomes by the end of Standard II (grade 2 when students are 7 to 8 years old). FkW actively engages schools, including teachers and head teachers; parents; and local, district, and national education officials.

A. Program components

The FkW initiative includes several components that occur at the school level (Component 1), at the local level (Component 2), and at the national level (Component 3) (Steering Committee FkW 2015). The EA is focused on Outcome 1, Model 1: the quality-enhanced preprimary package implemented in primary schools. Model 2 of Outcome 1 is a similar package but implemented in satellite, rather than primary schools. Model 1 of Outcome 1 includes these components[1]:

- Teacher training, observation, and support
- Head and deputy head teacher training
- Improved classroom learning environments and the provision of learning kits
- Parent partnership program training and coordination

Outcome 2 involves interventions to motivate effective local-level planning and management for quality preprimary education.[2] This includes improved local government and community capacity to resource, manage, and monitor preprimary education.

Outcome 3 focuses on national policy, program development, and the planning and budgetary processes to support quality preprimary education. It also includes regional and global dialogue and evidence on quality early childhood and preprimary education in Tanzania. Outcome 3 has been implemented by UNICEF Tanzania at the national level.

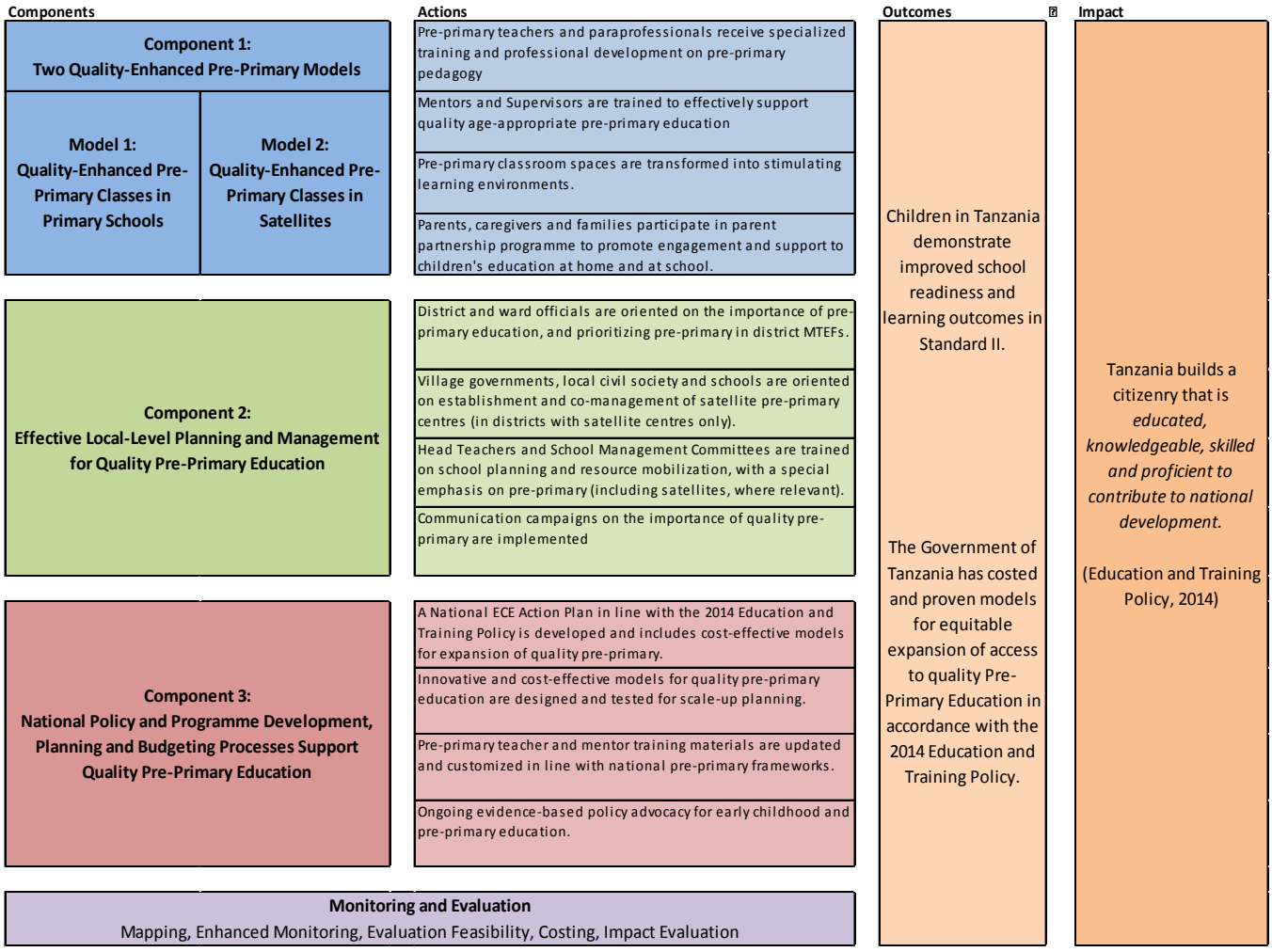
[1] FkW also includes a satellite school based option which was in development as of December 2015.

[2] The content and components of Outcome 2 were developed toward the end of 2015.

B. Theory of change

The FkW theory of change illustrates the programmatic components, and actions within each component theorized to yield the student learning and school readiness outcomes and impacts across Tanzania (Figure 1). In the medium term, the key outcomes include improved school readiness among students by Standard II.

Figure 1. FkW theory of change



Note: The Evaluability Assessment focused on Component 1, Model 1.

C. FkW management structure

The FkW management structure includes the Steering Committee, the TWG, and MELWG. The structure was established to foster collaboration and communication across work themes and among all partners. The structures were designed to provide support and oversight to FkW.

The Steering Committee has responsibility for overall coordination, sets the strategic direction of FkW, and has the final authority over implementation and MEL decisions. Children in Crossfire serves as the Secretariat, and members include Aga Khan University, CiC, Corporate Social Responsibility Group Africa, Dubai Cares, Mathematica Policy Research, and UNICEF.

Representatives from the MoEVT serve as advisors to the committee, which holds monthly calls and meets biannually in Tanzania for a detailed program review, sharing implementation from the previous 6 months, and approving plans for the coming 6 months. Decisions are made by consensus among all members.

The TWG focuses on the technical aspects of designing the preprimary education intervention. The group, led by the CiC Technical Advisor, includes AKU and the two local implementing partners: Maarifa and TAHEA. The TWG reports to the Steering Committee and works with MELWG as needed. The TWG develops and discusses all components of the technical activities and suggests modifications and adaptations based on best practices and lessons learned. The TWG also ensures that the field reality and implementation lessons are captured as well as coordinates with other preprimary projects in Tanzania to share information and look for synergies.

MELWG was established to implement the MEL Framework and communicate with the TWG and the Steering Committee. Members of MELWG include AKU, CiC, CSR, and Mathematica. The MEL activities for FkW were designed as an analytical feedback loop to provide timely and relevant data, inform continuous quality improvement, and assist stakeholders in determining whether the program is reaching its objectives. These activities were particularly important during the program's pilot phase, when the critical components of the preprimary package were designed and tested. Program partners implemented activities and then collected, analyzed, and shared data to assess the effectiveness of intervention components. Throughout the pilot phase, the local partners (Maarifa and TAHEA) have received capacity-strengthening support to collect and analyze high quality data.

D. Fursa kwa Watoto activities and timeline

As mentioned, Model 1 of Component 1 includes (1) preprimary teacher training, mentoring, and support; (2) head teacher training; (3) improved classroom environments and the provision of learning kits; and (4) the parent partnership program. Below we describe each of these components, note when they were implemented, and cite programmatic adjustments and additions that were made based on the accompanying monitoring and learning activities.

1. Teacher training, mentoring, and support

The FkW teacher training course was developed by Aga Khan University with input from the Steering Committee on training materials and content (Aga Khan University 2014a). The intervention package was developed iteratively, piloted in 2014 and 2015, and modified as teachers were observed and lessons were learned. The course was designed to:

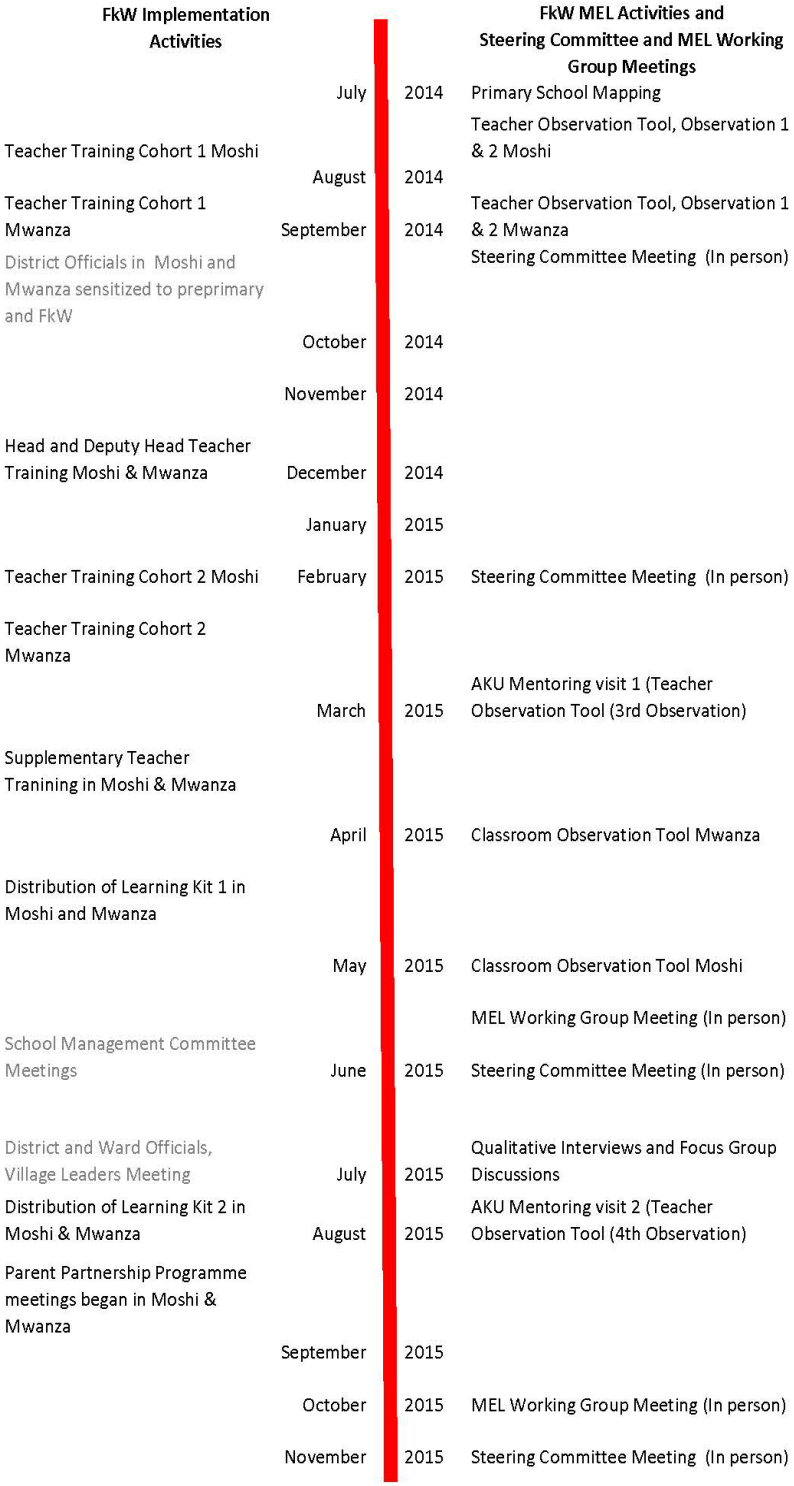
1. Improve participants' knowledge of early childhood education concepts
2. Develop pre-primary teaching abilities
3. Help participants develop reflective teaching techniques
4. Empower teachers and paraprofessionals with strategies to manage context-specific issues, and provide a caring learning environment to all children

In addition, the training emphasized the importance of using play to support learning; engaging children in teaching and learning; and creating a stimulating environment for the development of social, emotional, and behavioral competencies for preprimary children.

Prior to launching the pilot phase of FkW in 2014, a school-mapping exercise was implemented to understand the context of the government primary schools in the catchment area. The schools selected to participate in the project had a preprimary program, more than 20 students aged 5 or 6, and a location within 40 miles of the building where training was held so they could participate daily.

Professional Development Trainers (PDTs) from Aga Khan University delivered the teacher training to two cohorts in Moshi and two cohorts in Mwanza. The first cohort of teachers and paraprofessionals from Moshi (n=17) and Mwanza (n=20) were trained over three weeks in July 2014 and September 2014, respectively. The second cohort was trained in Moshi (n=22) in February 2015 and in Mwanza (n=25) in March 2015. The training schedule was organized such that teachers taught their regular morning sessions in preprimary classrooms, and the training occurred in the afternoons at a nearby site. Altogether, 84 teachers and paraprofessionals participated. PDTs observed teachers at the beginning and the end of the training course and completed the AKU teacher observation tool.

Figure 2. Timeline of FkW Implementation and MEL Activities



Note: Text in black refers to Component 1, Model 1 activities, which are described in this report. Text in grey refers to Component 2 activities, which are beyond the scope of this report.

Steering Committee members and local education officials attended portions of the training to observe training methods, content, and activities, as well as to participate in teacher observation and assessment in their classrooms. AKU PDTs observed course participants and scored their performance using the teacher evaluation tool at the beginning and at the end of the training. Teachers also completed a course evaluation.

AKU PDTs also conducted two follow-up mentoring visits in 2015 (Aga Khan University 2015a, 2015b). These visits were added to the original training based on verbal teacher requests, written teacher course evaluation forms, recommendations from the Steering Committee, and scores of teacher competencies. The visits focused on providing professional support to teachers, observing teaching practices, identifying challenges, and making recommendations. The PDTs also completed the teacher observation tool to track progress during the mentoring visits, and conducted two visits to each teacher during the pilot phase.

In addition, TWG members visited schools regularly to observe and support teachers. Local education officers and ward officials frequently accompanied the TWG to observe the FkW classrooms and better understand the program.

Based on these visits, the TWG determined that the first training was missing important components, so a second supplementary training for teachers was developed (Children in Crossfire 2015a). The supplementary training focused on creating a daily routine mixed with child-led and teacher-led learning activities. This included setting up a stimulating classroom learning environment with four key learning areas: (1) writing; (2) reading, (3) manipulatives (pre-numeracy and math), and (4) board games. In addition, they worked on operationalizing the concept of play as learning and creating and using locally made learning materials. All teachers who participated in the original trainings were invited to attend. Sixty-six of the 84 trained teachers and paraprofessionals participated. The trainings were held in March 2015 in Moshi and Mwanza.

In December 2015, the TWG agreed that the trainings enhanced and supported each other, and that merging the content of the two into one comprehensive training for the rollout in 2016 would complement the strengths of both trainings (Children in Crossfire 2015b). Thus, the TWG combined the original AKU teacher training and the supplementary training into a full, two-part residential training to be held at government operated Teacher Training Colleges (TTCs). The residential venue allows teachers to stay in one location throughout the training, rather than commute each day. The first part of the training will be eight full days, with additional assistance offered during the evenings. Teachers will return to their schools to implement activities for at least one month. Then, teachers will return to the TTC for a second eight-day training (Children in Crossfire 2015c). Implementers hope that teachers will develop learning communities and networks with other teachers during the residential stay.

In addition to the training, the AKU and classroom observation tool were also revised into one measurement tool that captures all FkW teacher practices and concepts.

2. Head and deputy head master training

The head and deputy head teacher training was designed to equip school leaders with the knowledge and skills needed to support preprimary education in their respective schools

(Aga Khan University 2014b). Leaders from the same schools where teachers were trained were invited to participate in the five-day training. The training was held in December 2014 with 62 school leaders from Moshi and 59 from Mwanza.

The course was designed to familiarize school leadership with early childhood education concepts and practice; build leadership and mentoring competencies to support preprimary teachers; and assist leaders in developing an action plan to support preprimary teachers and improve preprimary education. By the end of the training, participants developed an action plan based on their perceptions of their school's preprimary needs. For example, plans focused on improving the infrastructure of the preprimary classroom, upgrading classroom security, instituting a feeding program, building safe toilets, or other activities that school leaders identified that would support preprimary education.

The local education partners, Maarifa and TAHEA, visited the schools monthly post-training to assess progress on the implementation of the action plans, and whether plans were revised to include additional activities and goals.

3. Improved classroom environments and learning kits

In April and May 2015, CiC delivered the first learning kits to each school (Children in Crossfire 2015d). The materials and activities were carefully selected to be suited to the developmental stage of the children at 5-6 years of age (Children in Crossfire 2015e). The activities should improve student readiness for entering Standard I in Primary School. The kits contained materials that included[3]:

- Stationery and teaching resources to make materials, such as markers, colored and lead pencils, glue, paper and cardboard, teacher's guides and pictorial wall charts, scissors, and tape
- Furniture, such as a lockable cupboard and shelves, for safe storage of materials and floor mats
- Age-appropriate storybooks in Kiswahili and English
- Manipulatives, such as collections of metallic and plastic lids, corncobs, and bottle tops (for counting and sorting)
- Writing materials such as chalk, slates, and paper
- Board games and game pieces, such as wooden dice, dominoes, and puzzles, and photocopied templates for games such as Snakes/Chutes and Ladders, Lotto, Memory, and Ludo

The second learning kit was delivered in August 2015. The kits contained fresh supplies of consumable materials, such as chalk, paper, glue, and erasers; extra teacher supplies, including a stapler, a paper punch, and watercolor paints; and more advanced story books and games.

[3] The large furniture items were ordered locally in Mwanza and Moshi. Most of the materials for the first Learning Kits were purchased in Dar es Salaam, while more materials for the second kits were purchased locally to reduce transportation costs.

The materials from the learning kits were used to set up the four learning areas:

1. **The reading area** enables students to practice literacy skills, including print recognition and decoding, sequencing, prediction, how text and illustrations work together to tell a story, and literacy for enjoyment.
2. **The manipulation area** helps students learn pre-mathematics and numbers, including counting and sequencing; identifying patterns, similarities and differences, 2-D and 3-D shape symmetry, lines, space, position, direction; and learning measurement and the concepts of size, height, mass, length, capacity, volume, time, and distance.
3. **The writing area** is a place for students to practice writing and drawing; to experiment with tools that enhance fine motor development, such as pencils, scissors, and glue; and to learn techniques such as cutting, tearing, folding, and coloring.
4. **The board games area** is for students to practice social skills, such as following rules, taking turns, cooperation, winning and losing graciously, strategic thinking, and problem solving. It also is a place to practice literacy and numeracy depending upon the game.

In addition to promoting creativity, imagination and self-directed learning, teachers were also encouraged to use the learning areas to help children develop respect for materials and routines to care for materials.

Figure 3. Classroom learning materials, including bookshelves, mats, collections of local materials, board games, and story books

Source: Maarifa and Tahea, 2015

4. Parent partnership program training and coordination

The parent partnership program was designed to engage parents in a working relationship with the school to enhance children's learning. The parent partnerships are an opportunity for parents to collaborate with preprimary teachers, school leadership, and representatives from the school management committee to improve the preprimary learning environment both in the classroom and at home. The objectives of the parents meetings are as follows (Children in Crossfire 2015f):

- Boost parents' confidence in their parenting skills given that positive reinforcement of good practices is linked with child stimulation by parents, language development in children, and parents' support to school.

- Engage parents to collaborate in preprimary education and group discussions on issues such as discipline, school attendance, and emotional support to children.
- Encourage parents to contribute in practical ways, such as by creating learning materials, collecting songs and stories, and generating ideas for activities.
- Discuss teaching and learning processes and how learning activities can be reinforced in daily life at home.

In theory, the activities that emphasize the importance of preprimary education also help develop trust and cooperation between parents and teachers, create consistency between home and school, and generate support and encouragement for teachers and parents. Ideally, the school leadership is supportive, the teacher and parents are active in the partnership, and the meetings are a time for discussions, planning, and creating learning materials.

The parent partnerships are encouraged to meet, approximately bimonthly, for an agreed agenda. In several schools, the teacher or the parents were particularly active, and the partnerships came together with little or no support from the local education partners. In other schools, the teachers established the partnerships with assistance from the local education partners. Because the collection of school fees has been a barrier to parent participation in preprimary education, teachers and school leadership were advised not to use the partnerships as a way to collect school fees, as parents might avoid participating if they are unable or do not want to contribute financially.

To determine the functionality of each partnership, the local education partners kept track of parent meetings, plans, and activities. They also tracked attendance at meetings to gauge the sustainability of the partnerships.

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IV. FKW MONITORING, EVALUATION, AND LEARNING ACTIVITIES

The learning collaborative conducted various MEL activities in support of FkW (Steering Committee FkW 2015b; Thorne 2015). As mentioned, the EA focused on Model 1, Component 1 of FkW, including the teacher training, school leadership training, activities to improve the classroom environment, and the parent partnership program. The intervention components and MEL activities designed to assess the implementation and early outcomes of the respective components are listed in Table 2, along with the organizations in the FkW collaborative responsible for collecting the data. Mathematica supported the organizations with technical assistance to design instruments, develop an analytic plan, conduct data analysis, and present data. Once analyzed, MELWG received and reviewed findings, which were later presented to and discussed by the FkW Steering Committee.

Table 2. Intervention outputs and MEL activities

Intervention outputs	Monitoring, evaluation, and learning activities and data sources
Teacher training: teachers demonstrate • Understanding of the FkW model and readiness to implement • Mastery of and implementation of key skills and practices in the classroom	1. Teacher observation tool
	2. Classroom observation tool
	3. Qualitative interviews with teachers, head teachers, and deputy head teachers and focus groups with parents
	4. Classroom observation by learning collaborative partners
School leadership trained: head and deputy head teachers demonstrate • A developed preprimary school action plan and evidence of implementation • Leadership to improve the organization and conditions of preprimary education and classrooms	3. Qualitative interviews with teachers, head teachers, and deputy head teachers
Improved learning environment: transformed classrooms have • Four learning areas (reading, writing, manipulation, and board games) • Wall displays, early childhood friendly furniture or mats, and space for children to move • Learning kits, materials and teaching aids, mostly collected or locally produced, and used by all students.	2. Classroom observation tool 3. Qualitative interviews with teachers, head teachers, and deputy head teachers and focus groups with parents

Parent partnership programs Active partnerships focused on improving children's learning, learning environments, and learning materials at school and at home.	3. Qualitative interviews with teachers, head teachers, and deputy head teachers and focus groups with parents

Note: In addition to Model 1 (preprimary classrooms), Model 2 (satellite schools) in Component 1 will have a similar set of MEL activities. Components 2 and 3 will have a separate set of measurement and learning activities.

Next we describe each of the MEL activities and tools (1-4) identified in Table 2.

A. Teacher observation tool

The teacher observation tool and rubric was developed by AKU with ongoing collaboration with the Steering Committee and MELWG (Aga Khan University 2015c) (Appendix A). The purpose of the tool is to assess teacher performance in five areas: (1) lesson plan development and use; (2) instructional strategies and skills; (3) instructional procedures and resources; (4) classroom management; and (5) teacher reflective practices. Teachers received a score from 1 (poor) to 5 (excellent) in each area and a total score that could range from 5 to 25.

During the pilot phase of FkW (2014-2015), the tool was administered by PDTs affiliated with AKU at multiple time points during the teacher training, including:

- The first half of the 3-week training (July-August 2014)
- The second half of the 3-week training (July-August 2014)
- The first mentoring visit, conducted between March and April 2015
- The second mentoring visit, conducted in August 2015

The scores for each of the five areas were calculated as a percentage such that per area, a score of 1 represents a score of 20 percent, 5 represents 100 percent. For the total score, a score of 20 of 25 is 80 percent, and 25 of 25 equals 100 percent. The figures illustrate differences in average scores by time period, location, cohorts, whether teacher or paraprofessional, teacher education level, teacher experience level, class size, per-pupil ratio, and teacher's age.

There are several limitations to consider when interpreting the teacher observation tool. First, both the training and the evaluation tool were developed in an iterative process as MEL data and other information informed programmatic improvements throughout the pilot phase. Because the training and the tool were revised as implementation lessons were learned, the first and second training (for cohorts 1 and 2) were not identical. Further, while the AKU teacher observation tool was used four times over the pilot phase, the versions changed slightly from the third to the fourth observation.

Second, intervention components were not sequenced to yield the strongest impacts. For example, the head teacher and deputy head teacher training was held after the first cohort of teachers were trained in Moshi and Mwanza. It became clear that for the teacher training to be effective, the school leadership must be trained first, which is the sequence followed for the second cohort of school leader and teacher training in Moshi and Mwanza.

Third, teachers did not receive program components, such as learning kits, until mid-2015 even though they were expected to implement teaching practices based on such inputs. Therefore, the results from the data analysis would likely underestimate teachers' ability to implement teaching methods that relied on learning kits.

Table 3. Summary of MEL activities conducted in support of FkW

MEL tool/activity	Methodology	Sample size
1. Teacher training observation tool	A professional development trainer (PDT) visited the teacher in the classroom and completed the assessment based on one lesson in the preprimary day. Aga Khan University (AKU) compiled and analyzed the data. Mathematica conducted additional analyses.	All teachers and classrooms in the Fursa kwa Watoto (FkW) pilot
2. Classroom observation tool	Maarifa and Tahea staff visited the classroom and completed the tool while observing the full preprimary day. Corporate Social Responsibility Group Africa (CSR) analyzed the data.	All teachers and classrooms in the FkW pilot
3. Qualitative interviews and focus groups	Teachers and head teachers were randomly selected from the full sample. Parents in active partnerships were invited to the focus group discussions (FGDs). Trained interviewers conducted interviews and FGDs, and digital recordings were transcribed and translated. CSR conducted a content analysis of the data.	30 teachers 20 head teachers 6 parent partnerships
4. Site visits: classroom observation	Partners observed classrooms during the training, immediately after training, and several months after training to observe teaching, the learning environment and classroom practices.	AKU, Children in Crossfire (CiC), Maarifa, and Tahea visited all classrooms; Dubai Cares, Mathematica visited several classrooms

B. Classroom observation tool

The TWG developed the classroom observation tool and rubric to measure changes in classrooms as a result of the supplementary training (conducted in March 2015) and assess domains that they felt were not fully captured in the AKU tool (Appendix B). The classroom observation tool was developed in a collaborative and iterative process to enable local education organizations to observe and score teachers and classrooms in the following domains:

- Organization of the school day
- Lesson preparation
- Lesson implementation
- Use of learning materials
- Appropriateness, quality, and quantity of learning materials

- Child participation in learning
- Teacher interaction during play sessions
- Classroom management

In February 2015, the tool was pilot-tested by the local education organizations as well as members of the Steering Committee (Children in Crossfire 2015g). It was revised in May 2015. The revisions included reducing the number of questions and clarifying some wording.

Data collection for the tool took place from March to April in Mwanza and from the end of February to September 2015 for Moshi. The tool was administered in all 60 preprimary schools (30 in Mwanza and 30 in Moshi). However, in Mwanza, the February 2015 version of the tool was used. In Moshi, the February 2015 tool was used for 8 schools, and the other 22 schools were observed using the revised May 2015 version (CSR Group Africa Limited 2015a).

CSR conducted the data analysis of the tool using SPSS and Excel. CSR staff presented the findings in a report and slide deck to MELWG and the Steering Committee for review and discussion.

Data from the classroom observation tool must be interpreted with the same caveats that apply to the teacher observation tool. For example, the observation tool was administered over several months at each school, but as the tool underwent revisions, some questions were omitted, so not all questions were asked at every school. Further, the intent was that the tool would be administered multiple times at each school. However, because they were busy with implementing Component 2 activities, the local education partners were unable to administer it more than once. Thus, the data represent a cross-section of schools at different time points. Again, the data also reflect the fact that the FkW intervention components were not sequenced to yield the strongest impacts, and teachers did not receive program components, such as learning kits, until mid-2015 even though they were expected to implement teaching practices based on such inputs.

C. Qualitative data

CSR conducted the qualitative data collection and analysis activities with technical support from Mathematica. The teacher interviews focused on perceptions of the AKU and supplementary training, teaching methods, implementing the FkW approach, lesson plans, classroom learning environments and learning areas, learning materials, classroom management, student learning, school leadership and support, and preprimary parent partnerships (CSR Group Africa Limited 2015b). The head teacher interviews focused on the respondents' perceptions of teaching methods, teacher preparedness, classroom environments, student learning and implementation of the action plans and leadership activities to support preprimary education. The FGDs focused on parents' perceptions of preprimary education, their student's learning, parent partnership activities, and other concepts.

Mathematica developed the qualitative guides, and CSR translated the protocols into Swahili. The tools were pretested at two schools in Moshi and Mwanza in May 2015. The Moshi pretesting team was accompanied by representatives from DC, CiC, Mathematica, and Maarifa. The tools were then refined based on constructive input from the partners and lessons learnt from the pretest.

To select a random sample of teachers and head teachers, the schools were stratified based on perceptions of teacher and school performance using the AKU teacher observation tool results and the 2013 national examination results. Teachers and schools were classified as weak, average, or strong. Mathematica randomly selected 32 preprimary school teachers or paraprofessionals and 35 head teachers and deputy head teachers across both regions, which yielded 10 or 11 respondents from each group of weak, average, and strong teachers. In total, 28 of the 32 selected preprimary school teachers and all 35 respondents from the school leadership were interviewed.

The FGDs targeted preprimary school pupils, parents who participated in the parent partnership programs, and parents of preprimary school pupils in schools that had not yet begun to participate. A focus group guide was used to facilitate discussions with parents who were asked to share their perceptions on preprimary education, the parent partnership, their child's learning, and other topics. Parents from six schools with partnerships were selected to participate in the FGDs, two in Mwanza and four in Moshi.

All interview and focus groups participants were read an oral consent statement prior to participation. All interviews and FGDs were digitally recorded and then transcribed into word documents. Next, professional translators translated the contents of the interview. CSR conducted a content analysis of key themes in each of the separate teacher, head teacher, and parent databases. A moderator and a note taker, using a discussion guide organized around relevant themes and sub-themes of the study, conducted the discussions.

Once again, the qualitative data must be interpreted with the caveat that the FkW was not sequenced properly from the beginning of the pilot phase and that materials were delivered late into the pilot phase (CSR Group Africa Limited 2015c).

D. Site visits and other activities

TWG members visited the schools on a regular basis to provide ongoing technical support and mentorship. Members of the Steering Committee also visited classrooms at different times. Team members requested approval to take photographs to document changes in teaching practices and the classroom learning environment.

There are several limitations to consider when examining site visit photos. First, partners may have been more likely to take photos of strong-performing schools and classrooms rather than weaker-performing ones. While this would be expected, the local partners submitted reports on all schools so that the range of information on each school appeared balanced. Each school's success and challenges were documented, as well as its progress in all plans.

Finally, throughout the FkW pilot, organizations in the learning collaborative submitted reports to the Steering Committee for review. We continuously reviewed, commented on, and used the reports (from the TWG, AKU, CiC, SoCha and CSR) to better understand implementation components as well as modifications, challenges, and successes. These reports are cited in this EA report; however, they do not raise programmatic issues or concerns beyond those mentioned in the MEL data or EA assessment.

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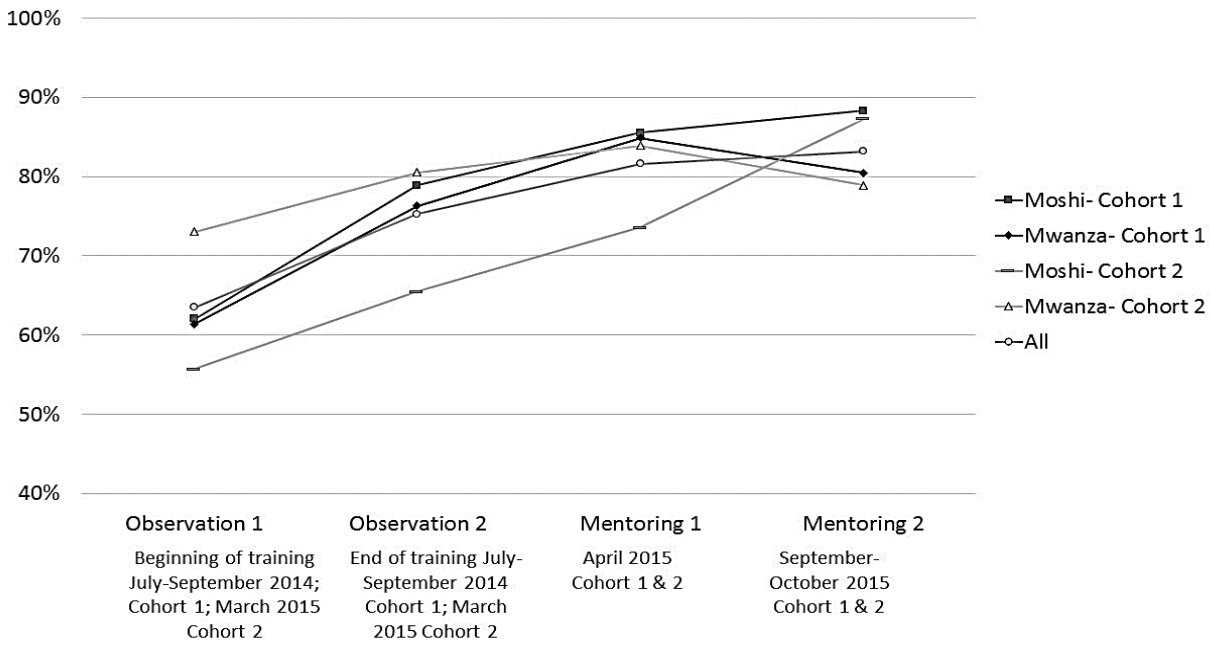
V. EVALUABILITY ASSESSMENT FINDINGS

Overall, a positive picture of teacher practices and classroom environments emerged when looking across the different data sources. The data reveal growth in teachers' skills and practices, as well as evidence that school leaders were able to implement action plans. Several parent partnerships were actively engaged in activities to improve preprimary education. Because of the timing and sequencing of the rollout, the intervention may have been less robust than it could have been; still, evidence emerged that teachers gained skills, learning environments improved, and teaching practices responded to the different intervention components. Importantly, throughout the pilot phase, as problems or weaknesses in the FkW package were identified, the TWG, the Steering Committee, and MELWG worked together to modify training components to reduce or remove program weaknesses. Specific results from each data source follow.

A. AKU teacher training evaluation tool

The analysis of the four rounds of AKU teacher evaluation data revealed mostly positive results. The data show improvements in teachers' total scores from observation one to mentoring visit two for each cohort in both locations (Figure 4). For each data point, the Steering Committee was able to discuss the finding and the factors that may have contributed to the score, and make recommendations for programmatic improvements if warranted.

Figure 4. Total average score on the teacher observation tool by teacher's location and cohort (percentage)



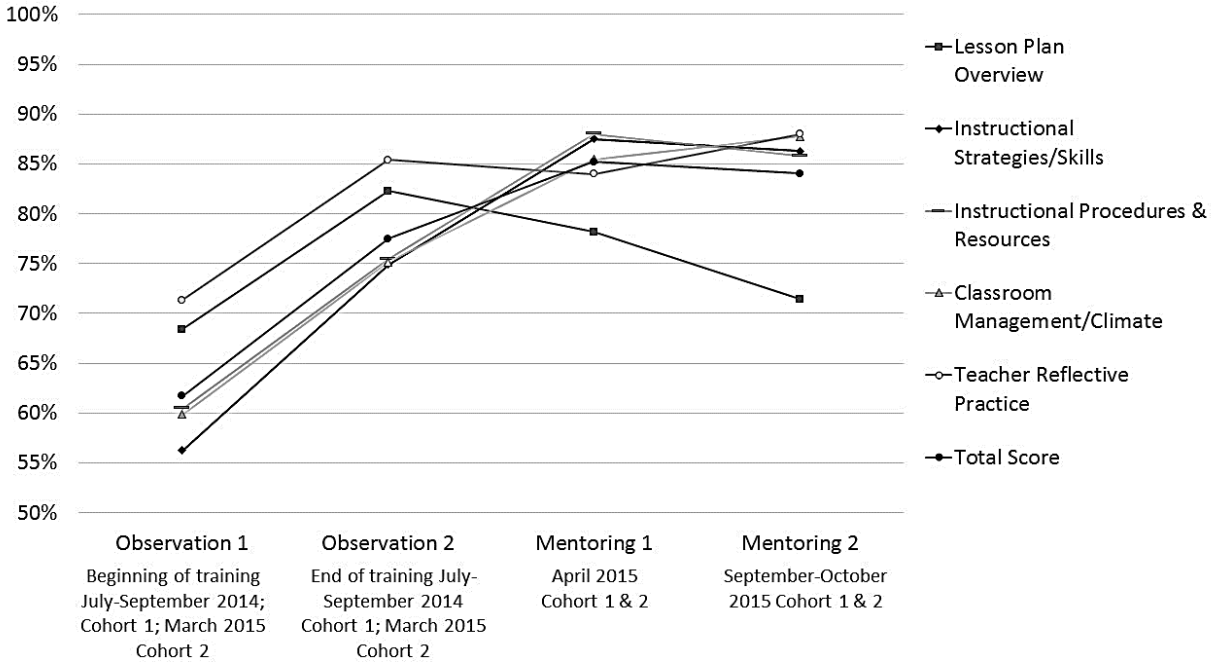
Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; and (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

For example, in Mwanza, cohort 1's scores declined over time, driven by low scores on the lesson plan. The average scores for lesson plans among cohort 1 teachers in Mwanza were 69 percent in observation one, 85 percent in observation two, 76 percent in mentoring visit one, and 58 percent in mentoring visit two. AKU had documented the score reduction in the mentoring report and proposed improvements to the teacher training to bolster this part of the course
(Aga Khan University 2015a; Aga Khan University 2015b). Also in Mwanza, cohort 2 had the least growth in total scores but had the highest total scores at baseline. Overall, this cohort performed well in each domain, though it would benefit from targeted mentoring on lesson plans and instructional strategies.

Figures 5 and 6 illustrate improvements in most of the domains of the teacher tool in Moshi and Mwanza. The first training (cohort 1) yielded improvements in most domains, but cohort 2 yielded stronger improvements and a steady upward trajectory across all domains. Teachers in cohort 2 earned increasingly better scores in their instructional strategies and skills, instructional procedures and resources, classroom management, and reflective practices. There were also improvement in scores on lesson plans in cohort 2, but not cohort 1. In fact, the final scores in the lesson plan domain for cohort 1 ranged from 62 percent to 81 percent; in cohort 2, such scores ranged from 77 to 85 percent. Figures 5 and 6 reveal the differences in performance on lesson plans between cohorts 1 and 2.

Figure 5. Total average score on the teacher observation tool for cohort 1 (percentage)



Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

Figure 6. Total average score on the teacher observation tool for cohort 2 (percentage)

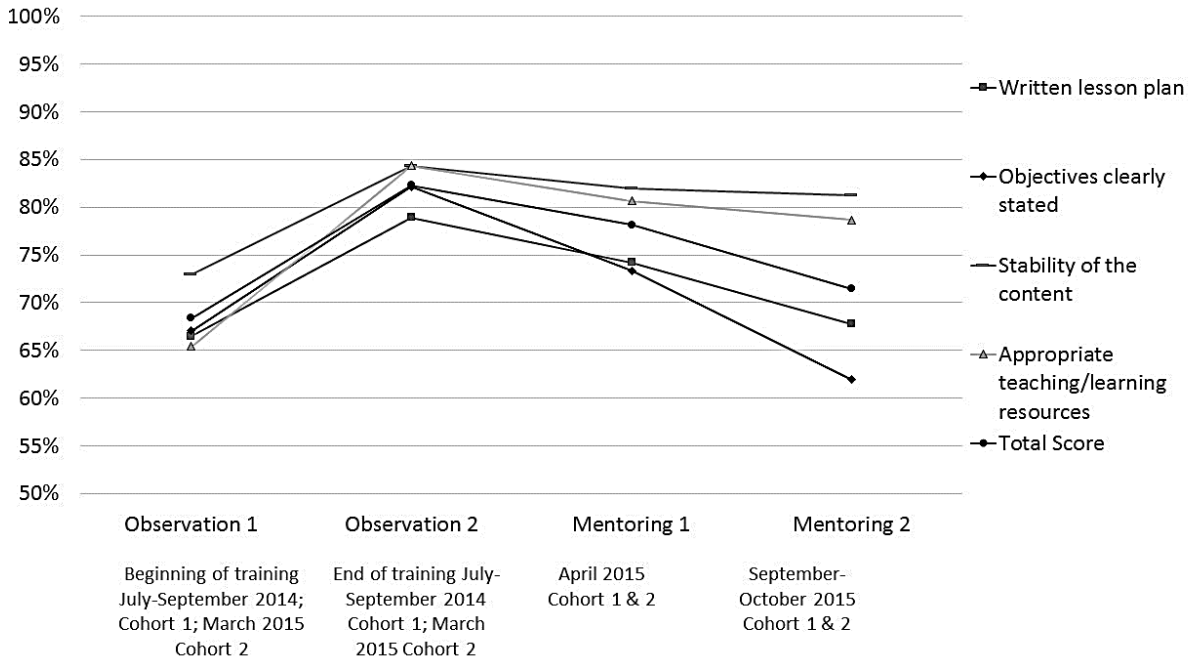
Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

We reviewed lesson plan scores in more detail to understand teachers' progress across this domain (Figures 7 and 8). Cohort one reveals a consistent trend whereby teachers improved their lesson plans over the course of the training. The teachers' performance then dropped off by mentoring visits 1 and 2. The lowest scores and those with the greatest decline were in the areas of having a written lesson plan and incorporating appropriate teaching and learning resources into the lesson plan. These low scores may have resulted from having too much time in between the teacher training, the supplementary training, and delivery of the learning kits or because the training was not yet effective in this overall domain.

In cohort 2, there was a positive upward trend in scores for each question in the lesson plan domain, particularly for the appropriate use of teaching and learning resources, which is in contrast to cohort 1. The final intervention must build on these positive findings from cohort 2 to ensure that teachers have the skills and motivation to develop and use lesson plans.

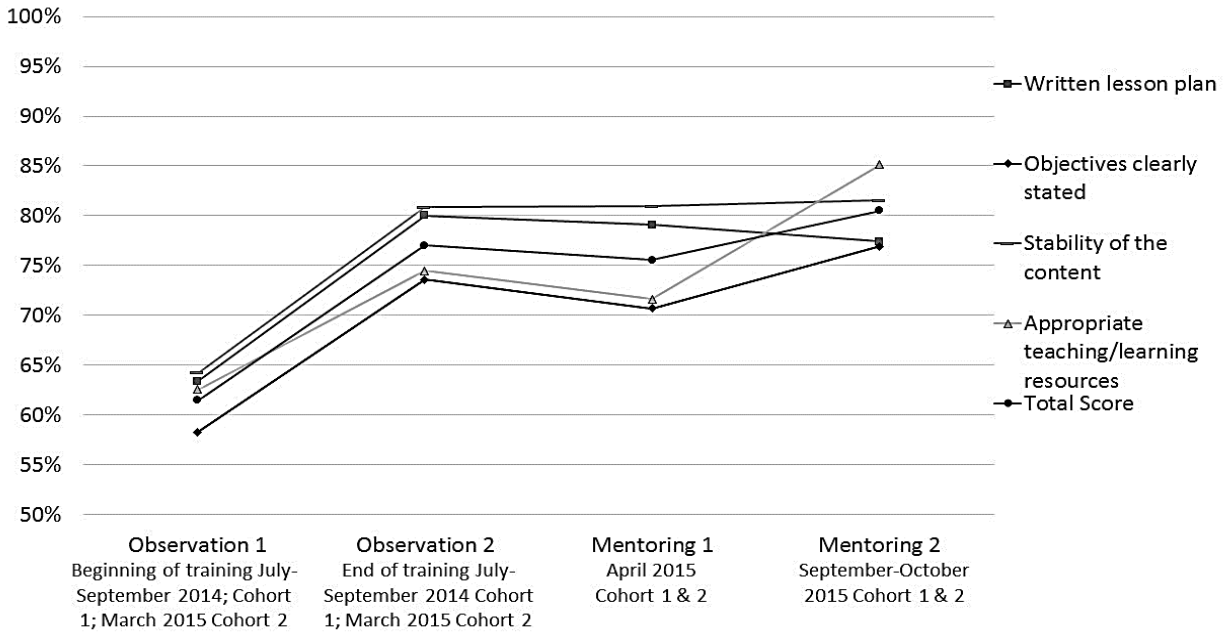
Figure 7. Scores for lesson planning in the teacher observation tool for cohort 1 (percentage)



Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

Figure 8. Scores for lesson planning in the teacher observation tool for cohort 2 (percentage)



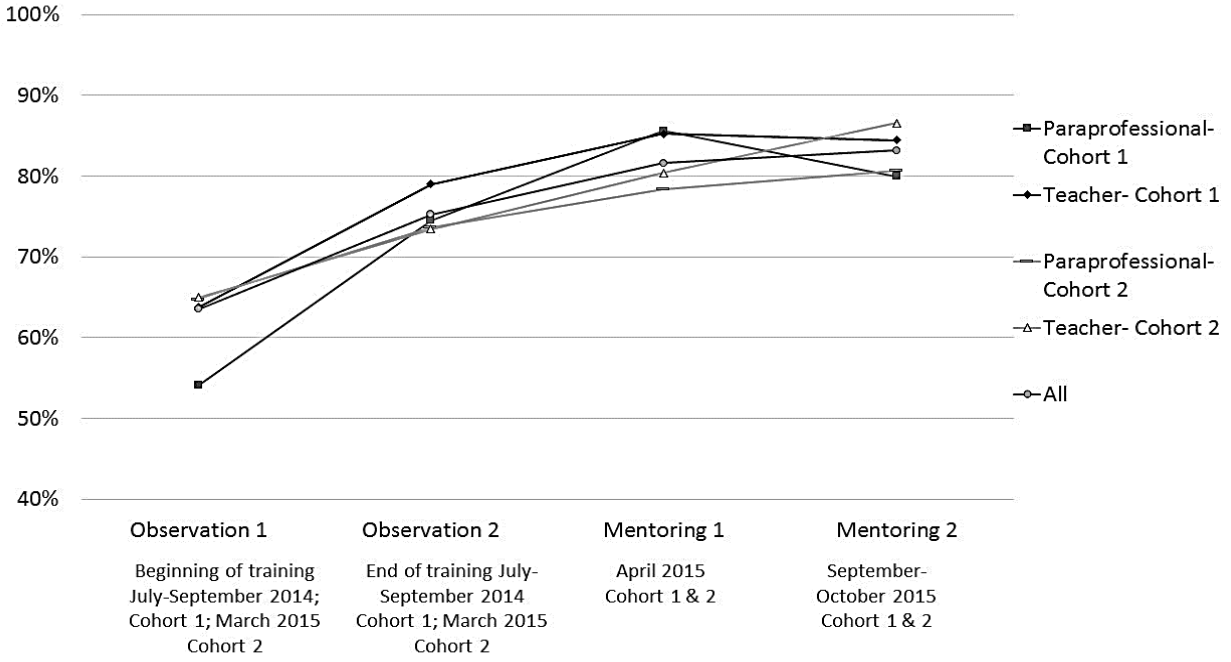
Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

Next, we looked at scores based on teachers professional status (whether a certified teacher or paraprofessional), educational level, experience, and age (Figures 9, 10, 11, and 12). The TWG was particularly concerned about the performance of paraprofessionals, who were regarded as possibly having too little formal education and training to perform well. The learning collaborative felt it would be important to pay special attention to paraprofessionals, as they might outnumber qualified preprimary teachers in the rollout stage.

However, the data reveal few differences in scores based on teacher characteristics. Paraprofessionals performed as well as certified teachers in most domains and placed within six percentage points of teachers on the total average score. Paraprofessionals in cohort 2 placed within several percentage points of teachers on each of the disaggregated domains, including lesson plans, instructional strategies, instructional procedures, classroom management, and reflective practices. Paraprofessionals in cohort 1 performed within several percentage points of teachers in all domains except lesson plans and reflective practices.

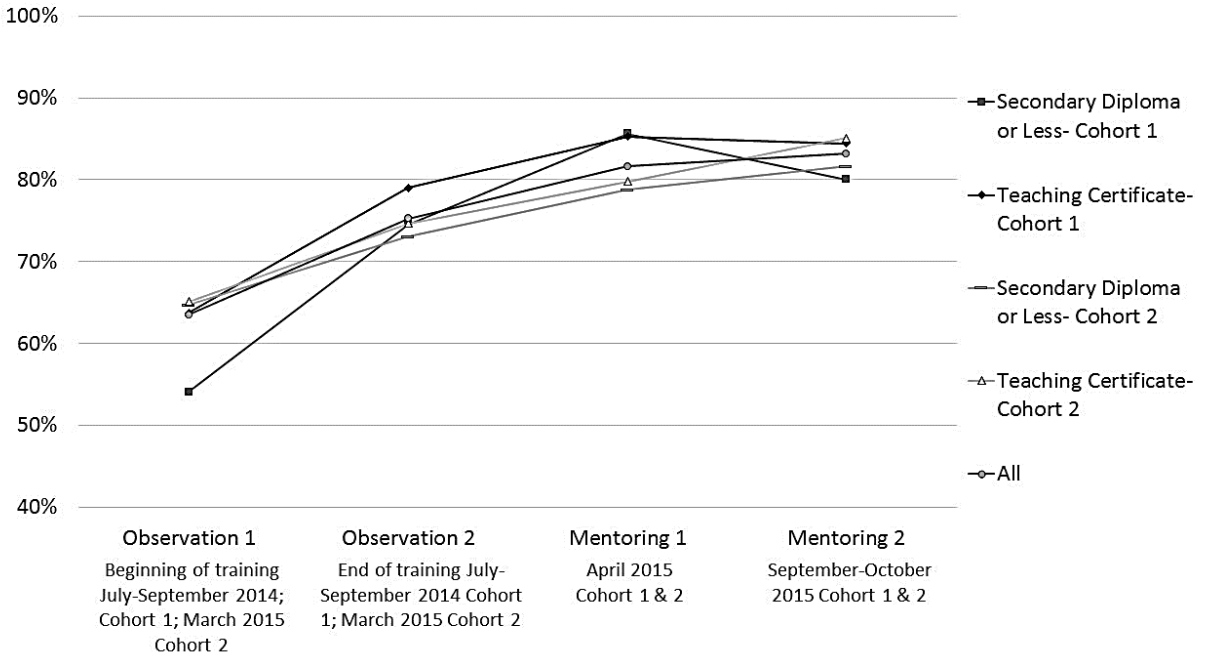
Figure 9. Total average score on the teacher observation tool by professional status and cohort (percentage)



Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

Figure 10. Total average score on the teacher observation tool by teacher education level and cohort (percentage)

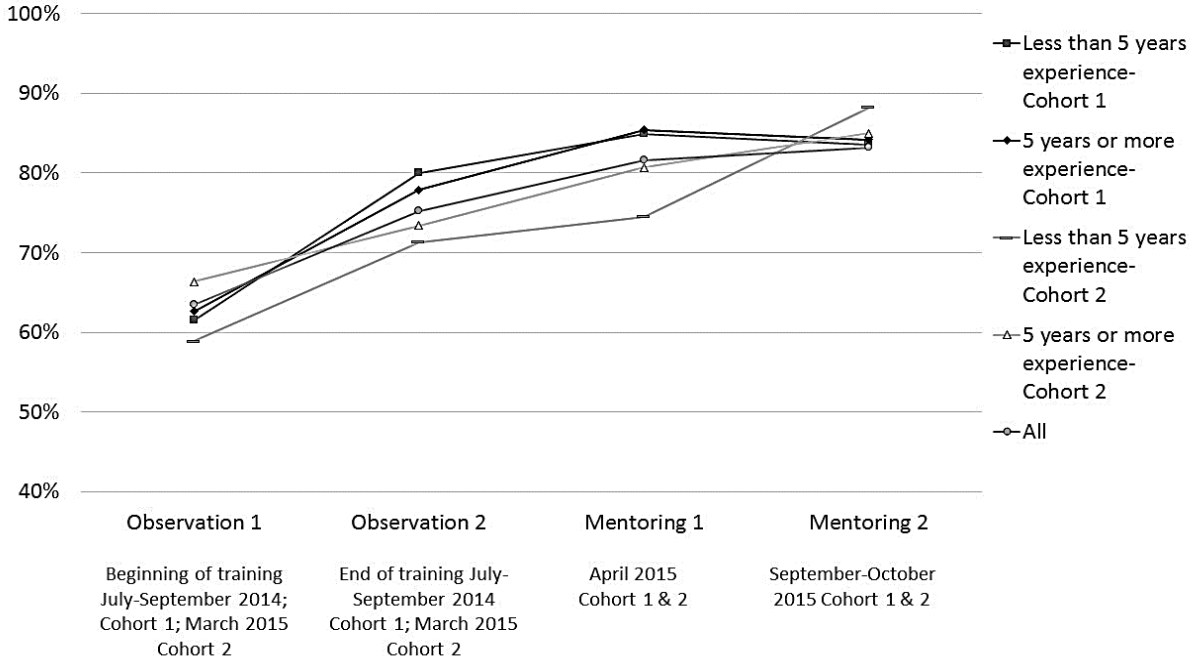


Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

Overall, the Steering Committee agreed that the data suggest that the FkW training and approach can be implemented by teachers and paraprofessionals regardless of their professional status, education level, experience, or age. Paraprofessionals and young teachers demonstrated their ability to take up the intervention and implement in their classrooms. AKU mentioned that these teachers received additional support during the trainings and suggested that the extra support is important to their success.

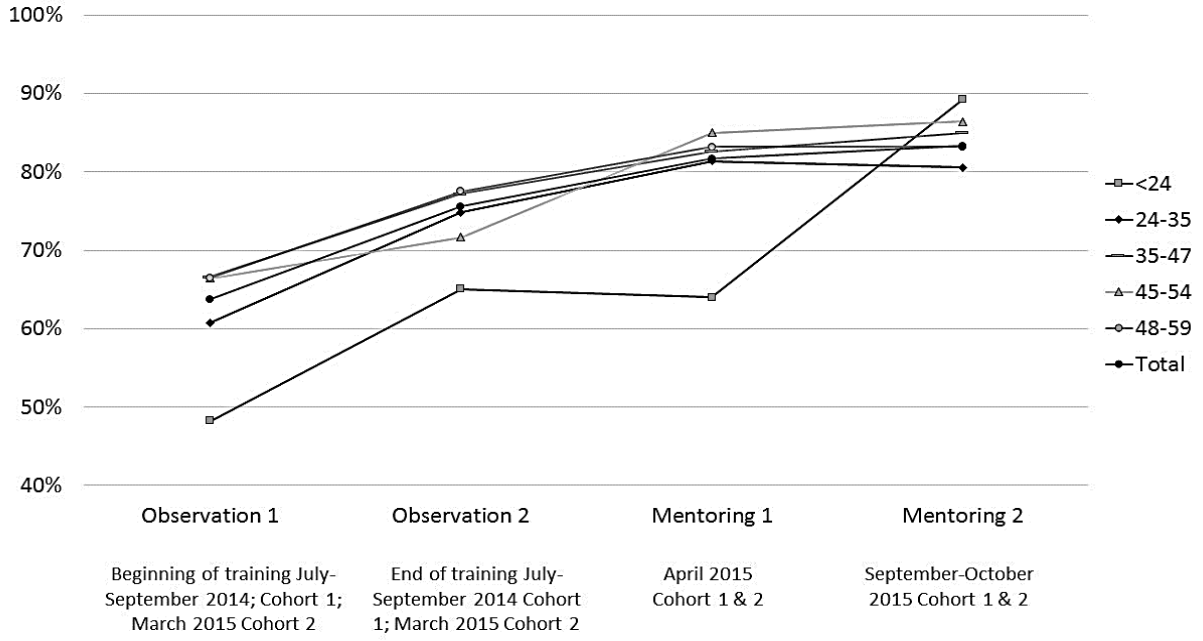
Figure 11. Total average score on the teacher observation tool by teacher experience level and cohort (percentage)



Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

Figure 12. Total average score on the teacher observation tool by teacher's age and cohort (percentage)



Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

We also analyzed teachers' scores based on the class size and the per-pupil ratio for each teacher's classroom. Overall scores did not fluctuate much based on class size,[4] particularly by the final observation, when teachers scored about the same regardless of class size. Our review of the disaggregated data for each of the five areas—(1) lesson plan development and use; (2) instructional strategies and skills; (3) instructional procedures and resources; (4) classroom management; and (5) teacher reflective practices) (not pictured)—revealed that teachers in smaller classes in cohort 2 scored nearly 15 percentage points higher than teachers with larger classes in cohort 1. However, it is not clear whether the class size impeded the ability of the teachers to develop or implement a lesson plan.

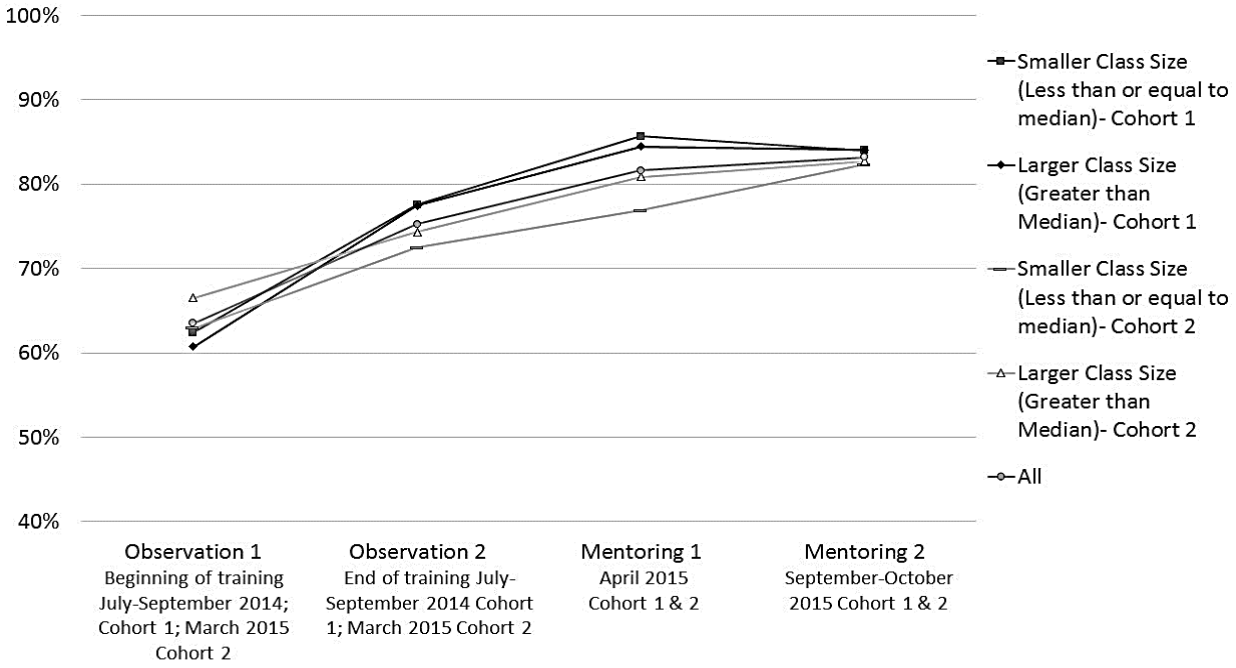
Teachers' scores also did not vary much based on the teacher-to-pupil ratio.[5] The final teacher scores were within 7 percentage points across each category (80 percent in the third quartile (about 42 students) to 87.5 percent in the second quartile (about 30 students). The first

[4] The class size variable was dichotomized so that classes above the median of 42 students were classified as large. Classes below or equal to the median were classified as small.

[5] The teacher-to-pupil ratio variable was based on four quartiles. On average, there were 16 students in the first quartile, 30 in the second quartile, 42 in the third quartile, and 65 in the fourth quartile.)

quartile scored 81 percent (about 16 students), and the fourth quartile scored 84 percent (about 65 students). Still, teachers were encouraged to shift, that is, to conduct a morning and afternoon session to reduce the class size given their feedback that too many children in per class made classroom management difficult.

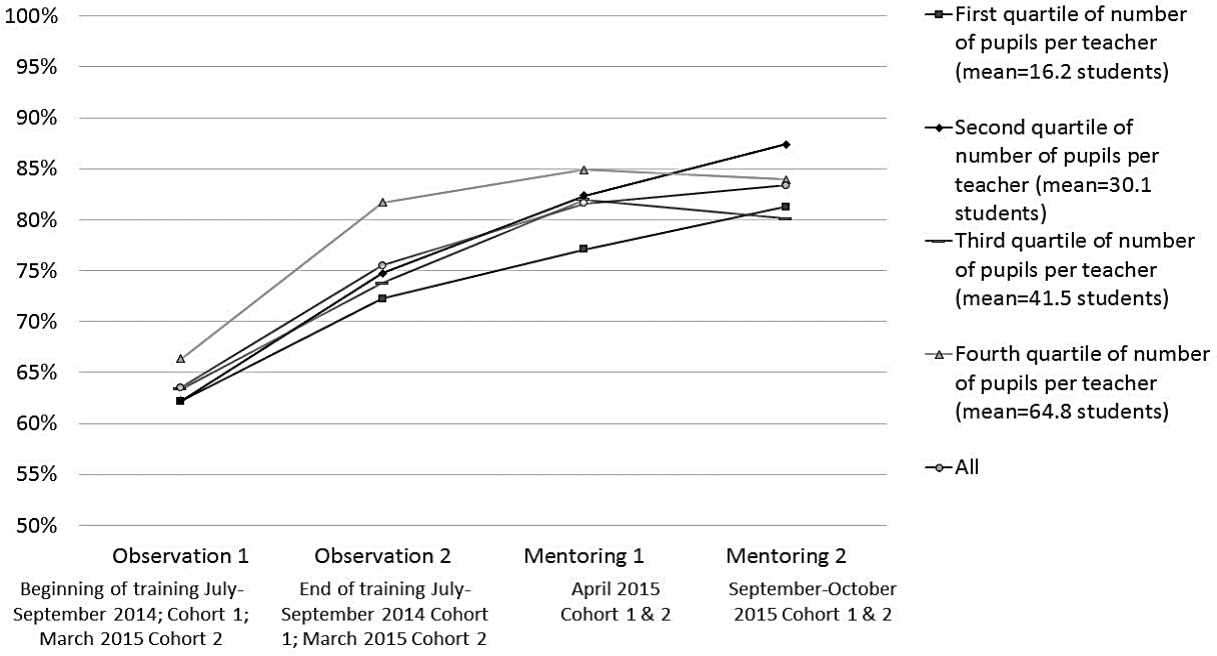
Figure 13. Total average score on the teacher observation tool by class size and cohort (percentage)



Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

Figure 14. Total average score on the teacher observation tool by per-pupil ratio and cohort (percentage)



Source: Teacher observation data collected by Aga Khan University at four time points: (1) July in Moshi and September in Mwanza 2014 for Cohort 1; March 2015 for Cohort 2; (2) July in Moshi and September in Mwanza 2014 for T2 Cohort 1; March 2015 for Cohort 2; (3) April 2015 for Cohort 1 and 2 in Moshi and Mwanza; (4) September or October 2015 for Cohort 1 and 2 in Moshi and Mwanza. Analysis conducted by Mathematica Policy Research.

Note: Sample size: N=84 teachers and paraprofessionals in total, 39 from Moshi, 45 from Mwanza.

Once again, for all data, when differences in scores emerged during data disaggregation, the disaggregated figures were presented to and discussed with MELWG and the Steering Committee so that the findings could inform programmatic improvements to the final training.

B. Classroom observation tool

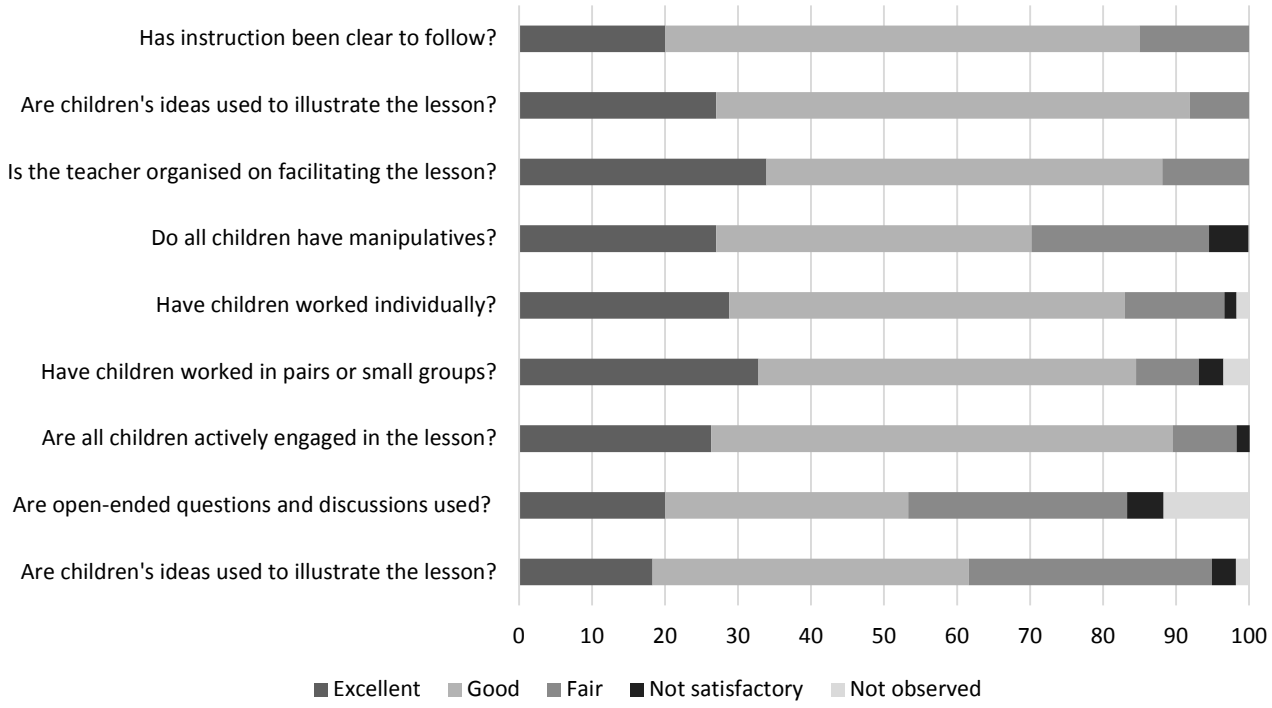
The classroom observation tool also revealed positive results in teacher performance and classroom management as well as areas for improvement that were generally consistent with findings from the teacher evaluation tool.

Maarifa and TAHEA observed teachers and scored their performance from 1 (poor) to 5 (excellent). The local partners used the classroom observation rubric to determine the actual score. Scores averaged between 3 and 4 for each domain. Across all domains, Moshi and Mwanza performed similarly, with an average score of 3.76 in Moshi and 3.72 in Mwanza.

The lesson plan implementation questions were viewed as central to the FkW approach. For the majority of questions, teacher scores averaged 80 percent or better, which is a rating of "good" or "excellent." The areas where the average was below "good" or "excellent" include whether children have manipulatives for each session that requires them, whether the teacher asked open-ended questions to stimulate thinking, and whether children's ideas were used to

illustrate lessons. The local education partners discussed their observations with teachers and provided advice and encouragement across all the areas where teachers' performance needed improvement (CSR Group Africa Limited 2015d).

Figure 15. Teacher scores on lesson plan implementation from the classroom observation tool (percentage per category)

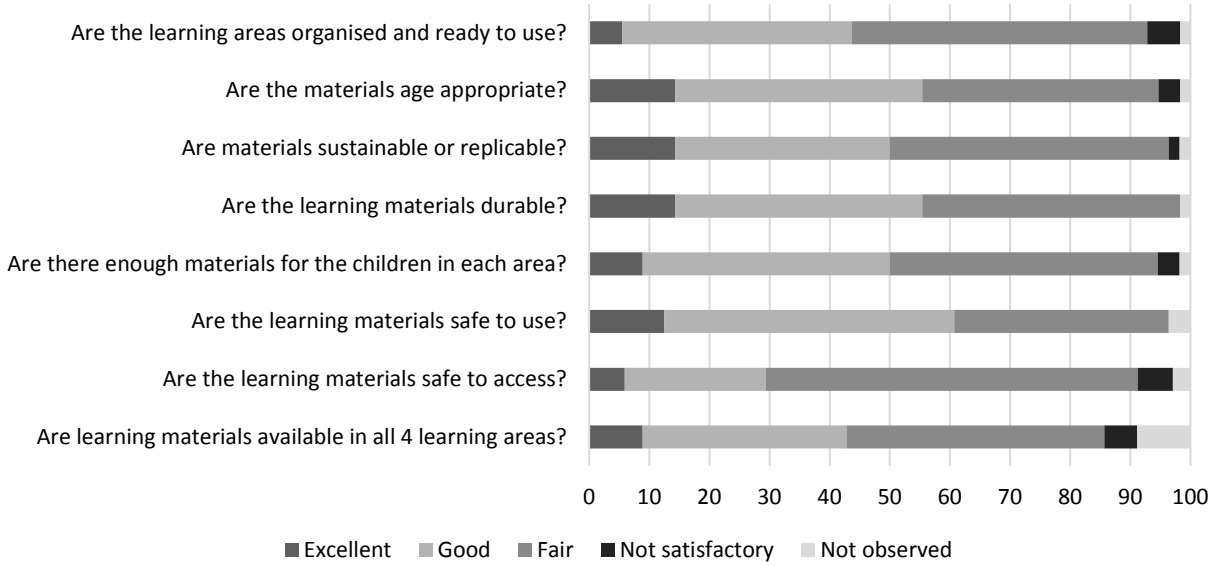


Source: The classroom observation data were collected by Maarifa and TAHEA at one time point at each of the 60 FkW pilot schools: Maarifa observed schools and administered the tool in eight schools as the end of February and in the remaining 22 schools in September 2015. TAHEA observed schools and administered the tool from March to April in Mwanza. In Moshi, the February 2015 tool was used for 8 schools, and the other 22 schools were observed using the revised May 2015 version of the observation tool. In Mwanza, the February 2015 version of the tool was used.

Note: Sample size: N=60 classrooms, 30 from Moshi, 30 from Mwanza.

The scores on the learning materials domain reflect the timing when the classroom observation tool was conducted (in February in Mwanza and with 8 schools in Moshi, and in May for the remaining 22 schools in Moshi). The learning materials were delivered in March and April of 2015, and the second delivery was in August 2015, so it is not surprising that the majority of teachers scored either fair, unsatisfactory, or not observed in this domain.

Figure 16. Scores on learning materials from the classroom observation tool (percentage per category)

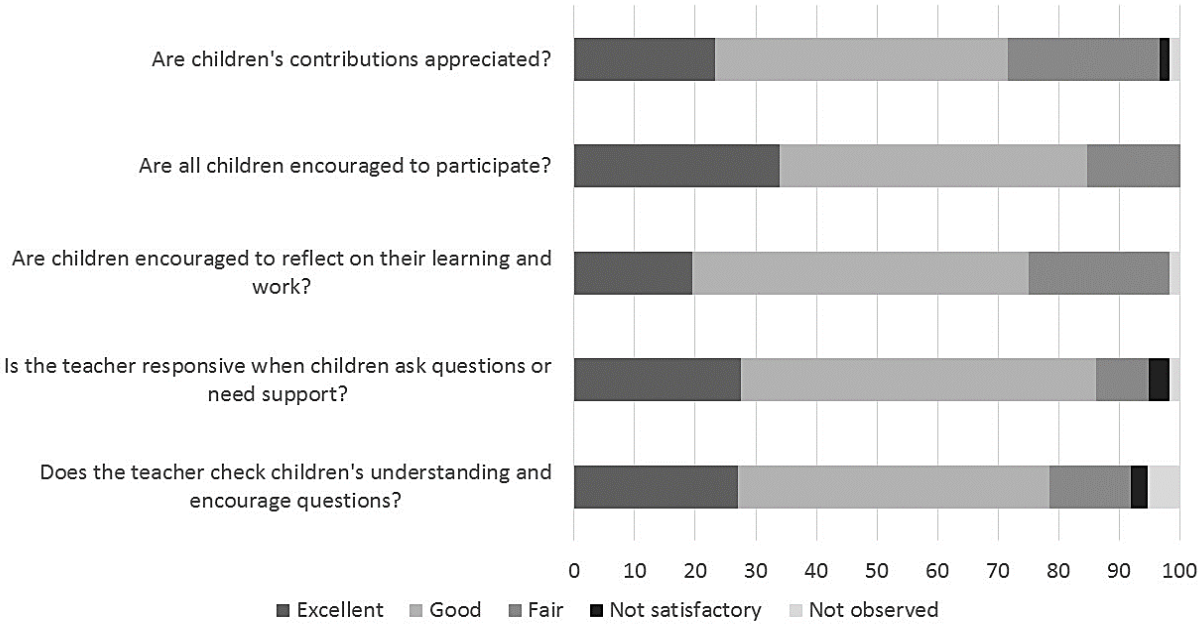


Source: The classroom observation data were collected by Maarifa and TAHEA at one time point at each of the 60 FkW pilot schools: Maarifa observed schools and administered the tool in eight schools as the end of February and in the remaining 22 schools in September 2015. TAHEA observed schools and administered the tool from March to April in Mwanza. In Moshi, the February 2015 tool was used for 8 schools, and the other 22 schools were observed using the revised May 2015 version of the observation tool. In Mwanza, the February 2015 version of the tool was used.

Note: Sample size: N=60 classrooms, 30 from Moshi, 30 from Mwanza.

Scores on teacher practices were among the highest, and the majority of teachers were rated as "excellent" or "good" with regard to appreciating children's contributions, encouraging children to participate, and being responsive to children who need support. In addition to the local education partners providing advice and suggestions to teachers, these data were also used by the TWG to improve the teacher training to ensure there were hands-on activities to build teachers' competencies in this domain.

Figure 17. Scores on teacher practices from the classroom observation tool (percentage per category)

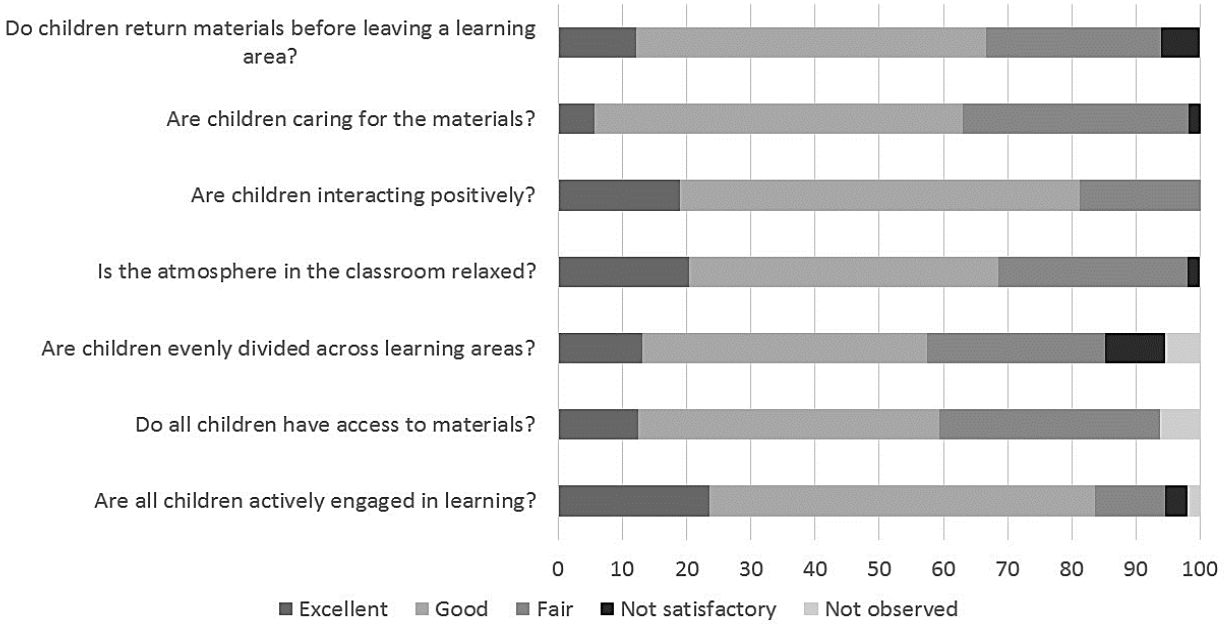


Source: The classroom observation data were collected by Maarifa and TAHEA at one time point at each of the 60 FkW pilot schools: Maarifa observed schools and administered the tool in eight schools as the end of February and in the remaining 22 schools in September 2015. TAHEA observed schools and administered the tool from March to April in Mwanza. In Moshi, the February 2015 tool was used for 8 schools, and the other 22 schools were observed using the revised May 2015 version of the observation tool. In Mwanza, the February 2015 version of the tool was used.

Note: Sample size: N=60 classrooms, 30 from Moshi, 30 from Mwanza

Finally, the teachers' scores for child-led activities fell below the expectations of the learning collaborative, given that FkW emphasizes a child-led approach to preprimary education. Most schools did not have the materials for the learning areas when the classroom observation tool was administered. Stakeholders reported that having preprimary students guide their own learning is a culture shift in Tanzania, where a teacher-centric approach has been in place for decades. Thus, the revised FkW package includes additional interactive sessions designed to build teacher's skills in facilitating the learning corners and child-led activities.

Figure 18. Scores on child-led activities from the classroom observation tool (percentage per category)



Source: The classroom observation data were collected by Maarifa and TAHEA at one time point at each of the 60 FkW pilot schools: Maarifa observed schools and administered the tool in eight schools as the end of February and in the remaining 22 schools in September 2015. TAHEA observed schools and administered the tool from March to April in Mwanza. In Moshi, the February 2015 tool was used for 8 schools, and the other 22 schools were observed using the revised May 2015 version of the observation tool. In Mwanza, the February 2015 version of the tool was used.

Note: Sample size: N=60 classrooms, 30 from Moshi, 30 from Mwanza.

C. Qualitative data

Teachers, head teacher, and parents described their perceptions of the main components of the FkW approach, including teacher training, head and deputy head teacher training, improved classroom learning environments and materials, and the parent partnership program.

1. Teacher training

Most teachers thought the AKU and supplementary trainings were a positive experience that broadened their knowledge and skills and changed their attitudes toward teaching. Most teachers were satisfied with the training quality and content. However, they frequently criticized the length of the training and thought more time was needed. They explained how they implement teaching practices, but would benefit from refresher trainings and other activities. Given these results, the TWG revised the pilot training to be held at the Teacher Training Colleges for the rollout phase. The revised format will allow teachers to have more time to learn, network, ask questions, make learning materials, and practice methods.

Teaching approaches. After the FkW trainings, most teachers described modifying their teaching practices and explained how they implemented the new approaches in their classrooms.

Most teachers said that the FkW approaches are easy to understand and require only commitment and a willingness to implement. Teachers described how they moved from didactic to interactive teaching given their improved understanding of early childhood learning processes. They incorporated circle time into the day, which enabled them to better engage and check in with students. They also incorporated reflective practices into their teaching to assess whether objectives from the lesson plan had been met. Teachers thought that these improved techniques made students want to come to school each day.

Box 1. Stakeholder reflections on teacher training and practices

"The training was very important to me because I learnt many things which I had never experienced before. After attending the seminar, I came to know what children need and how they can learn on their own using pictures and other playing instruments." —Teacher

"In fact, the way I was teaching before and after I attended the seminar are two different things. I did not know how to plan. Second, I did not know that there is need for teaching aids for preprimary. I was not trained before; teaching was really difficult for me." —Paraprofessional

"Previously I was the one who did most of the talking and doing. I used to consider that 25 percent is for the pupils and 75 percent for me but I have realized that . . . the pupils are supposed to [talk] so that they can understand easily. So there has been change, a child understands more in a situation of pupil-led learning." —Paraprofessional

"The training was very important because it helped us to know what we didn't know before the training. For instance, some teachers didn't know how to develop lesson plans, how to set objectives, and how to use a preprimary guide." —Teacher

"I had no prior knowledge on how to run a preprimary class. The training exposed me to various teaching techniques, such as making the learning area and organizing the classroom, and all these have brought major changes in my teaching." —Teacher

"Because the approaches are not difficult . . . it is for the teacher to lower himself/herself so that he/she can match with the children. Those approaches, especially the games, make children like school. The games are more than just games, but there are lessons that can be drawn from them." —Teacher

"After I finish asking them questions, I normally ask them to reflect on the lessons and to assess if they understood what was taught: 'How many of you have not understood the lesson? How many of you have understood the lesson? Why haven't you understood?' I will ask them, 'What methods should I use to teach you?' They will tell me, 'Teacher, do this or do that for us to understand your lesson tomorrow.'" —Paraprofessional

"Because when I go to the preprimary class, I find a teacher using participatory methods, the children are involved, he was teaching number one, a child read it, or sometimes he looked for it until he found it when mixed up with other numbers, so the teacher does not

speak a lot when teaching. That is something I find good. A child gets to know a number not by guessing, but he understands it." —Head Teacher

The majority of head teachers and deputy head teachers praised preprimary teachers' ability to implement the FkW approach following the trainings. They observed teachers implementing the FkW teaching approaches, such as using teaching aids and songs, and improved classroom management practices. They felt as though children were more engaged and excited about learning.

Lesson plans. Teachers are required to both develop and implement lesson plans. However, as the previous data reveal, lesson planning was difficult for many teachers. Although most teachers reported some knowledge of lesson plan development, and more than half said they could develop plans, some teachers still did not fully understand the lesson-planning concepts. Several teachers spoke of challenges in differentiating between goals and specific objectives of lesson plans and said that they often omitted some lesson-planning components, such as using reflective practices. At least one-third of teachers admitted to not being able to effectively develop or implement lesson plans consistently.

Teachers also faced challenges in implementing lesson plans. In some cases, teachers reused a lesson plan multiple times if they had not developed new ones. Teachers suggested that the lesson plan may have to be simplified so they are not perceived as too cumbersome and burdensome to develop. Teachers also mentioned that they lacked adequate materials to develop and implement the plans. While they acknowledged receiving classroom materials, they argued that the quantity of materials was insufficient given the class size. One teacher also said she had too many classes to teach to have time to develop lesson plans. Some teachers complained that poor attendance interfered with lesson plan implementation because even if they developed plans, they could not stick to them if children were frequently absent.

Box 2. Stakeholder reflections on lesson plans

"The challenges I am facing are in the preparation. The lesson plan we are using now has so many things and is too detailed. For example, what have you taught, how do you teach a child syllables, what song have the children started singing, which questions have you provided, and has the child understood you. So I find it has too many sections compared to the previous one." —Paraprofessional

"The challenge I have encountered in implementing a lesson plan is, you find a certain topic which is on the scheme of work that I intend to prepare, but I do not have skills on it, so it becomes very difficult in preparing." —Teacher

"Having many classes is the main challenge I am facing. If I could only have the preprimary class, I could have taught them well. So I have to teach the preprimary then Standard I and Standard II based on the timetable, all of them need to be taught, and this is the challenge we have." —Paraprofessional

"The assistance that I need when preparing the lesson plan is the presence of the head teacher or the deputy head teacher to explain things to me and help me with the challenges I face. For example, some materials can easily be bought by the school

administration rather than waiting [for] everything from Maarifa and Aga Khan."
—Teacher

The majority of teachers and head teachers said they needed (1) more training and guidance on lesson plans; and (2) additional materials, such as books, colored pencils, boards, and other items to prepare and implement the lesson plans. Again the timing of FkW material distribution meant that the second tranche of materials were delivered in August 2015, which was weeks after qualitative data collection. During the rollout, the material distribution will be sequenced over two time periods, and teachers will be informed that materials will be refreshed at the school's half-year mark. Also, teachers will be encouraged to participate in learning communities led by strong-performing preprimary teachers. The communities will enable teachers to ask questions, share ideas, and gain support from fellow teachers.

Classroom management approaches. As a result of the FkW training, teachers reported modifying their approach to classroom management. They moved from using punishment to non-punitive practices, such as looking at the child in the eye, positioning near the child, and using a firm voice. The majority of teachers also explained that classrooms with stimulating learning areas tend to prevent some poor behavior. Large classes could be broken into small, manageable, participatory groups in which all students could access learning materials.

Box 3. Stakeholder reflections on classroom management

"Classroom management techniques have changed after the training. Following the training we now know that as a teacher, you can dominate a class in different ways. When you are teaching in class, do not rush to tell someone to keep quiet. You may see a child perhaps screaming in class then you approach him/her, they will know what they are doing is not good, the teacher is not pleased with it. That's one of the ways to manage the class"
—Teacher

"It has changed a lot because before the training we used to use sticks, thinking that it was the only way to discipline a kid. But there are still other ways to discipline children in classroom, apart from the stick." —Teacher

"Since I have got training, I have been able to supervise children. I have been able to encourage them to like school because the new class looks attractive. It has enabled them to attend school due to proper cleanliness in the class. A child likes to come to school in order to look and touch the pictures. They also like to find new things every day. I make at least one new teaching aid every day." —Teacher

Challenges to implementing FkW teaching approaches. Teachers described a number of challenges that varied by school. Some schools had high teacher-to-pupil ratios and students of different ages and abilities, which made it difficult to develop sessions appropriate for all. Several teachers in Mwanza described a language barrier, as some students speak *Kisukuma* rather than Swahili. Further, in some schools, the classroom and facilities were poorly constructed or dilapidated, or could not be used during the rainy season. In several schools, the success of FkW has led to increases in the number of students, which has resulted in a shortage

of materials. Teachers also explained that they lacked adequate time during the school day. The FkW approaches require that children move around and sing and play games. However, with increasing class sizes, teachers say there is little extra time available. Teachers also felt that despite sensitization efforts, there was little support for preprimary education among parents. They noted that students tend to come from households where parent involvement and supervision is low.

2. Head and deputy head teacher training

The head and deputy head teachers rated the FkW training highly. Respondents universally reported improved understanding of the value and importance of preprimary education to effectively prepare children for Standard I and beyond. There was consensus among the head teachers that the training equipped them with the necessary tools to support the preprimary teachers. Head teachers also reported an increased awareness of the need to support preprimary education and teachers, to ensure adequate space for preprimary education, and to create safe, child-friendly, positive environments for preprimary classes.

The head teachers' action plans focused largely on improving the learning environment by identifying space for classrooms, renovating classrooms, or improving the classroom security. Some plans focused on engaging parents and communities to start a preprimary feeding program or build improved toilets for students. Most plans incorporate actions based on increasing funding for preprimary education, either from collecting fees from parents or from requesting district resources. While a number of schools successfully implemented feeding programs, in one school, the new preprimary feeding program had to be cancelled because of insufficient school funding. While feeding programs are not part of the FkW package, the school had still identified the need for the program.

Most of the school action plans are still under way, and many plans rely on collaborations between school leaders, school management committees, and district leaders. Because Component 2 of FkW was launched in late 2015, the head teachers had few sensitized community, ward, district, and regional allies to work with to improve preprimary education throughout most of the pilot phase. However, in the rollout phase, Component 2 will be implemented first so that head teachers can partner with allies at all levels to support preprimary teachers.

While many head teachers had developed mentoring plans during the training, it became clear that they did not have sufficient technical expertise in early child education or the FkW approach to mentor teachers. Head teachers can support preprimary teachers, but for guidance on using learning aids, managing learning areas, or other relevant issues, teachers need knowledgeable and skilled mentors. Again, the revised FkW approach will work to empower learning communities of trained teachers to work together to solve problems and provide mentorship.

Box 4. Stakeholder reflections on the role of the head teacher

"The training helped us because there were some issues that, as deputy head teachers, [we] were not aware of. It also made us aware of the importance of preprimary classes, and creating a good learning environment. Many of our classes were insecure in terms of learning. Some had stoves and firewood, so after the training, we become aware of the importance of ensuring that the class has a good learning environment that also attracts pupils." —Head Teacher

"My responsibility is to help the preprimary teacher in giving instructions to make sure that school committee and parents participate in ensuring that the class is renovated. Also, to participate together with teachers and parents in getting desks that are friendly to preprimary children and to ensure and monitor the presence of the allowance to the teacher who is volunteering." —Head Teacher

"At first, the head teachers did not know that the preprimary class was supposed to be a class on its own. They treated it as an extra thing, but after getting the training, they realized the need to accord the preprimary class the importance that it deserves." —Teacher

3. Classroom learning environment and materials

Classroom environment. Teachers and head teachers described the poor state of the preprimary classroom environment prior to FkW. They explained that most classrooms were in deplorable condition, with holes in floors, dingy walls, broken chalkboards, no lockable doors, and no windows to prevent the classroom from being drenched in the rainy season. Some schools lacked preprimary classrooms, which required that teachers teach outside and cancel class when the weather was poor. In many schools, the classrooms were very small given the number of students. Preprimary classes were often used for storage of maize or desks.

Few schools had the resources on hand to renovate classrooms in line with FkW recommendations. However, several teachers explained how head and deputy head teachers played a critical role in improving the classroom environment, particularly by working through the school management committee to motivate parents to contribute to improving the preprimary classrooms. Since the FkW intervention, the learning environment has improved in most schools as classrooms have been identified and secured and the spaces have been transformed into safe and child-friendly environments with wall displays, early-childhood-friendly furniture or mats, and space for children to move. Some classrooms have painted walls.

Still, respondents noted serious barriers to improved learning environments, including insufficient funds for renovation, lack of parent participation to improve classrooms, and inadequate space or infrastructure throughout the school.

Box 5. Stakeholder reflections on the learning environment

"Our chalkboard is positioned on a high level, but our children are short. When you ask a child to write on the chalkboard, he/she cannot reach it. Therefore, the chalkboard is not fit for preprimary children. Also, the floor is not level; there are holes. Even when you spread out a mat, one cannot sit comfortably. Some of our desks are very high. Very few desks made for primary school students are good for preprimary children. The walls in our class are irrelevant to how the preprimary class is required to be. This is because the walls are not painted, and even when we affix pictures, they fall down. We have to affix using nails; if we use glue, they do not stay for a long time." —Teacher

"The classroom is now too small and overcrowded with children. Even during games, when you decide to take in all 50, children they will not fit." —Teacher

Learning areas and materials. Once classroom furniture and materials were delivered, the preprimary classrooms were set up by teachers with help from the local education partners. Teachers, head teachers, and parents agreed that the changes to the classrooms were transformative and positively affected student learning, attendance, engagement, and classroom management.

Several teachers complained, however, that the classroom requires daily setup, particularly if it cannot be locked. Daily setup can be tedious, though teachers do enlist students to help. Teachers with large class sizes also reported difficulty in watching and supporting children in the learning areas. In the largest classrooms, because materials were limited, some students had to watch other students playing.

Although the materials were well utilized in most classrooms, several teachers were not able to effectively manage the learning areas and materials. For example, some teachers explained that they let students decide which learning areas to go to rather than rotating children to each area. In addition, some teachers did not remember how to play board games or use materials. As a result, the instructions are now written on the back of board games and the revised teachers' manual will incorporate instructions and ideas for all materials.

Respondents wanted additional learning materials, including more books, games, manila cards, shelves with secured locks, and more child-friendly desks in the writing areas. In the rollout, CiC will aim to ensure an adequate ratio of materials to students so that learning outcomes are achieved as anticipated.

Box 6. Stakeholder reflections on learning areas and materials

"We have all the material needed, such as desks, tables, and mats. There are pictures, and a lot of learning tools. There are pictures that relate to the lessons on the learning areas, appropriate floor for children, tables and desks appropriate to children, and enough resources and blackboard." —Teacher

"Before the training, the walls had fewer pictures; after the training, we have been able to prepare so many teaching aids. Now the teaching aids are well arranged. Each one on its separate teaching subject. Those for mathematics on their side, the same with those of science, reading, writing. The class now has its learning areas for mathematics, reading, writing, and games. Even the teaching aids have been distributed depending on the learning areas." —Teacher

"At first the class was not really satisfactory until the training and the trainers came to visit the classroom and gave us advice. They advised that the preprimary classroom should have a quiet and conducive environment for a child. Thereafter, we decided to make renovations. The head teacher and I did them." —Teacher

"Some teaching aids were made by parents: balls, toys, draft, drawing pictures. Children also participated in making these teaching aids." —Teacher

"The materials are not enough for all pupils, but if the number of pupils was 45, they could be enough. But for 60 pupils, they are not enough, and even the mats are not enough: at least 15 of them have to use one mat." —Teacher

"There is a shortage of some materials in relation to the size of the class. For example, you are teaching the letter "ba," and you made 30 of them but you find that there are 45 students. So how do you get 15 more now? It takes time. You start to make them and go in the classroom, and time is passing by." —Teacher

"There are other items that are difficult to make, even though we were trained, I cannot remember how to do it, and I did not understand it well. Other games for children, we do not understand them. Some materials are no longer working properly. In the case of papers, I was just given a single paper that was also destroyed before I made some copies. I also need training on various games, because I have forgotten them." —Teacher

4. Parent partnership program

Most teachers reported minimal success with the parent partnerships. Some teachers and head teachers were not yet clear even on the point of the partnerships. The TWG agreed that the partnership program was one of the last interventions to be developed, and that this component of FkW requires more work to strengthen and finalize.

The partnerships were established in some, but not all, schools. Where they were active, the partnerships were working on activities such as preparing learning materials, following children's learning progress, improving school attendance, creating feeding programs, and

securing financial contributions for preprimary education. Some of the achievements of existing partnerships include improving attendance, creating learning materials and teaching aids, and improving parental supervision of children. While teachers agreed that few parents responded positively to helping create learning materials, they noted that others did not want to be involved.

Although the partnerships were not meant to be a mechanism to collect school fees, some schools were trying to collect fees through the partnership as well as more broadly among all parents. Teachers and head teachers complained that the partnerships yielded inadequate financial contributions for preprimary education. This underscores the fact that this aspect of FkW needs further development as the parent partnerships were not intended to be used to solicit fees from parents. TWG members admitted that more work must be done in the rollout phase to better communicate the purpose and goals of parent partnerships to support preprimary education.

Box 7. Stakeholder reflections on the parent partnership program

"Our students are becoming good because parents are increasingly taking care of their children after school. They do not leave them to wander about and misbehave after school. I can now see parents getting closer to their children and following up on their learning. They may want to know what they have learnt on a particular day, and children show them."
—Teacher

"We managed to create learning and playing materials for the children together."
—Parents

"Others resist making the teaching/learning materials. They say that they are not little kids; they did not go for teaching training. Therefore, they tell us to make the materials ourselves just because we attended teacher training. But some understanding parents cooperate with us to create materials like balls, dolls, tin cars, etc." —Teacher

"The other challenge is related to contributions. There are some parents who delay giving their contributions. You have to write a letter or send the child away for them to make contributions. We are not doing well on contributions. For example, the contributions for paying an allowance to the person who cooks porridge for the children and paying teachers allowances are not coming on time." —Head

5. Impacts on children

All respondents noted important impacts of FkW on children. They described children's improved literacy, numeracy, and social-emotional development and noted that children of different ages are all able to learn quickly with the FkW approaches. Teachers described how students were able to identify and pronounce letters and recognize word patterns, and some students were able to read. Most teachers reported that students' numeracy skills had improved quickly, including number identification, writing numbers, sorting, and identifying patterns. Teachers also reported that students' counting skills had improved as materials supported easy

recognition, recall, and number retention. Teachers attribute the changes in literacy, numeracy, and social interactions to the shift from non-participatory to participatory FkW teaching approaches, the use of learning materials and teaching aids, and circle time. Student learning is positively reinforced as teachers encourage students. Also, students are able to learn by themselves and enjoy school.

Parents confirmed that their children were able to sing new songs, identify letters, and write words. Parents believed the preprimary teachers were positively affecting their students' learning and reported that the teachers are loved by kids because of the way they teach.

Box 8. Stakeholder reflections on the impact of FkW on children

"Previously, the children were very nervous inside and even outside the classroom. These days, a child can tell you, 'Teacher, look at what I am building.' Another one can tell you, 'I am making a kit,' and the other one can tell you maybe, 'I am drawing something.' The other child can ask you, 'Teacher, how should I play with this?" The other child may tell you, 'I do not understand this,' and so forth. This situation has enabled us teachers to be very close with the children as opposed to what used to be the case before, when we simply stayed in class and stood in front of them teaching."
—Teacher

"There are differences in learning. They are now able to show you various pictures from various books, and they now play various picture games. Generally, the children have become more delightful than they used to be, and they understand what they learn because learning is now done practically, not theoretically as before." —Head Teacher

"The children are doing very well in this area as they incorporate various learning skills. The use of pictures makes it easy for them to remember the numbers well, even before seeing the word." —Head Teacher

"The trainings we got, both the first and the second, have helped us a lot to help our students. All the changes in learning and behavior we are seeing today among our preprimary students are the results of those trainings. Students are so cheerful, like playing together and asking a lot of questions."
—Head Teacher

"The greatest achievement is that these children are now able to read. Eighty percent of them joined Standard 1, and they are able to read and to write well. Second, the children are able to express themselves." —Teacher

"I once came to check on how the teacher relates with the children, and I found her playing with them outside, interacting with them very well. She was drawing pictures of fish and showing them to children to identify them. To me, the interaction was very good."
—Parents

D. Site visits

We present a variety of photos taken during site visits to pilot schools (Figures 19-21). The photos depict changes over time in the school classrooms, children in learning corners, and parents in parent partnerships meeting and creating learning materials. While there is variation across schools, the site visits reveal positive trends.

Figure 19. Photos of classrooms taken before the FkW interventions began and learning kits were delivered

Source: Maarifa and TAHEA, TWG Recommendations PowerPoint. November 2015.

Figure 20. Photos of preprimary classrooms taken before the learning kits were delivered in April 2015, after learning kit 1 was delivered in April 2015, and after learning kit 2 was delivered in August 2015.

Source: Maarifa and TAHEA, TWG Recommendations PowerPoint. November 2015

Figure 21. Photos of preprimary classrooms taken after learning kit 1 was delivered in April 2015 and after learning kit 2 was delivered in August 2015.

Source: Maarifa and TAHEA, TWG Recommendations PowerPoint. November 2015.

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VI. STAKEHOLDER PERCEPTIONS OF FKW

This section lists each of the EA questions and presents results of the guided discussion held during the November 2015 Steering Committee meeting as well as written contributions from stakeholders who were unable to participate in person. Stakeholders helped evaluate FkW's fidelity, feasibility of implementation, scalability, and sustainability, and described its strengths and weaknesses. These findings inform the recommendation for future evaluation.

Do stakeholders agree on and buy into the underlying theory of change? *Does it respond to a policy question of interest? Are information needs well defined to monitor the implementation and assess the outcomes of the program? Do the implementation inputs and outputs suggest there will be behavior change among teachers? Are there large expected impacts?*

The learning collaborative partners endorsed FkW's underlying theory of change and acknowledged that both it and program components had evolved as the pilot unfolded, implementation lessons were learned, and modifications and improvements were made.

All partners believe that FkW addresses an important policy question. Partners noted that Tanzania has a new education policy and a new preprimary curriculum. Preprimary teaching practices and evidence on improved learning outcomes is timely and relevant to policymakers. Partners also agreed that FkW presents an opportunity to contribute to the budget and policy discussion of capitation grants—a discussion that currently excludes preprimary classes and students even though schools require resources to deliver preprimary education.

Colleagues from CSR acknowledged that the greatest focus of the partnership has been on Component 1, Model 1 of FkW, even though the theory has three components, and overall project success hinges upon high quality implementation of all three. There was general agreement, however, that Components 2 (local and district level interventions) and 3 (national level interventions) are on track.

For Component 2 at the district level, district and ward education officers were sensitized to FkW during the latter part of the pilot to help them fully understand the FkW approach, early childhood education, and their role in supporting student success. Going forward, buy-in from local government will be essential if FkW is scaled beyond the rollout phase, because district education officials must help shape the final program and determine the practicality of intervention components. With Component 2 sequenced at the beginning of FkW during the rollout phase, district and local education officers should be integrated into the program earlier. Stakeholders agree that FkW will eventually move to government implementation that will require engaged, active education officers.

For Component 3 at the national level, partners agree that government representatives must participate in the policy discussions. While UNICEF has kept the Ministry of Education abreast of FkW through Component 3 activities, national policymakers have not played a significant role in the pilot phase of FkW. AKU partners suggested that it will be important to increase engagement of national-level policymakers throughout the program rollout to ensure that findings influence the Ministry of Education and vocational training.

Partners agreed that FkW information needs were well defined to monitor implementation outcomes, particularly for component 1. Activities in Component 2 have been monitored by the TWG and discussed at the Steering Committee level. UNICEF partners thought that more should be done to assess Component 3. They also thought more could be done to communicate explicitly how output and outcome measurements align with national standards.

Stakeholders agreed that the FkW inputs and outputs suggest there will be behavior change among teachers, more engagement among school leadership, and improved learning environments. Partners also agreed that successful implementation of FkW should yield important impacts among students. However, there was uncertainty about the size of impacts. Partners were hopeful for large impacts and felt confident that children would demonstrate improved school readiness by Standard I, but were less confident that the FkW impacts would persist to Standard II. Partners wondered whether impacts would be heightened if teachers taught both Standard I and II and whether there would be spillover across classrooms and schools given that FkW has a strong reputation in pilot areas.

Do stakeholders agree that it is a strong intervention? *Are the implementation inputs in place? Are the implementation outputs close to expectations?*

All the partners in the learning collaborative agreed that FkW is a strong intervention. Stakeholders from AKU mentioned the recent end of pilot workshop held in Moshi and Mwanza, noting there was wide representation of local officials, school management committees, head teachers, and teachers at the workshop. Attendees felt that FkW is a strong program that "should have come 10 to 20 years ago." In Moshi, the District Education Officer felt that FkW was very strong and wanted it implemented elsewhere. He felt that non-FkW schools should have the opportunity to learn from FkW. Partners from UNICEF agreed that it is indeed a strong intervention, but that the main challenges were whether it is cost-effective and scalable given that it was developed outside government systems.

Partners also agreed that the implementation FkW inputs are in place and the outputs meet expectations. However, there was discussion about changing the expectation that head and deputy head teachers mentor teachers. While partners agreed that this was ineffective because the school leaders lacked adequate technical knowledge and skills in preprimary education, there was uncertainty as to whether the learning communities, led by teachers, would be effective. This modification in FkW was decided in late 2015, which prevented piloting the approach.

Partners believe that the MEL data indicate quality improvement in the teacher practices and the classroom environment. They acknowledged that there is some qualitative documentation from head teachers, teachers, and parents on child learning, but there are no quantitative data on child outcomes yet. Still, AKU stakeholders said they believe that the project is on track, because the conditions for learning have been met in FkW classrooms, and children are ready to learn. Learning collaborative partners also believe that government wants quantitative and qualitative information to make evidenced-based decisions.

Do stakeholders believe that partners can implement the program with the fidelity needed to improve preprimary instruction and child readiness? *Is the intervention manualized, and are the intervention components clearly articulated? Were the core elements preserved across sites? Is there a basic understanding of the costs? Can it be implemented at a reasonable cost?*

Partners believe that FkW can be implemented with the fidelity required to yield important impacts; however, they recognize that there will be challenges. Partners noted the modification to FkW between the pilot and rollout phases and are aware that some questions about implementation remain. For example, the teacher training delivery has been modified so that during the FkW rollout, the training will be held at government, residential TTCs. TTC tutors, who are civil servants, will participate in trainings and eventually conduct them in place of PDTs. In addition, during the rollout phase, local education partners will train school management committees. However, if the government eventually adopts FkW, they must implement Component 2 activities. The TWG had not yet determined the best structures to ensure sustainability, acknowledging that some school management committees have very low capacity.

The FkW intervention has been manualized, and partners agreed that the training components have been clearly articulated. All partners felt as though the core elements had been preserved across each of the schools in the pilot phase. They acknowledged the challenge of maintaining quality throughout the rollout stage given that the number of schools will be doubled. However, they felt that some aspects of implementation would be easier with the revised sequencing and as partners acquired experience with the intervention.

CiC has tracked all intervention costs throughout the pilot phase, and each partner understands the importance of keeping FkW a low-cost intervention that can be scaled country-wide.

Do partners believe that the program is sustainable and scalable?

Partners generally agreed that the sustainability and scalability of FkW is the biggest uncertainty. There was broad recognition that implementing FkW at scale will be challenging given the number of teachers that need training, the situation of schools and classrooms, and the competing demands in the broader political economy of Tanzania at the local, district, and national levels. Partners from CiC thought that there must be a continuous discussion on the exit strategy and the handover to government.

Partners from CiC said that the project had been very intense and would not be sustainable or scalable without strong enthusiasm and participation by government at all levels. CiC partners also said that the level of support that teachers have needed would not be cost-effective, sustainable, or scalable for government to manage, while the local education partners and AKU partners agreed that teachers made little progress unless they were visited.

Partners did agree, however, that the pilot was conducted out of sequence, such that Component 2 was implemented at the end of the pilot phase. The revised sequence—in which district and ward officials, village governments, and local civil society are trained on the importance of preprimary education; head teachers and school management committees are

trained on school planning and resource mobilization; and school leadership is trained on how to effectively support quality preprimary education—will generate more engagement from school, ward, and district officials and provide more local support to teachers immediately following training. If school leadership, local and district officials, and school inspectors are trained, and there is a learning community for the teacher to participate in, these might be enough supports to yield strong teacher performance and behavior change. CSR noted that school inspectors have begun to assist teachers (since their participation in Component 2 activities) and that the learning community activities were happening organically in some areas (Children in Crossfire 2015h). AKU also noted that while ward and district education officials fully support FkW, they have limited budgets for transport costs to visit schools and support teachers. These officials travel with the TWG when they visit schools, but do not have enough resources within their budgets to visit separately as often as teachers need them. This problem could potentially be solved once district and national education leaders understand the importance of preprimary education and district and national budgets reflect this priority.

Finally, the collaborative acknowledged that it is difficult for government to take on an NGO-developed program but that FkW can achieve impacts on student learning outcomes if the program has adequate structures and government has the willingness to implement it.

VII. RECOMMENDATIONS

The primary purpose of the EA has been to help the Hewlett Foundation, Dubai Cares, the Government of Tanzania, and other stakeholders understand the fidelity of the intervention package as implemented during the pilot phase (2014-2015) and to inform the evaluation design of the initiative as it is extended during the rollout phase (2016-2017). Based on the findings from the evaluability assessment, we believe a rigorous impact evaluation of FkW is warranted for several reasons:

First, despite some programmatic weaknesses, based on a range of MEL data collected over two years, the pilot initiative yielded evidence of positive quality changes in teaching practices and learning environments. We found evidence that teachers gained skills, learning environments improved, and teaching practices responded to the different intervention components. Furthermore, respondents described important perceived changes in children's learning outcomes, including enhanced literacy, numeracy, and social-emotional development. Teachers attribute these impacts to improved teaching practices and learning environments.

Second, as members of the Steering Committee, we observed the partners' approach, implementation, and response to program problems and weaknesses throughout the pilot phase. The Steering Committee, the TWG, and MELWG were communicative, problem-solving groups that shared information in frank and open processes. The groups worked together to modify training components to reduce or remove program weaknesses (Children in Crossfire 2015i). Further, MELWG and the Steering Committee reviewed all data and findings to inform programmatic improvements. As an example of FkW's attention to MEL data and willingness to make programmatic improvement, the original training format did not give teachers enough time to master and practice all the concepts, so the TWG revised the pilot training to be held in at TTCs for the rollout phase. The revised format incorporates the AKU and supplementary training components and will allow teachers to have more time to learn, network, ask questions, make learning materials, and practice methods.

Third, we believe that once the intervention components are sequenced according to the theory of change, the intervention will be easier to implement and will likely yield stronger changes in targeted outcomes. With national, district, ward, and local education officers and inspectors, as well as school management committees sensitized and trained in the FkW approach, head teachers and teachers will likely enjoy additional support to improve preprimary education.

Finally, although we recognize that it is unclear whether FkW is a sustainable or scalable intervention through the Government of Tanzania, we recognize that the learning collaborative and district and local stakeholders believe that it is an important intervention that is likely to significantly improve children's learning outcomes. The groundwork has been prepared to support an impact evaluation of FkW to measure the quality of preprimary education and child learning outcomes.

Thus, we propose moving forward with the rollout of FkW and implementing a rigorous impact evaluation beginning at the end of 2016.

A. Impact evaluation

Next, we present the proposed impact evaluation of FkW to be implemented in the rollout phase as the intervention is extended to 120 schools in Moshi and Mwanza. In this section, we articulate the proposed research questions and the broad parameters of a study design for 2017, including an impact evaluation and a cost-effectiveness study. We suggest the sampling approach and sample sizes, describe the proposed measurement instruments, and present a study timeline.

Note that we proposed to prepare a full impact evaluation design report that finalizes the study design and provides additional specific details on the study methods and analytic approach. A brief proposal for the full design report, to be prepared in 2016, was submitted to Dubai Cares in October 2015.

1. Research questions

We propose two research questions designed to determine the impacts of FkW on student learning outcomes, including reading and math achievement and social-emotional development, at different time points. The primary research questions are as follows:

1. What is the impact of Fursa on reading and math achievement and social-emotional development (1) prior to entry into Standard I, compared to standard GoT preprimary programming?; and (2) at the end of Standard II?
2. Which subgroups of students and schools showed the least and greatest gains? For example, students based on gender, language, or family socioeconomic status; schools based on characteristics of the teacher or school leadership, the school's resources, or other characteristics.

2. Study design

A rigorous evaluation can answer the key questions and estimate program impacts. We suggest conducting an RCT of treatment schools receiving the full FkW enhanced package compared with a control group of preprimary programs not receiving the FkW package. Experimental designs such as RCTs, where the schools are randomly assigned to the treatment, are viewed as the gold standard for measuring program impacts. Experimental designs are recommended for interventions where implementation has not already begun and it is politically feasible and logistically possible based on program activities, as in this case.

The fundamental requirement of any impact analysis is the need for a credible counterfactual or comparison group that allows the approximation of what would have happened to students in the absence of the program. These groups enable us to understand causal effects by estimating "What would the situation have been if the intervention had not taken place?" This requires identifying a comparison group of schools that (1) differ from the program group (or treatment group) only in their receipt of the intervention in question, and (2) are either comparable in all other respects or can be made comparable through statistical adjustment. Random assignment among eligible schools ensures that schools would, on average, be similar to those who did not receive FkW in terms of both observed and unobserved outcomes. The intervention and the control students should be assessed at multiple points to follow their learning progress over time.

This comparison of students over time, based on the intervention status, would provide an unbiased estimate of the impact of FkW on key outcomes.

3. Assessing costs and cost-effectiveness

In addition to estimating the impact of the FkW program, we recommend performing analyses to estimate the overall merit of the FkW investment. These additional analyses will produce estimates that will allow comparison of the program with similar educational interventions elsewhere and other social investments. Impact estimates on key educational outcomes from our proposed evaluation design and analyses are useful in assessing whether the FkW program is producing the desired effects. A cost-effectiveness analysis is needed to assess the effects on a per-dollar basis (McEwan 2012).

Cost-effectiveness of the FkW program can be estimated in three steps. First, estimate the costs associated with providing the program in the FkW schools. Second, estimate the impacts for the key outcomes (as described above). Third, obtain a cost-effectiveness measure for each outcome by dividing the estimated cost by the estimated impact for the outcome. In the case of reading outcomes, for example, divide the costs by incremental improvements in reading achievement. These estimates will rely on cost data from various components of the FkW intervention. The main categories of costs—staff, training, materials, volunteer time—should be collected from each partner and the schools through a consistent process that yields consistent data. The estimated cost-effectiveness measures using the impact estimates under this scenario will yield insight into the relative cost-effectiveness of FkW compared to the status quo. Note that a full design report is needed to clearly articulate the detailed methods for performing the cost-effectiveness study.

4. Study sample

School selection

To select the schools to participate in the evaluation, MELWG undertook a school-mapping exercise. MELWG determined the indicators to be collected, and CSR mapped the schools in the catchment areas in Moshi and Mwanza that had not participated in the pilot program. Schools that were eligible and interested in participating in the study were visited. The mapping process yielded basic statistics about the eligible schools, such as school, school leadership, teacher, and student information. School information included the number of preprimary teachers, resources allocated to preprimary education, and the distance from school to a central landmark, such as the district center. Teacher information included preprimary teachers' qualifications, years of teaching, age, and other characteristics. Student information included Standard VII leaving exam scores for the latest available year, the number and ages of students, and whether students speak primarily Swahili at home. These data would be used to ensure balance between treatment and control groups.

Schools will be randomized to either intervention or control status. Randomization may take place via public lottery, depending on community interest and needs. To minimize the potential for enrollment effects, treatment status should be revealed to schools as late as possible. It is possible that parents could shift school enrollment patterns knowing that certain schools will receive additional attention and training. To minimize this, schools should be notified of treatment status as late as possible before training would commence.

Sample size

To determine an appropriate sample size, we calculated minimum detectable impacts (MDIs) varying the number of schools (assuming the sample number of treatment and control), focusing on five key learning outcomes. MDIs are the smallest project impacts that we are able to statistically detect. For example, if the MDI for a certain outcome is 5 percentage points, we will be able to detect an impact only if it is at least 5 percentage points. Larger sample sizes generally mean the evaluation can detect smaller MDIs—that is, increased ability to detect small impacts. Because baseline indicators vary across outcomes, we show different sample size requirements separately for different indicators.

We understand that the FkW team could not feasibly implement in more than 150 treatment schools, so we did not consider a sample size larger than 150. In these calculations, we assume a sample of 15 children per school. Based on mapping conducted in early 2014 of about 20 schools, the class sizes (enrolled, not present) ranged from 29 to 87 with an average of 54, so we are confident that every school will have at least 15 students. We also considered increasing the sample to 25 or 30 students (not shown), but not surprisingly, there were much greater power gains to adding schools than students, and there were cost savings by decreasing students since the student assessments are one on one. In Table 4, we show MDIs not just for the full sample, but also for a 50 percent subgroup. This is important to consider so that the analysis can examine impacts by gender. We recommend a sample of 120 treatment and 120 control schools. We believe this balances implementers' needs for working with a manageable number of schools, accounts for attrition when children move away or cannot be followed up, and will enable an analysis to detect meaningful changes in outcomes. Especially considering the MDIs needed to examine subgroups, and possible attrition, this allows us to measure changes of less than 7 percentage points for most outcomes.

Table 4. Calculations of minimum detectable impacts

	Percentage of children who can…				
	Recognize letters	Read words	Read a paragraph	Count	Do addition
Baseline mean	34	15	9	81	46
Full sample, number of schools					
150	5.0	3.3	2.7	3.6	4.6
120	5.6	3.7	3.0	4.1	5.2
100	6.1	4.1	3.3	4.5	5.7
50 percent subgroup, number of schools					
150	6.2	4.2	3.4	4.6	5.8
120	6.9	4.6	3.8	5.1	6.5
100	7.6	5.1	4.1	5.6	7.1

Note: Baseline means are national averages for Standard II from Uwezo 2011. MDI calculations are for a two-tailed test with 80 percent power at a 95 percent significance level. Inter-cluster correlation is 0.05. Calculations also assume an R^2 of 0.01 and a response rate of 95 percent.

Students from each class would be sampled. We recommend constructing a student sample frame from the roster of newly enrolled students (those being the students with the greatest likelihood of having full exposure to the program), and assessing children from that roster. This means that even students who are enrolled yet not present on the day of the assessment would be assessed, and they would be assessed at home. We recommend this assessment strategy to ensure that the sample represents an accurate picture of the enrolled population, which is especially important in an environment with high rates of absenteeism.

5. Measurement instruments

We recommend using several tools and instruments to measure the impacts of FkW on student learning and achievement.

Measuring Early Learning Quality and Outcomes

First, we propose using a child assessment instrument that is part of the Measuring Early Learning Quality and Outcomes (MELQO) package of tools to assess child development and school readiness in literacy, numeracy, and social development (MELQO 2015) The MELQO consortium has worked to develop and test the tool, which includes items drawn from existing regional and international assessments.

The MELQO package includes a direct child assessment and a parent/teacher report. The assessment contains about 30 items that take about 35 minutes to administer. The tool, intended for children aged 3 to 6 years, includes items that cover social-emotional skills, language, pre-literacy, and pre-numeracy. The child assessment tool would be administered to children and teachers at baseline in February 2017 and at the end of the school year in November or December 2017. Note that this tool in still in the final stages of development. We hope to learn more about the psychometric properties of the tool and receive validation data as the MELQO consortium pilots the tool in Tanzania before a final decision is made.

The MELQO consortium has also developed tools to assess learning environments. These tools include items to assess environment and physical setting; family and community engagement; personnel; interactions; structural support; inclusiveness; program structure and curriculum; and health and hygiene. Together, these assessments were designed to collect the data needed to improve the quality of learning environments, child development, and student learning and provide information links with "national curricula, quality standards, and teacher/parent support and training." While the impact evaluation budget submitted to Dubai Cares in 2015 has not costed the use of these tools, it is recommended that these tools be included in the impact evaluation in order to measure changes in the learning environment that can be attributed to FkW and will help explain program impacts.

Early grade reading assessment and the early grade math assessment

Next, we recommend following the study children until the end of Standard II, in November 2019, and conducting the Early Grade Reading Assessment (EGRA) and the Early Grade Math Assessment (EGMA) with intervention and control children (Brombacher et. al. 2014). The EGRA measures early grade reading skills, and the EGMA measures early grade math skills. The EGRA and EGMA have been used in Tanzania, and there are existing benchmarks and targets in literacy and numeracy for students by the end of Standard II.

If possible, we recommend administering the EGRA and EGMA at the end of Standard I and Standard II, comparing students by intervention status, and comparing study students with national data to understand program impacts.

6. Ethical approval

The study will need ethical approval from the Tanzania Commission for Science and Technology. The application, including the study design, sampling procedures, instruments, and specific details about how children will be consented to participate in the study, should be prepared and submitted by mid-2016.

7. Evaluation timeline

The proposed evaluation timeline includes a baseline in January 2017, a first follow-up round in December of 2017, and a second and final follow-up round in December 2019. We believe each of these rounds of data collection is important. Below we describe the purpose of each round:

Baseline: The baseline will capture a representative sample of students in a typical preprimary class. The main objectives of the baseline would be (1) to establish baseline equivalence across treatment and control groups, and (2) to provide a descriptive picture of learning levels, overall school quality, and conditions in sample schools.

First follow-up: The first follow-up would take place before the end of the school year in 2017, after students have had a full year of exposure to preprimary school. The main objective of the first follow-up would be to assess immediate impacts of the teacher training. If at this point the project does not see impacts, we do not recommend a further survey, since the end of preprimary is when children would have had maximum exposure to the project and when one would expect impacts to be strongest.

Second follow-up: The second follow-up would take place before the end of the school year in 2019, after students finish Standard II. The main objective of the second follow-up would be to determine if impacts persist two years after children were exposed to teachers who were trained through the FkW project. This second follow-up tests the important policy question of whether quality preprimary education leads to improved learning outcomes in reading and math and improved social emotional development.[6]

During times when extensive surveying is not taking place, the evaluation team should conduct routine monitoring, including teacher observation and qualitative interviewing to understand how teacher quality measures are changing as a result of the program.

[6] Dubai Cares may choose to conduct only two rounds of data collection. If so, the study would either be unable to estimate the immediate and most powerful early impacts of preprimary education or the important, but longer-term policy questions about the impacts of preprimary education. Further, rather than reducing study rounds, we suggest also conducting data collection in 2018 when children finish Standard I. We believe this round of data collection would help understand immediate impacts of FkW using the EGRA and EGMA.

8. Next steps for the impact evaluation

For conducting the proposed RCT, we believe the following activities must be implemented in 2016 to prepare for the impact evaluation:

- Finalize the FkW intervention, including manuals, timeline, budgets, contracts, and MOUs.
- Finalize the evaluation design and ensure a common understanding of the evaluation approach and timeline. The study design, randomization, sampling, training of the field data collection team, quality control procedures, data processing, analytics, report writing, and dissemination activities must all be articulated and finalized.
- Finalize the selection of data collection instruments, including interview protocols, qualitative guides, and observation tools as required.
- Obtain ethical approval through the Tanzanian National Ethics Board.

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VIII. CONCLUSION

The FkW preprimary package was developed over two years in a consultative and iterative process. The intervention is theory driven, based on the latest research on preprimary education, and pilot-tested. Throughout the course of the pilot phase, all programmatic concerns were raised by members of the learning collaborative and discussed in detail among the steering Committee until solutions were identified. The program has had ongoing monitoring, evaluation, and learning activities to ensure continuous quality improvement.

In the final EA discussion and data collection, the learning collaborative and other stakeholders endorsed the FkW intervention, despite some uncertainty about future scalability and sustainability. Stakeholders agreed that the program rollout should be rigorously evaluated and costed given its potential to yield strong positive impacts on children's learning outcomes and social development.

Thus, we recommend a rigorous RCT to measure the impacts of the intervention on student learning outcomes. This study will be an important contribution to the evidence on what works in preprimary education that will guide policy and practice in Tanzania. We expect that the evaluation results will contribute to decision making in Tanzania and will also inform global efforts to identify and test effective low-cost interventions.

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APPENDIX A

AKU REVISED OBSERVATION CHECKLIST

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Appendix A

OBSERVATION TOOL

Aga Khan University Institute for Educational Development, East Africa
Centre for Continuing Education and Life Long Learning
Early Years Certificate Course
Classroom Observation Tool

Tarehe: _____

Jina la Mshiriki Mafunzo: _____ Jinsi _____

Kiwango cha Elimu: _____

Kiwango cha mafunzo ya ualimu: _____

Uzoefu kazini (kwa miaka): _____

Mahali/eneo: _____

Muda wa kipindi (kuanzia): _____ (mpaka): _____

Idadi ya wavulana: _____ Idadi ya wasichana: _____ Jumla ya waliohudhuria: _____

Ufuatiliaji (1,2,3,4) : _____

Mada ya somo: _____

Jina la mfuatiliaji_____

NO=Not Observed (Haikuonekana) NS=Not Satisfactory (Haitoshelezi) F=Fair (inafaa/inaridhisha) G=Good (nzuri/vema) E=Excellent (vizuri sana)

Tick as appropriate (Weka tiki inapostahili)

	COMMENTS (MAONI)	**NO 1**	**NS 2**	**F 3**	**G 4**	**E 5**
PART I: LESSON PLAN OVERVIEW (ANDALIO LA SOMO KWA UJUMLA)						
Written lesson plan with all essential elements included (*Andalio la somo lililoandikwa likiwa na vipengele vyote muhimu*)						
Objectives clearly stated (*Malengo yameelezwa vizuri*)						
Suitability of content (*Maudhui yanaendana na somo*)						
Appropriate teaching/learning resources (*Zana za kufundishia na kujifunza zinafaa/ni sahihi*)						
Number of written lesson plans since last visit/Number of actual teaching days (Idadi ya andalio la somo zilizoandikwa/idadi ya siku za ufundishaji)						
PART II: INSTRUCTIONAL STRATEGIES/SKILLS/ (*MBINU ZA UWASHIRISHAJI*)						
Introduction (interest, focused links) *Utangulizi (uchangamshi, mwendelezo)*						
Lesson development (sequencing, levels) *Hatua za somo (mwendelezo, hatua)*						
Explanation (clear, appropriate, level language) Maelezo/ufafanuzi (lugha inaeleweka kulingana na umri)						
Illustrations & examples						

(clear, appropriate, linked) *Vielelezo na mifano (iko wazi, inafaa na kuna uwiano)*						
Questioning (varied, levels, distribution, language) *Maswali (yanatofautiana, yazingatia hatua, yamegawanyika na lugha inaeleweka)*						
Formative checks (appropriate, group, individual*)* *Ufuatiliaji wakati wa somo (unafaa, katika makundi na mwanafunzi mmoja mmoja)*						
Use of students' ideas: to provide opportunity for child-led learning *Utumiaji wa mawazo ya wanafunzijifunzaji (kutoa fursa kwa ujifunzaji unaongozwa na mtoto)*						

	COMMENTS *(MAONI)*	NO 1	NS 2	F 3	G 4	E 5
PART III: INSTRUCTIONAL PROCEDURES & RESOURCES (*TARATIBU ZA UFUNDISHAJI NA ZANA)*						
Learning materials (level, appropriate, relevant) *Zana za kujifunzia (zinazingatia hatua, ni sahihi zinafaa)*						
Learning activities (varied, interesting, sequenced, suitable) *Vitendo vya kujifunza (Vinatofautiana, vinavutia, vimepangwa na vinaendana na somo)*						
Student involvement (group work, individual, whole class, pair work, questioning, reporting, discussing, drawing) and use of child centred learning *Ushirikishwaji wa wanafunzi (kazi katika makundi, kila mwanafunzi peke yake, darasa zima, kazi za wawili wawili, maswali, uwasilishaji, majadiliano, uchoraji) na matumizi ya mbinu zinazozingatia mtoto kama kitovu cha ufundishaji.*						
Time management *(Utunzaji wa muda)*						
Chalkboard use and other available resources for teacher demonstration/display Matumizi ya ubao *(Matumizi ya ubao na vifaa mengine vyamaonyesho)*						
Application and use of learning areas *Matumizi ya maeneo ya ujifunzaji*						

PART IV: CLASSROOM MANAGEMENT/CLIMATE *(USIMAMIZI WA DARASA)*						
Classroom management *(Kusimamia darasa)*						
Dealing with appropriate/ inappropriate behavior *Ufutiliaji wa tabia (zinazokubalika/zilizosahihi na zisizokubalika/zisizosahihi)*						
Conducive atmosphere to support inclusion such as gender equity, disability etc *Mazingira salama kwa ujumuishi*						
Communication (voice, eye contact, movement etc*)* *Mawasiliano (Sauti, macho na matendo ya mwili).*						
Closure (sub & main closures) *Hitimisho (umaliziaji wa hatua na umaliziaji wa jumla)*						
Linkages, summaries, formative checks *(Uwiano, muhtasari na sauti inayofuatilia)*						

Teacher evaluation questions (*Maswali ya mwalimu kuhusu tathmini yake):*

1. What is your evaluation of this lesson? (*Tathmini yako ikoje kuhusu somo hili?)*

2. How would you improve your lesson? (*Unawezaje kuboresha somo lako?)*

PART V: Teacher is able to: ***(Mwalimu anaweza):***

	COMMENTS/ ***MAONI***	**NO 1**	**NS 2**	**F 3**	**G 4**	**E 5**
Analyze his/her instructional behavior *(Kutathmini jinsi alivyofundisha somo)*						
Think critically about his/her practice *(Kufikiri kwa kina kuhusu matendo yake ya ufundishaji)*						
Examine the implications of his/her instruction choices *(Kubaini matokeo ya uchaguzi wa mbinu zake za ufundishaji alizochagua)*						

Course participant's signature *(Sahihi ya mshiriki wa mafunzo)*_____

Observer's signature *(Sahihi ya mfuatiliaji):* _____

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MRADI WA FURSA KWA WATOTO

A RUBRIC FOR CLASSROOM TEACHING AND LEARNING ASSESSMENT TOOL					
LESSON PLAN ANDALIO LA SOMO	**1**	**2**	**3**	**4**	**5**
Written lesson plan *Andalio la somo lililoandikwa*	Not prepared *Halikuandaliwa*	The plan is either missing important elements such as objectives, activities or assessments *Limeandaliwa lakini linakosa mambo muhimu kama vile malengo, vitendo na tathimini*	The plan has either limited or unclear objectives and activities or does not include formative assessment *Limeandaliwa likiwa na malengo na vitendo pungufu ambavyo havijatajwa wazi, hata hivyo limehusisha tathimini wakati wa somo*	Planned with inclusion of all the components but the FIVE steps are not adequately addressed. Interactive activities and formative assessment Included. *Limeandaliwa na kutaja malengo mahususi, linaoonesha vitendo shirikishi na linahusisha tathimini wakati wa somo*	Clearly planned with all components well stated and the FIVE steps correctly sequenced, well-formulated interactive activities and includes formative assessment. *Limeandaliwa kwa umakini ,uwazi na kutaja malengo mahususi, linaoonesha vitendo shirikishi na linahusisha tathimini wakati wa somo*
Objectives clearly stated *Malengo yameandikwa vizuri*	Objectives not stated *Malengo hayajaandikwa*	Objectives are stated however they are unclear *Malengo yameandikwa lakini hayako sahihi.*	Objectives are either stated or missing important elements e.g. SMART criteria *Malengo yameandikwa kwa ufasaha lakini hayakufuata viwango husika vya uandishi (S.M.A.R.T criteria)*	Objectives are clearly stated, effective but missing some SMART elements *Malengo yameandikwa kwa ufasaha na kufuata viwango husika vya uandishi lakini imekosa baadhi ya vipengele vya S.M.A.R.T criteria*	Objectives are clearly stated, effective and have application of S.M.A.R.T criteria. *Malengo yameandikwa kwa ufasaha na kufuata viwango husika vya uandishi (S.M.A.R.T criteria)*

Suitability of content *Usahihi wa maudhui*	Content is not suitable for the learners *Maudhui hayana usahihi kwa wanafunzi*	Content not in context to the syllabus *Maudhui hayaendani na muktadha wa muhtasari*	Content is vague and does not meet the needs of the learners *Maudhui hayaeleweki na hayakidhi mahitaji ya wanafunzi*	Content is not fully relevant or in context with the syllabus *Maudhui yanaendana na muktadha wa muhtasari*	Content is very relevant and in context of the syllabus that caters for the needs of the learners. *Maudhui yanaendana na muktadha wa muhtasari ambao huzingatia mahitaji ya wanafunzi*
Appropriate teaching/learning resources *Zana sahihi za kufundishia na kujifunzia*	Does not use any resources *Hajatumia zana zozote*	Use of random resources however not relevant to the content/context *Hutumia zana mbalimbali japo haziendani na maudhui/muktadha*	Use of limited low cost resources available in the environment *Matumizi madogo ya zana zisizo ghali zinazopatikana kwenye mazingira*	Use of low cost resources available in the environment which are relevant to the lesson and will aid the teaching learning process *Matumizi ya zana zisizo ghali zinazopatikana kwenye mazingira na ambazo zinawiana na somo na zitasaidia mchakato wa ufundishaji na ujifunzaji*	Use of a variety of low cost resources available in the environment which are relevant to the lesson and allows learners to manipulate or have access to the resources to aid the teaching learning process. *Matumizi ya zana mbalimbali zisizo ghali zinazopatikana kwenye mazingira na kuwapatia wanafunzi fursa ya kuzitumia kwa namna ambazo zinawiana na somo na zitasaidia mchakato wa ufundishaji na ujifunzaji*
A RUBRIC FOR OBSERVATION CHECKLIST					
INSTRUCTIONAL STRATEGIES MBINU ZA UFUNDISHAJI	**1**	**2**	**3**	**4**	**5**
Introduction (interest, focused links) *Utangulizi (unaovutia,*	No introduction *Hakuna utangulizi*	Lacks motivation and engagement of majority of the children in the class *Hukosa motisha na*	Motivates and grabs attention of few children in the class.. *Humotisha na kuvuta usikivu wa wanafunzi wachache*	Motivating and grabs attention of majority of the class. *Unamotisha na huvuta usikivu*	Motivating and grabs attention of majority of the class. Uses creative and engaging ways of presentation *Unamotisha na huvuta usikivu*

wenye mwendelezo)		*ushirikishwaji wa watoto walio wengi darasani*	*darasani*	*wa wanafunzi walio wengi darasani.*	*wa wanafunzi walio wengi darasani. Hutumia mbinu bunifu na shirikishi za uwasilishaji*
Lesson Development (sequencing, levels) *Hatua za somo (zinazozingatia mtiririko mzuri, na hatua)*	No evidence of lesson development *Hakuna ushahidi wa hatua za somo*	The lesson is presented however lacks flow. *Somo huwasilishwa japo linakosa mtiririko*	The lesson is presented sequentially however does not consider children's existing knowledge. *Somo linawasilishwa kwa mtiririko japo halizingatii maarifa walionayo watoto*	The lesson is presented sequentially moving from the known to the unknown, using children's existing knowledge *Somo limewasilishwa kwa mtiririko kutoka wanachokijua kwenda wasichokijua, akitumia maarifa walionayo watoto*	The lesson is presented sequentially moving from the known to the unknown, using children's existing knowledge and encouraging student participation *Somo limewasilishwa kwa mtiririko kutoka wanachokijua kwenda wasichokijua, akitumia maarifa walionayo watoto na kuhamasisha ushiriki wa watoto*
Explanation (clear, appropriate, level, language) *Maelezo (yako wazi, sahihi, yanayozingatia hatua,na lugha)*	No clear explanations *Hajatoa maelezo yanayoeleweka*	Explanations are unclear and confusing, not reflecting daily life *Maelezo hayaeleweki na yanachanganya, hayaendani na maisha ya kila siku*	Explanations are provided however are not very clear; inappropriate use of language e.g. Is not age and contextual appropriate *Maelezo yametolewa hata hivyo hayaeleweki; matumizi yasiyosahihi ya lugha mf. Isiyozingatia umri na muktadha wa watoto*	Explanations are clear and the language (vocabulary) used is appropriate to the level of the children. *Maelezo yakowazi na yanaeleweka, kwa kutumia lugha (msamiati) inayoendana na hatua/umri aliofikia mototo.*	Explanations are contextual, clear and concise, using language (vocabulary) appropriate to the level and age of the children. *Maelezo yakowazi na yanaeleweka, kwa kutumia lugha (msamiati) inayoendana na hatua/umri aliofikia mtotona yanaendana na muktadha*
Illustrations and examples (clear, appropriate, linked) *Vielelezo, mifano (ambayo iko wazi, sahihi,na inauwiano)*	No examples *Hajatoa mifano kabisa*	Examples not linked to the lesson *Mifano haiwiani na somo*	Not enough or clear examples relating to their daily life *Hakuna mifano ya kutosha, au wazi inayohusiana na maisha ya watoto ya kila siku*	Few relevant and clear examples linked to the lesson that children can relate to their daily life. *Mifano michache na iliyo wazi ambayo inawiana na maisha ya watoto ya kila siku.*	Several relevant and clear examples linked to the lesson that children can relate to their daily life. *Mifano mingi na iliyo wazi ambayo inawiana na maisha ya watoto ya kila siku.*

Questioning (varied, levels, distribution, language) *Uulizaji maswali (tofautitofauti, yanayozingatia hatua, mgawanyo, na lugha inayoeleweka)*	No questions *Hajauliza maswali kabisa*	Asks questions but targets preferred candidate *Anauliza maswali yenye shabaha ya upendeleo*	Asks only few questions repetitively and is gender biased *Ameuliza maswali ya kujirudiarudia machache tu na yenye kupendelea jinsi fulani*	Asks varied questions through the lesson in appropriate language to the class, considering gender *Anauliza maswali tofauti tofauti kupitia somo kwa kutumia lugha inayofaa kwa darasa husika, hasa kwa kuzingatia jinsia*	Asks varied questions through the lesson in appropriate language and materials to the class, considering gender and inclusion of learning abilities-students work together in heterogeneous groups and ensures opportunity for al learners to participate. *Anauliza maswali tofauti tofauti kupitia somo kwa kutumia lugha inayofaa kwa darasa husika, hasa kwa kuzingatia jinsi na yanayojumuisha makundi mbalimbali kulingana na uwezo wa wanafunzi.*
Formative checks (appropriate, group, individual) *Ufuatiliaji wakati wa somo (unaofaa, unaozingatia makundi na mwanafunzi mmoja mmoja)*	None *Hakuna ufuatiliaji wowote*	Formative checks only once during the lesson or to preferred learners *Ufuatiliaji umefanywa mara moja tu wakati wa somo/ kwa wanafunzi waliopendelewa*	General feedback /check at preferred time *Mrejesho nyuma ni wa jumla/usiokuwa na muda maalumu*	Provides constructive feedback to individuals and/or groups at the end of the lesson *Ameweza kutoa mrejesho wenye manufaa kwa mtoto mmoja mmoja/au makundi mwisho wa somo*	Provides timely, constructive feedback to individuals and/or groups throughout the lesson *Ameweza kutoa mrejesho wenye manufaa kwa mtoto mmoja mmoja/au makundi wakati wote wa somo*

Use of students' ideas *Utumiaji wa mawazo ya wanafunzi*	Students not encouraged to give ideas *Watoto hawajahimizwa kutoa mawazo yao*	Students' ideas are not used in the lesson *Mawazo ya watoto hayajatumika katika katika ufundishaji na ujifunzaji*	Listens to ideas but does not use / integrate them into learning *Ameweza kusikiliza mawazo ya watoto lakini hajayatumia katika ufundishaji na ujifunzaji*	Listens to students' ideas and integrates the ideas into the learning *Anasikiliza na kutumia mawazo ya watoto katika mchakato wa ufundishaji na ujifunzaji*	Appreciates students' ideas and involvement and integrates the ideas into the learning frequently. Also provides learners with opportunities to ask questions and make comments. *Huyathamini na kuyatambua mawazo ya watoto katika mchakato wa ufundishaji na ujifunzaji. Pia hutoa fursa kwa wanafunzi kuuliza maswali na kutoa maoni.*

A RUBRIC FOR OBSERVATION CHECKLIST					
INSTRUCTIONAL PROCEDURES & RESOURCES TARATIBU ZA UFUNDISHAJI NA ZANA	**0**	**1**	**2**	**3**	**4**
Learning materials (level, appropriate, relevant) *Zana za kujifunzia (kwa kuzingatia*	Missing *Zinakosekana*	Materials used/provided are not appropriate/relevant to the level; does not reflect inclusion *Ametumia zana zisizofaa na zisizoakisi*	Common learning materials used and reflect limited inclusion *Ametumia zana za kawaida zakujifunzia*	Uses/provides relevant and safe learning materials appropriate to the level of the learners, *Ametumia/kutoa vifaa mbalimbali ambavyo ni salama*	Uses and provides a variety of relevant and safe learning materials in line with content delivery (real and appropriate to the level of the learners, considering gender and inclusion *Ametumia/kutoa vifaa*

hatua, usahihi na umuhimu wake)		*ujumuishwaji*	*vya vinatumika na zinazoonyesha ujumuishwaji wa wachache*	*na vinaendana na hatua waliyopo wanafunzi,*	*mbalimbali ambavyo ni salama na vinaendana na hatua waliyopo wanafunzi, hasa kwa kuzingatia jinsi na ujumuishwaji.*
Learning activities (varied, interesting, sequenced, suitable) *Vitendo vya ujifunzaji (tofauti tofauti, vinavyovutia, vinavyofuata mtiririko na stahili)*	None *Hana vitendo vya somo kabisa*	Very few activities which do not contribute to the objective of the lesson *Vitendo vichache sana ambavyo havichangii kufikia malengo ya somo*	Activities are monotonous and limited engagement of children *Vitendo ni vya aina moja vyenye ushirikishaji mdogo*	Plans various engaging activities and contribute to the objective of the lesson *Alipanga vitendo shirikishi mbalimbali na kuchangia kufikia lengo la somo*	Plans various interactive activities in different levels and contribute to the objective of the lesson *Alipanga vitendo shirikishi mbalimbali katika hatua tofauti tofauti and kuchangia kufikia lengo la somo*
Student involvement (group work, individual, whole class, pair work, questioning, reporting, discussing, drawing and writing) use of child centered learning *Ushirikishwaji wa watoto (kazi za makundi, mmoja mmoja, darasa zima, kazi za jozi, maswali, uwasilishaji, majadiliano, kuchora*	No student engagement *Hamna ushirikishwaji wa watoto*	Limited engagement of students in teacher centered learning activities *Ushirikishwaji mdogo wa watoto katika matendo ya kujifunza yasiyo mlenga mtoto kama kitovu cha ujifunzaji*	Limited students engagement in child centered learning activities *Ushirikishwaji mdogo wa watoto katika matendo ya kujifunza yanayo mlenga mtoto kama kitovu chaujifunzaji*	Students are engaged in meaningful child centered learning activities *Ushirikishwaji wa watoto katika matendo ya kujifunza yanayo mlenga mtoto kama kitovu cha ujifunzaji*	Students are actively and highly engaged in meaningful child centered learning activities through the lesson *Ushirikishwaji wa hali ya juu wa watoto katika matendo ya kujifunza yanayo mlenga mtoto kama kitovu cha ujifunzaji*

na kuandika) matumizi ya mbinu zinazozingatia mtoto kama kitovu cha ufundishaji.					
Time management *Utunzaji wa muda*	Unorganized *Hakuwa na utaratibu maalumu*	Misses part of the lesson due to poor time management *Amekosa sehemu Fulani ya somo kutokana na kushindwa kutunza muda*	Time allocation is not practical or well managed and either completes before or struggles to complete the plan. *Muda uliopangwa hauendani na vipengele vya andalio la somo kwa hiyo mwalimu* alihangaika kukamilisha somo.	Allocates inadequate time to some sections. Rushes through or lengthens the lesson to complete the plan. *Muda haujagawanywa na kutumika kwa usawa*	Well managed and allocates enough time for each section. Does not rush through or lengthen the lesson to complete the plan. *Muda umetunzwa vizuri na kila sehemu imegawiwa muda wa kutosha. Hakukimbiza au kurefusha* somo ili kukamilisha andalio la somo
Chalkboard use and other available resources for teacher demonstration/display *Matumizi ya ubao*	Does not use chalkboard at all *Hajatumia ubao kabisa*	Limited use of the chalkboard and available resources *Ameonyesha matumizi madogo ya ubao na zana zingine zilizopo*	Uses chalkboard and other available resources, however lacks creativity and organization *Ametumia ubao na zana zingine zilizopo, hata hivyo anakosa ubunifu na mpangilio*	Uses chalkboard and other available resources effectively during the lesson with minimal creativity and organization *Ametumia ubao na zana zingine katika namna ambayo ni safi na imepangiliwa vema wakati wa somo bila ubunifu*	Creatively uses chalkboard and other available resources in an organized and neat manner effectively during the lesson. Also allows students to use the chalk board and other display materials. *Ametumia ubao kiubunifu na zana zingine katika namna ambayo ni safi na*

			mzuri wakati wa somo		*imepangiliwa vema wakati wa somo. Anapatia wanafunzi fus ya kutumia ubao.*
A RUBRIC FOR OBSERVATION CHECKLIST					
CLASSROOM MANAGEMENT / CLIMATE USIMAMIZI WA DARASA	**0**	**1**	**2**	**3**	**4**
Classroom management *Usimamizi wa darasa*	Not evident *Usimamizi wa darasa hauonekani au hauonekani kabisa*	Seems to be out of control / or too controlling *Huonekana hawezi kujitawala/au alizidisha usimamizi*	Transition activities are abrupt and there is no flexibility *Vitendo badilishi ni vya ghafla na hamna unyumbufu*	Good class management. Transition activities are smooth, and routines are followed with little flexibility *Anasimamia darasa vizuri, vitendo vya kutayarisha watoto kubadilisha shughuli, ratiba au taratibu za kila siku zimefuatwa kwa unyumbufu mdogo*	Well composed and manages class effectively and smoothly. Transition activities are smooth, routines are followed with flexibility. Manages to get the attention of all learners in every step of the lesson. *Nimtulivu na amesimamia darasa kwa umahiri na kwa urahisi, vitendo vya kutayarisha watoto kubadilisha shughuli, ratiba au taratibu za kila siku zimefuatwa na kwa unyumbufu pia*
Dealing with appropriate / inappropriate behavior	Fails to deal with either behavior	Does not praise effectively and/or uses harsh criticism	Uses general praises and/or struggles with managing inappropriate behavior	Portrays good class management skills. Uses praise and deals with inappropriate behavior positively.	Portrays excellent class management skills. Uses praise effectively. Deals with inappropriate behavior positively, re-

Kushughulikia tabia zinazofaa/zisizofaa	*Ameshindwa kushughulikia tabia mojawapo (inayofaa/isiyofaa)*	*Ameshindwa kuchochea tabia inayofaa kwa weredi na/au amekosoa kwa ubaya*	*Ametumia vichocheo vya jumla na anahangaika kushughulikia tabia isiyofaa*	*Ameonyesha ujuzi bora katika kushughulikia tabia zinazofaa na zisizofaa darasani kwa kadri ipasavyo.*	directing undesired and re-enforcing desirable behavior accordingly. *Ameonyesha ujuzi bora zaidi katika kushughulikia tabia zinazofaa na zisizofaa darasani, akizuia tabia isiyofaa na kuchochea tabia inayofaa kadri ipasavyo.*
Conducive atmosphere to support inclusion *Hali nzuri inayoruhusu ujumuishwaji*	Atmosphere is unfavorable *Hali ya darasa si nzuri tendo la ujifunzaji na ufundishaji jumuishi*	Class atmosphere lacks positive ambience, sense of belonging, freedom of speech and mutual respect for each other *Hali ya darasa haina fursa ya wanafunzi kuwa na uhuru wa kuongea na kuheshimiana*	Class atmosphere has limited sense of belonging, freedom of speech and mutual respect for each other *Hali ya darasa ina fursa ndogo ya kuwafanya wanafunzi wajisikie amani, wawe huru kuongea na kuheshimiana*	Class atmosphere has good sense of belonging, mutual respect for each other regardless gender and disabilities but limited freedom of speech *Hali ya darasa ina fursa nzuri ya kuwafanya wanafunzi kuwa huru, na kuheshimiana bila kunyanyapaa kijinsia na maumbile lakini haukujali uhuru wa kuongea*	Class has a positive ambience creating a sense of belonging, freedom of speech and mutual respect for each other regardless the gender and disabilities and economic status. *Kuna hali nzuri ya darasa inawezesha uhuru wa kuongea na kuheshimiana bila unyanyapaa wa jinsia ulemavu na hali ya kimaisha.*
Communication (voice, eye contact, movement etc)	Very poor communication skills (no eye contact, no voice	Communicates but with poor non-verbal expression	Communicates but with less clarity and sometimes inaudible and also with limited or no demonstration	Communicates with a clear and audible voice but with limited demonstration of non-verbal skills such as eye contact.	Communicates with a clear and audible voice, maintains eye contact with learners, makes skillful, thoughtful and calculated

Mawasilisno (sauti, macho na matendo ya mwili)	modulation, makes unnecessarily abrupt movements		of non-verbal skills such as eye contact (example looks over children's over heads) *Hawasiliani ipasavyo nawakati mwingine hasikiki pia hatumii sana viungo vya mwili katika mawasiliano (mfano kutazama juu ya vichwa vya watoto*)	*Anawasiliana vizuri kwa sauti yenye kusikika lakini hatumii sana viungo vya mwili katika mawasiliano.*	movements
Closure (sub & main closures) *Hitimisho (dogo &kubwa)*	No closures *Hakuna kufunga*	Wraps up session without reviews *Huparamia vipindi bila marudio*	Abrupt closures with little room for further learning *Ufungaji wa kushitukiza na nafasi ndogo ya kujifunza zaidi*	Sections end with closures with no definite wrap up. *Sehemu za somo huisha kwa kufunga pasipo majumuisho yakueleweka.*	Each section ends with a closure with review to wrap up the session and gives room for further learning. *Kila sehemu huisha kwa kufunga na kufanya majumuisho/marudio ili kukazia mafunzo na kutoa nafasi zaidi za kujifunza*
Linkages, summaries, formative checks		Not well summarized and no further links are provided	Summarizes but further links are not provided	Good summary of content though lacks linkage to support the lesson. Encourages students to think critically over concept taught.	Summarizes the content effectively and offers useful links to support the lesson, and encourages critical consumption of the concepts.

(Uwiano, muhtasari na ufuatiliaji wakati wa somo)		*Muhtasari ulitolewa isivyotakiwa na hapana mifano iliyotolewa kukazia somo*	*Ametoa muhtasari lakini hajatoa mifano kukazia somo*	*Ametoa muhtasari mzuri unaohusiana na somo na kuhamasisha wanafunzi kufikiri zaidi juu ya somo.*	*Ametoa muhtasari wa maudhui kiumahiri na mifano ya kutosha kukazia somo; pia amechochea wanafunzi kuelewa*
	A RUBRIC FOR OBSERVATION CHECKLIST				
TEACHER EVALUATIONTATHMINI YA MWALIMU Teacher is able to: *Mwalimu ameweza:*	**0**	**1**	**2**	**3**	**4**
Analyze his/her instructional behavior *Kuchanganua namna ya ufunndishaji wake*	Cannot analyze her instructional behavior *Hawezi kuchanganua namna anavyofundisha*	Does not seem to identify the strengths and weaknesses *Haoneshi uelekeo wa kutambua uwezo na udhaifu*	Not too confident about the instructional behavior and cannot clearly identify the strengths and areas for improvement *Hajiamini kuhusu namna anavyofundisha na hawezi kubaini uwezo na maeneo yanayohitaji maboresho*	Is able to identify strengths and areas for improvement in her/his instructional behavior. *Anaweza kubaini uwezo wake na mapungufu yanayohitaji maboresho katika njia zake za ufundishaji*.	Is able to evaluate her/his instructional behavior confidently and can identify the strengths and areas for improvement. *Anaweza kutathimini namna anavyofundisha na anaweza kubaini uwezo na maeneo yanayohitaji maboresho*

Think critically about his/her practice. *Kutafakari kwa kina kuhusu ufundishaji wake*	Fails to respond *Ameshindwa kabisa kujibu*	Cannot reflect critically *Hawezi kutafakari kwa kina*	Seems to be over confident/ uncertain *Anaonyesha kujiamini kupita kiasi/ haeleweki*	Is able to reflect about his/her practice and provides suggestions to ways of possible improvement with uncertainity. *Anaweza kufikiri kuhusu ufundishaji wake na akapendekeza njia za kuleta maboresho pasipo kujiamini.*	Is able to critically reflect about her/his practice and give insight to ways of possible improvement. *Anaweza kufikiri kwa kina kuhusu ufundishaji wake na akadokeza njia za kuleta maboresho*
Examine the implications of his/her instruction choices *Kutathimini matokeo ya mbinu za ufundishaji alizozichagua*	Fails to respond *Ameshindwa kabisa kujibu kujibu*	Cannot clearly examine the instruction choices *Hawezi kutathimini kwa ufasaha mbinu zake za ufundishaji*	Overconfident / uncertain about the implications *Kujiamini kupita kiasi/ kutojua matokeo*	Can weigh the pros and cons of the instructional choices and accepts new ideas without weighing the implications. *Anaweza kupima faida na hasara za mbinu za kufundishia alizozichagua na yupo tayari kupokea mawazo mapya pasipo kuzingatia matokeo yake.*	Can weigh the pros and cons of the instructional choices, is open to new ideas and readily sees the implications to practice. *Anaweza kupima faida na hasara za mbinu za kufundishia alizozichagua na yupo tayari kupokea mawazo mapya na kuona matokeo yake katika ufundishaji.*

APPENDIX B

TOOL 2 REVISED JULY 2015

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Appendix B

Fursa kwa Watoto Classroom Observation Tool: Tool 2- Revised, July 2015

T2 - CLASSROOM ACTIVITIES: Observation Checklist (by Maarifa/TAHEA POs). The full morning should be observed.

Name of the visitor: ……

Date of the visit: …… What time did you arrive to school? …… What time did you leave?……

School name and address: ……

How many children have you counted today?: Female …… Male……..

Categories of Activities considered		*Specific indicators*	*Scale* **Poor**; **Not Sat**=Not Satisfactory; **Fair**; **Good**; **Excel**=Excellent					
1. Organization of the Day: FkW Daily Routine (Circle Time; classroom activities alternate between teacher teaching to the class and children working in Learning Areas; Home Time)		1.1 How was **Circle Time** conducted?	Poor	Not Sat	Fair	Good	Excel	Not rated
		1.2 How was the **Bye Bye** time conducted?	Poor	Not Sat	Fair	Good	Excel	
2. Teacher-led lessons (large group)	**2.1. How has the lesson been prepared?**	2.1.1 Does the teacher-led lesson fit the MOEVT **curriculum** and guidelines?	Poor	Non Sat	Fair	Good	Excel	
		2.1.2 Has the lesson been prepared according to the **lesson plan (LP) format**? (check the lesson plan)	Poor	Non Sat	Fair	Good	Excel	
		2.1.3 Have the **teaching aids** been prepared in sufficient numbers?	Poor	Non Sat	Fair	Good	Excel	
		2.1.4 Are they **relevant** to the lesson?	Poor	Non Sat	Fair	Good	Excel	
		2.1.5 Are they **culturally** appropriate?[1]	Poor	Non Sat	Fair	Good	Excel	

[1] "Culturally appropriate" is defined here by not contradictory to local spiritual/religious and moral beliefs and values.

	2.2. How is the lesson been implemented?	2.2.1 Has the teacher used examples from the **local context** to illustrate the lesson?	Poor	Non Sat	Fair	Good	Excel
		2.2.2 Are **all children** actively engaged in the lesson?	Poor	Non Sat	Fair	Good	Excel
		2.2.3 When **materials** are needed do all children have access to them?	Poor	Non Sat	Fair	Good	Excel
		2.2.4 Have children worked in **pairs or small groups**?	Poor	Non Sat	Fair	Good	Excel
		2.2.5 Have children worked **individually**?	Poor	Non Sat	Fair	Good	Excel
		2.2.6 Is the **teacher** organised and focused on facilitating the lesson?	Poor	Non Sat	Fair	Good	Excel
		2.2.7 Has the teacher encouraged **ALL** children's participation and try to give all **opportunities "to shine"**, including children with special needs, slow learners, quiet children and those who might not understand?	Poor	Non Sat	Fair	Good	Excel
		2.2.8 Has the teacher facilitated children's thinking skills through open-ended questions and discussions?	Poor	Non Sat	Fair	Good	Excel
		2.2.9 Is the teacher showing appreciation to children's contributions during the lesson?	Poor	Non Sat	Fair	Good	Excel
		2.2.10 Have the teacher's instructions been clear and easy to follow?	Poor	Non Sat	Fair	Good	Excel
		2.2.11 Has the teacher linked this lesson to previous lessons or daily life?	Poor	Non Sat	Fair	Good	Excel
		2.2.12 Has the teacher checked that children **understand** the lesson and encouraged children to say when they **don't understand**?	Poor	Non Sat	Fair	Good	Excel
		2.2.13 Is the teacher **responsive** when children ask questions or need support?	Poor	Non Sat	Fair	Good	Excel
		2.2.14 Has the teacher encouraged the children to **reflect** on their learning/work?	Poor	Non Sat	Fair	Good	Excel
3. Children-lead sessions (learning	**3.1. Learning materials (Learning Kit + any**	3.1.1. Are the learning materials **available and accessible** in all 4 learning areas?	Poor	Non Sat	Fair	Good	Excel

areas)	**additional materials provided by the teacher)**	3.1.2 Are the learning materials **safe** to use?	Poor	Non Sat	Fair	Good	Excel
		3.1.3 Are there **enough** learning materials for the children **in each learning area**?	Poor	Non Sat	Fair	Good	Excel
		3.1.4 Are the learning materials **durable**?	Poor	Non Sat	Fair	Good	Excel
		3.1.5 Is there evidence of **additional sustainable and replicable** materials in the classroom?	Poor	Non Sat	Fair	Good	Excel
		3.1.6 Are the materials available **appropriate to the age** of children?	Poor	Non Sat	Fair	Good	Excel
		3.1.7 Are the learning areas **organised** so that they are ready to use?	Poor	Non Sat	Fair	Good	Excel
	3.2. Children-led activities	3.2.1 Are all children actively **engaged** in learning?	Poor	Non Sat	Fair	Good	Excel
		3.2.2. Do **all learning areas** have children at play, without one area having too many children?	Poor	Non Sat	Fair	Good	Excel
		3.2.3. Is the **atmosphere** in the classroom relaxed?	Poor	Non Sat	Fair	Good	Excel
		3.2.4. Are children **interacting positively** with each other?	Poor	Non Sat	Fair	Good	Excel
		3.2.5. Are children **taking care** of the materials and **putting them back in place** before leaving a learning area?	Poor	Non Sat	Fair	Good	Excel
	3.3. Teachers activities during playing session	3.3.1 Is the **teacher interacting** with individual children or small groups of children?	Poor	Non Sat	Fair	Good	Excel
		3.3.2 Is the teacher paying **attention** to the rest of the group?	Poor	Non Sat	Fair	Good	Excel
		3.3.3. Is the teacher paying attention **to children who are not actively** engaged in learning activities?	Poor	Non Sat	Fair	Good	Excel
		3.3.4 Is the teacher **showing appreciation** of what the children are doing?	Poor	Non Sat	Fair	Good	Excel
		3.3.5 Is the teacher **encouraging children interaction** among themselves?	Poor	Non Sat	Fair	Good	Excel

		3.3.6 Is the teacher **responsive** when children ask questions or need support?	Poor	Non Sat	Fair	Good	Excel
4- Classroom management (Management of children behaviour, communication style, atmosphere in the classroom and rules)		4.1. Do classroom rules and teacher's expectations seem to be **clear and known** to children?	Poor	Non Sat	Fair	Good	Excel
		4.2. Are teacher's **instructions** clear and easy to follow?	Poor	Non Sat	Fair	Good	Excel
		4.3 Does the teacher use positive discipline in the classroom?	Poor	Non Sat	Fair	Good	Excel
		4.4 Does the teacher use calm, encouraging and positive language in the classroom?	Poor	Non Sat	Fair	Good	Excel
		4.5 Is the teacher **gender sensitive** in the classroom?	Poor	Non Sat	Fair	Good	Excel
		4.6 Do the children **listen to each other**?	Poor	Non Sat	Fair	Good	Excel

How many new lesson plans can you count in the teacher's lesson plan book in the last 5 school days or in the past week? ……

Other remarks concerning the activities seen in the PP classroom:

Classroom Observation Tool

Categories of Activities considered	*Specific indicators*	***Scale***				
		Poor;				
		Not Satisfactory;				
		Fair; **Good**;				
		Excel=Excellent				
1. Organization of the Day: Fursa's Daily Routine (Circle Time; classroom activities alternate between teacher teaching to the class and children working in Learning Areas; Home Time)	1.1 How was **Circle Time** conducted ?	**Poor** Circle time doesn't take place.	**Not Satisfactory** Circle time takes place but there is poor engagement of the children. The session is very short, is dominated by the teacher and lacks flow.	**Fair** Some children participate in circle time. The teacher focuses on a few individuals and doesn't pay attention to the whole group. The teacher routinely asks the same questions so children's responses are practiced and always the same. No discussion is generated.	**Good** Many children are engaged and participate actively. The teacher does not dominate the group and is part of the circle. S/he encourages children to contribute freely. Circle time is well organised and instructions are clear. Timing is appropriate.	**Excel** Most children (including those with special needs) are actively engaged and lead some parts of the session. The teacher uses a variety of open ended *Wh* questions as well as follow up questions. S/he encourages the children to reflect and to express their opinions. Instructions are clear and the duration of time is appropriate.
	1.2 How was the **Bye Bye** time conducted?	**Poor** Bye Bye time is not conducted.	**Not Satisfactory** Bye Bye time takes place but there is poor engagement of the children. The session is very short. It lacks opportunities for reflection and does not provide a conclusion to the day's activities.	**Fair** The teacher allows only a few children to reflect and give feedback on their activities. A short concluding song or rhyme is sung at the end of the session. Children are dismissed and scramble to leave the room.	**Good** The teacher provides well organised opportunities for reflection and encourages active feedback from many children. S/he concludes the day's activities in a positive and happy manner.	**Excel** Reflection opportunities are well organised and children are encouraged to give feedback. The day is concluded in a happy and positive manner. Clear instructions are given to children for any home tasks. Children follow an orderly routine for saying goodbye and exiting the classroom.

2. Teacher-led lessons (large group)	**2.1. How has the lesson been prepared?**	2.1.1 Does the teacher-led lesson fit the MOEVT **curriculum** and guidelines?	Poor The teacher has not used the curriculum and the lesson does not take into consideration any part of the MoEVT curriculum or guidelines despite the children's readiness in respect to needs and level.	**Not Satisfactory** Lesson has been taken out of sequence from the MoEVT curriculum and guidelines. Children either don't have the foundation or background because the previous lessons have not been taught or they are more advanced than the level of the lesson because they already have the skills and knowledge being taught.	**Fair** Lesson is planned according to MoEVT curriculum and guidelines but has consolidated many parts of the curriculum into one lesson, thus presenting too many concepts for children to grasp.	**Good** The lesson is planned according to MoEVT curriculum and guidelines. Where necessary there is some adaptation of the guidelines to take into consideration the needs and level of the children**,** however not of all of them.	**Excel** The lesson is planned according to MoEVT curriculum and guidelines. Where necessary there is some adaptation of the guidelines to take into consideration the needs and level of the children.
		2.1.2 Has the lesson been prepared according to the **lesson plan (LP) format**? (check the lesson plan)	**Poor** Lesson plan has not been prepared.	**Not Satisfactory** Lesson plan is incomplete. Objectives are unclear and do not contain SMART elements. Content is not suited to the level of the children and activities do not relate to the objectives. Assessment is either incomplete or irrelevant.	**Fair** Lesson plan has been prepared but objectives are not clear and include only one or two SMART elements. Some activities are not relevant to achieving the objectives. Content is suited to the level of few students. Assessment is slightly linked to the objectives.	**Good** Objectives are clear and include most SMART elements. Most activities and resources are appropriate to achieving objectives. Content is relevant and suited to the level of most children. Some assessment is linked to the objectives.	**Excel** Objectives are clearly stated and include SMART elements. All activities and resources are appropriate to achieving objectives. Content is relevant, sequenced and suited to the needs and level of the children. Assessment is linked to the objectives.

	2.1.3 Have the **teaching aids** been prepared in sufficient numbers ?	**Poor** No teaching aids have been prepared.	**Not Satisfactory** Very few teaching aids have been prepared allowing only selected children to participate while most of the children are not engaged.	**Fair** Insufficient numbers of teaching aids have been prepared. Some children are waiting to participate but often do not have a turn.	**Good** Teaching materials are not quite sufficient but are able to be shared in order for most children to participate in the lesson.	**Excel** There are sufficient materials for every child to be engaged in the lesson as an individual or group member, according to the activity.
	2.1.4 Are they **relevant** to the lesson?	**Poor** No teaching aids have been prepared.	**Not Satisfactory** Very few of the teaching aids that have been prepared are related to the lesson.	**Fair** Some teaching aids are related to the lesson while others are not.	**Good** Most of the teaching aids are appropriate and related to the lesson.	**Excel** All teaching aids are appropriate and related to the lesson.
	2.1.5 Are they **culturally** appropriate?[1]	**Poor** No teaching aids have been prepared.	**Not Satisfactory** The teaching aids are culturally insensitive and are not appropriate for the group of children.	**Fair** Some teaching aids are appropriate according to local cultural beliefs and values while some other teaching aids are not suitable.	**Good** Most teaching aids are appropriate to cultural beliefs (taking into consideration local spiritual/religious beliefs and moral values).	**Excel** All teaching aids are culturally appropriate and take into consideration local spiritual/religious beliefs and moral values.
2.2. How is the lesson been implemented?	2.2.1 Has the teacher used examples from the **local context** to illustrate the lesson ?	**Poor** The teacher has not used any examples at all.	**Not Satisfactory** Examples are used but are not drawn from the local context and are irrelevant to the children.	**Fair** Examples are drawn from the local context but are not necessarily connected to the lesson**.**	**Good** Examples are drawn from the local context. They are content and context related but do not enhance the lesson.	**Excel** Examples are drawn from the local context. They are content and context related and enhance the lesson.

2.2.2 All **children** are actively engaged in the lesson	**Poor** The teacher dominates the lesson and children are not encouraged to become involved.	**Not Satisfactory** Occasionally the teacher invites a child to participate actively in the lesson. Otherwise, the teacher dominates the session. Many children show signs of boredom.	**Fair** Some children participate actively in the lesson with encouragement from the teacher. Other children sit idly or begin to misbehave.	**Good** Many children respond readily to most of the lesson. The teacher supports and encourages their participation. S/he utilises a few different techniques to engage children eg games, songs, group work.	**Excel** Most children are actively engaged in all steps of the lesson. They are focused and enthusiastic. The teacher responds to their learning needs and encourages participation of all children. S/he utilises several different techniques to engage children eg songs, games, group work, practical activities, demonstrations.
2.2.3 When **materials** are needed, do all children have access to them?	**Poor** Learning materials are needed but are not provided to the children.	**Not Satisfactory** There are very few materials. Many children are sitting and waiting for their turn to use the materials and often do not have a turn.	**Fair** Materials are accessible to some children. Other children are waiting to manipulate materials. The teacher occasionally takes notice and encourages sharing.	**Good** There are sufficient materials for most of the children to access. The teacher redistributes materials when s/he sees an inadequacy.	**Excel** There are sufficient materials for children to manipulate as individuals, pairs or groups, according to the activity. Extra materials are available if required eg if one is broken or if children wish to demonstrate a task.
2.2.4 Have children worked in **pairs or small groups**?	**Poor** Children do not work in pairs or small groups at all.	**Not Satisfactory** Children are rarely working in pairs or small groups. They are not engaged in learning while working in pairs or groups.	**Fair** Children are assigned to groups or pairs but the teacher dominates the work of children so they cannot work in their assigned pair or group.	**Good** Teacher assigns children to groups/pairs. Most children participate and are engaged while working in pairs or small groups.	**Excel** All children have a chance to work in pairs or small groups of mixed ability. They are actively engaged. The teacher circulates among the groups or pairs quietly monitoring, providing guidance and promoting problem solving and discussion.

2.2.5 Have children worked **individually**?	**Poor** Children do not work individually.	**Not Satisfactory** The teacher sets tasks that are not suited to individual work.	**Fair** The teacher gives oportunities to children to work individually but children find it difficult to manage the task because of lack of preparation and support of the teacher.	**Good** Most of the children are given opportunities to work individually and manage to complete the task.	**Excel** Most or all of the children are given opportunities to work individually. The teacher monitors and supports children's independent work to assess if children have completed the task effectively.
2.2.6 Is the **teacher** organised and focused on facilitating the lesson?	**Poor** Teacher is not organised and there is no lesson plan. S/he spends most of the lesson collecting materials and organising children. Actual teaching time is just a few minutes.	**Not Satisfactory** Part of the lesson plan is written but is not followed. Resources have not been collected beforehand so s/he teaches without them. Teacher is distracted from facilitating the lesson by children's behaviour issues and other duties.	**Fair** The lesson plan is written but is not followed accurately. Some resources have been collected beforehand. Teacher is distracted from facilitating the lesson by children's behaviour and by necessity to arrange more teaching/learning materials. Time is not effectively used for teaching.	**Good** The teacher has a lesson plan which s/he is following. Most resources have been collected before the lesson. Children are given clear instructions but some seating and grouping arrangements are not finalised. Lesson starts and ends on time. Issues of behaviour sometimes distract the teacher from his/her focus on teaching and learning.	**Excel** The teacher has a lesson plan which s/he is following. All resources have been collected before the lesson. Children are given clear instructions. Children's seating/working positions are arranged. Lesson starts and ends on time. Issues of behaviour are dealt with quickly so the teacher's focus can remain on teaching and learning.

2.2.7 Has the teacher encouraged **ALL** children's participation and try to give all **opportunities "to shine"**, including children with special needs, slow learners, quiet children and those who might not understand?	**Poor** Children are not encouraged to participate. The lesson is purely teacher-focused.	**Not Satisfactory** Teacher allows only one or two capable children to demonstrate their knowledge and talents. S/he does not pay any attention to children with special needs.	**Fair** The teacher encourages some participation, allowing children to demonstrate their knowledge and talents. Minimal attention is directed towards children with special needs.	**Good** The teacher encourages participation of many children, allowing them to demonstrate their knowledge and talents. Children with special needs are generally encouraged to participate.	**Excel** Teacher provides equal opportunities for all children to speak, to present or perform in front of the class or group, to manipulate materials and to show their knowledge, skills or talents.
2.2.8 Has the teacher facilitated children's thinking skills through open-ended questions and discussions?	**Poor** Teacher does not ask any questions nor allow any discussion.	**Not Satisfactory** Teacher asks only closed questions and does not encourage discussion.	**Fair** Teacher uses one or two *Wh* questions to encourage children to think critically. Some opportunities for discussion are provided.	**Good** Teacher uses some *Wh* questions to encourage children to think critically. S/he provides ample opportunities for discussion of ideas.	**Excel** Teacher uses a variety of *Wh* questions to encourage children of all abilities to think critically. S/he provides opportunities for discussion of ideas and opinions in a non threatening environment.
2.2.9 Is the teacher showing appreciation of children's contributions during the lesson?	**Poor** The teacher does not ask children to contribute and actively discourages any contribution from children.	**Not Satisfactory** The teacher requests children to contribute but dismisses their contributions or does not use them.	**Fair** The teacher requests and uses some children's contributions to the lesson but does not promote contributions and does not show much appreciation. Teacher uses some children's ideas to illustrate the lesson.	**Good** The teacher promotes children's contributions to the lesson and shows appreciation most of the time. Teacher uses children's ideas to illustrate the lesson.	**Excel** The teacher uses positive language to reinforce and promote children's contributions to the lesson. Teacher integrates children's ideas to illustrate the lesson and develop it further. Children voluntarily contribute ideas and questions with confidence and ease.

2.2.10 Have the teacher's instructions been clear and easy to follow?	**Poor** No instructions are given.	**Not Satisfactory** Instructions are unclear, vague and confusing. No support is given to children to help them understand eg demonstration, eye to eye contact, assignment of a helper. Teacher does not check if children have understood the instructions.	**Fair** Instructions are provided, however they are sometimes vague or too complicated and children do not understand. A little support is given to children to help them understand eg demonstration, eye to eye contact, assignment of a helper. Teacher occasionally checks that children have understood instructions.	**Good** The teacher provides clear instructions and explains the task to be done. Children follow the instructions easily. Some support is given in the form of demonstration, eye to eye contact or assignment of a helper. S/he checks if most of the children have understood the task.	**Excel** The teacher gives one and two step instructions which are concise and appropriate to the age group. Children readily follow instructions. Support is always given using demonstrations, body language and assistance of peer help as needed. Teacher checks that all of the children have understood the instructions.
2.2.11 Has the teacher linked this lesson to previous lessons or daily life?	**Poor** There is no link or reference to previous lessons or daily life.	**Not Satisfactory** Teacher does not link the lesson to previous lessons or to daily life despite opportunities to do so or that children sugges linkages. S/he focuses only on the topic of the day.	**Fair** The teacher gives some appropriate examples that link the topic with previous lessons and daily life. The linkage is not clearly highlighted to the children.	**Good** The teacher makes children aware of appropriate examples that link the topic with previous lessons and to daily life.	**Excel** The teacher gives many interesting and appropriate examples that link the topic with previous lessons, the local environment and to daily life. S/he encourages children to suggest other links.

2.2.12 Has the teacher checked that children **understand** the lesson and encouraged children to say when they **don't understand**?	**Poor** The teacher does not check children's understanding in any way.	**Not Satisfactory** The teacher briefly checks with the whole group by asking if everyone understands. S/he dismisses any children who say they don't understand.	**Fair** Teacher checks only once or twice during the lesson and only from preferred children. S/he asks these children to explain their understanding. S/he gives no space or time for children to say they do not understand.	**Good** Teacher checks randomly that most children understand the lesson, both as a group and individually. The children are encouraged to explain or to demonstrate their understanding or lack of understanding.	**Excel** Teacher checks at regular intervals that children understand the lesson, both as a group and individually. The children are encouraged to give a variety of appropriate examples or to demonstrate their clear understanding. S/he allows time and space for children to say they do not understand and revisits the topic to ensure understanding.
2.2.13 Is the teacher **responsive** when children ask questions or need support?	**Poor** Teacher does not respond when children ask questions or ask for support.	**Not Satisfactory** Teacher provides inappropriate responses such as rebuking them for not listening.	**Fair** Teacher responds to a few children and gives general support or answers but does not always give sufficient guidance for the children to understand or complete their work.	**Good** Teacher listens to most children and provides necessary answers and support in a positive manner. Advice and materials are provided as appropriate to allow the children to understand the lesson and to complete their work.	**Excel** Teacher listens to all children attentively. S/he responds politely and directly to the individual. S/he addresses the concern in a timely and appropriate manner by providing relevant materials and advice. Teacher also encourages children to seek help or support from other sources eg a friend.

		2.2.14 Has the teacher encouraged the children to **reflect** on their learning/work?	**Poor** The teacher abruptly closes the lesson, without conclusion or review. S/he does not encourage any reflection time or opportunities to review work.	**Not Satisfactory** The teacher wraps up the lesson but there is no reflection time for children.	**Fair** The teacher wraps up the lesson and allows opportunities for some children to talk about their learning/work.	**Good** During the wrap up the teacher encourages children of different abilities and levels to reflect upon their learning/work by talking about or demonstrating their experience.	**Excel** At relevant points during and following the lesson, the teacher encourages children to critically and openly reflect upon (and discuss) their experience, what they have learnt and what they would like to learn.
3. Children-lead sessions (learning areas)	**3.1. Learning materials (Learning Kit + any additional materials provided by teacher)**	3.1.1 Are the learning materials **available and accessible** in all 4 learning areas?	**Poor** There are no learning materials.	**Not Satisfactory** There are a few materials in some of the learning areas. Other materials are locked in the cupboard or stored elsewhere.	**Fair** Learning materials are arranged in most of the learning areas. Some are displayed within easy reach of children, whilst others are too high or too difficult for children to reach. The materials are stored in boxes or containers that are too big, falling apart or unsafe for children to manage.	**Good** Learning materials are arranged in the four learning areas. Most are displayed within easy reach of all children. Most boxes and containers are manageable by children.	**Excel** Learning materials are arranged in each of the four learning areas. They are all displayed within easy reach of all children. The materials are stored in boxes and containers that are manageable by children.
		3.1.2 Are the learning materials **safe**?	**Poor** Many materials are unsafe with high potential to harm children (eg glass or knives with very sharp edges	**Not Satisfactory** Some materials are kept in good condition and are safe for children's use. Teacher has not instructed children in safe use of materials	**Fair** Approximately half of the materials are kept in good condition and are safe for children to use. Teacher has instructed a few children in safe use of materials that	**Good** Most materials are kept in good condition and are safe for children to use. Teacher has instructed children in safe use of materials that have potential to harm	**Excel** All materials are kept in good condition and are safe for children to use. Teacher has instructed children in safe use of materials that have potential to harm (eg scissors, sharp pointed pencils) and s/he

		or points, objects that contain dangerous chemicals or poison).	that have potential to harm (eg scissors, sharp pointed pencils).	have potential to harm (eg scissors, sharp pointed pencils).	(eg scissors, sharp pointed pencils).	continues to monitor and remind children.
	3.1.3 Are there **enough** learning materials for the children **in each learning area**?	**Poor** There are no learning materials.	**Not Satisfactory** There are few learning materials in each learning area. Many children are sitting and waiting for their turn to use materials.	**Fair** There are some learning materials in each learning area. Some materials are incomplete eg puzzles missing pieces. Some children are sitting and waiting for their turn.	**Good** There are sufficient materials in most learning areas and generally most children are occupied in the learning areas. Sets of learning materials are complete (ie without pieces missing).	**Excel** There are sufficient materials for individuals, pairs and groups to manipulate and work with in each learning area. All sets of learning materials are complete (ie without missing pieces). Extra materials are available so children may change their activity if desired.
	3.1.4 Are the learning materials **durable**?	**Poor** Materials are flimsy, fragile and easily broken or damaged. Teacher does not allow children to use the materials freely for fear of breakage.	**Not Satisfactory** Most of the materials are fragile and easily broken. The materials have already been damaged by children and are no longer useful in the learning areas.	**Fair** Some materials are strong and long lasting. Other materials are damaged and unusable. Teacher has guided a few children in proper care and handling of materials.	**Good** Most materials are strong, hard wearing and long lasting. Children are able to freely use materials without fear of breakage. Teacher has guided children in proper care and handling of materials.	**Excel** Materials are strong, hard wearing and long lasting. Children are able to freely use materials without fear of breakage. Teacher has guided children in proper care and handling of all materials and follows up through monitoring and reminders.

3.1.5 Is there evidence of **additional sustainable** and replicable materials in the classroom?	**Poor** No additional materials are available apart from the Learning Kit.	**Not Satisfactory** A large number of the materials are already broken, damaged or missing parts. They cannot be replicated or replaced. Alternatively, a large number of materials have been produced locally, involving many hours of work and too much effort so that it is not practical to replicate them.	**Fair** A few resources are additionally produced from locally available, low cost materials which could easily be replaced or duplicated. Many other resources are locally made but with a lot of effort and excessive time which makes replication impractical.	**Good** Many additional resources are produced from locally available, low cost materials which can easily be replaced and/or duplicated without too much time or effort.	**Excel** Many additional resources are produced from a variety of locally available, low cost materials, made without too much time and effort. They can easily be replaced and/or duplicated. Parents and children have participated in production of materials and assist in their maintenance.
3.1.6 Are the materials available **appropriate to the age** of children?	**Poor** The materials are inappropriate eg offensive or controversial. They expose children to concepts that are generally considered unsuitable for minors (eg sexual activity, crime, cruelty or violence, racial or religious prejudice).	**Not Satisfactory** None of the materials are suitable to the age or developmental level of the children. The materials are too advanced, too easy or present a potential safety hazard to children of this age group.	**Fair** Some of the materials are suited to the age and development of the children. Many materials are not relevant to this age group.	**Good** The materials are generally suited to the age of the children with a few challenges to extend their skills.	**Excel** The materials are suited to the range of ages of the children and fit their level of intellectual, emotional, social and cultural development. They provide sufficient challenges to extend the children's skills and knowledge yet still maintain their interest.

		3.1.7 Are the learning areas **organised** so that they are ready to use.	**Poor** The learning areas are not yet established or ready to use.	**Not Satisfactory** The materials are cluttered, messy and mixed between learning areas. Children are unable to use the materials because pieces are jumbled and complete sets do not exist (eg chalk in one area and slates in another).	**Fair** Some materials are organised and placed in relevant learning areas, ready for children to use. Other materials have not been arranged in labelled containers and children have difficulty using them.	**Good** Generally, the learning areas are well arranged with relevant materials and labels in place. Mostly the materials are sorted into orderly containers ready for children to use.	**Excel** Each learning area is clearly identified with a label and is organised in an uncluttered way. The learning areas are well arranged with all materials sorted, labelled and placed in appropriate containers for easy handling. Children are well practiced in keeping the areas neat and tidy, ready for the next group to use.
	3.2. Children-led activities	3.2.1 Are all children actively **engaged** in learning?	**Poor** Learning areas are not yet properly established so children are not involved in learning and are not attracted to the few available activities. They are inactive, sitting idle or wandering around the room.	**Not Satisfactory** Generally children start activities but do not commit effort or interest and therefore do not become involved in the task. They are quickly bored and are not motivated to continue.	**Fair** Some children are focused on their work and are occupied in the learning areas. Other children are not attracted to the activities and move aimlessly between learning areas.	**Good** Most children know what they have to do and are working effectively and busily in learning areas. They are keen and involved in their activities but are sometimes distracted by others.	**Excel** Children are operating in the learning areas in a fully committed and enthusiastic manner. They know what they have to do and are engrossed and occupied with their work. They are not distracted by other people or events.

3.2.2 Do **all learning areas** have children at play, without one area having too many children?	**Poor** The learning areas have not been established and children are not able to play.	**Not Satisfactory** Many children are sitting in one or two learning areas causing overcrowding. In these areas there are too many children so they are not able to play or access materials. In other learning areas there are no children.	**Fair** There is a reasonable distribution of children amongst the four learning areas. However in one or two learning areas there are too many children and the teacher does not make an effort to address the overcrowding.	**Good** Generally the learning areas have the appropriate number of children at play according to the nature of the activities. The teacher assists in the redistribution of children whenever there is overcrowding.	**Excel** All learning areas have the appropriate number of children at play according to the nature of the activities. Children are able to distribute themselves amongst learning areas to function and play effectively without overcrowding and without dispute.
3.2.3 Is the **atmosphere** in the classroom relaxed?	**Poor** The mood in the classroom is tense and stressful. The noise level is high and the children are agitated. The learning areas are not ready for the children so they cannot settle to focus on an activity and disturb each other by physically pushing and threatening.	**Not Satisfactory** The teacher has released the children into the learning areas without any routine or guidance. The children have rushed in large groups and scrambled for materials. The teacher does not guide children to participate in a more peaceful and equitable manner. The mood in the classroom is chaotic and disordered.	**Fair** The teacher has established some class rules and reminds children occasionally. S/he started to release children into the learning areas in an orderly manner but the children became over-excited and rushed away themselves. Mostly the learning areas have sufficient space for children to work comfortably. However, the teacher does not monitor the learning areas and disturbances occur frequently which disrupt the class.	**Good** The teacher has collaboratively negotiated class rules with the children and sometimes reminds them of the class rules when they misbehave. S/he has established routines for the orderly movement of children within the room. Learning areas have sufficient space for the children to work comfortably. The feeling in the classroom is generally stress-free and calm.	**Excel** The teacher has collaboratively negotiated class rules with the children, put the rules on display and reminds children of these rules when they misbehave. The teacher models calm behaviour and has established routines for the orderly, quiet movement of children within the room. Children move to the learning areas independently and operate in a relaxed and undisturbed environment with sufficient space to work comfortably.

	3.2.4 Are children **interacting positively** with each other?	**Poor** The children are not interacting with each other at all.	**Not Satisfactory** The children are interacting with each other in a negative manner such as criticising, fighting, not sharing materials, not taking turns.	**Fair** Some children work together in a co-operative and helpful manner. Other children do not work well together. They are reluctant to share or to co-operate or to encourage each other.	**Good** Most children work together in a supportive and encouraging manner. They are co-operative and helpful to each other. Ideas and work are shared generously.	**Excel** The children work together in a supportive, encouraging and confident manner. They co-operate easily in teams. Children listen to each other and build on the ideas of others constructively.
	3.2.5 Are children **taking care** of the materials and **putting them back in place** before leaving a learning area?	**Poor** Children do not take care of materials.	**Not Satisfactory** Children do not take care of the materials. They handle the materials carelessly and roughly. Materials are not returned to their respective areas.	**Fair** Children handle materials with care when reminded. They put materials back in their respective areas only after the teacher prompts them.	**Good** Children are aware that the materials should be handled with care but there are some instances of materials being mistreated. Most of the time children put materials back in their respective areas with an occasional reminder from the teacher.	**Excel** Children know and understand how to care for materials and do so independently of the teacher. They replace materials in their respective areas without being reminded.
3.3. Teachers activities during playing session	3.3.1 Is the teacher interacting with individual children or small groups of children?	**Poor** Teacher does not interact with any individual child or small group of children during child-led session.	**Not Satisfactory** Teacher interacts occasionally with an individual child or small groups of children during child-led session. This interaction is only related to behaviour management.	**Fair** Teacher interacts with a few individual children and small groups of children but only in one or two Learning Areas. The interaction relates mainly to behaviour management but occasionally there is some discussion	**Good** Teacher interacts with some individual children and small groups of children from most of the Learning Areas. The interaction relates mainly to discussion of the children's work.	**Excel** Teacher interacts with many individuals or small groups in all Learning Areas, encouraging children to discuss their work.

				of the children's work.		
	3.3.2 Is the teacher paying **attention** to the rest of the group?	**Poor** Teacher does not move from group to group nor does s/he pay specific attention to any one group.	**Not Satisfactory** The teacher does not interact with groups until asked for support or spends a disproportionate amount of time with one group.	**Fair** The teacher circulates among the groups some of the time and gives direct support to some groups.	**Good** The teacher constantly circulates among the groups, giving equal attention to each group and providing direct support for problem-solving.	**Excel** The teacher circulates among the groups quietly monitoring all of them providing guidance when required and promoting problem-solving with hints and clues. As the need arises s/he returns to individuals or groups that need further attention.
	3.3.3 Is the teacher paying attention **to children who are not actively** engaged in learning activities?	**Poor** Teacher pays no attention to children who are not engaged in learning. One or more children spend the whole session doing nothing.	**Not Satisfactory** Teacher notices that some children are not actively engaged and instructs them to sit alone on the mat or at a desk.	**Fair** Teacher encourages one or two children to participate/work but ignores others who are not engaged. S/he does not follow up to check if children are actually engaged.	**Good** Teacher encourages most children who are not actively engaged to participate. S/he follows up to check if the children are involved but does not take further action if they are still not engaged.	**Excel** Teacher encourages all children who are not actively engaged to participate and continues to follow up to check if the children are involved and occupied. If they are still not engaged, the teacher takes further action to ensure their participation.

3.3.4 Is the teacher **showing appreciation** of what the children are doing?	**Poor** Teacher shows no interest in the children or their work.	**Not Satisfactory** Teacher criticises children, tells them what to do and gives little or no encouragement.	**Fair** Teacher gives recognition to only a few individuals by encouraging them to discuss their work. Occasionally praise is given to those children.	**Good** Teacher encourages most children to discuss their work. Genuine praise is given to urge them to continue.	**Excel** Teacher encourages children of **all abilities** to discuss what they are doing and to continue by **exploring further**. S/he shows a genuine interest in each child and his/her work and gives praise where appropriate.
3.3.5 Is the teacher **encouraging children interaction** among themselves?	**Poor** Teacher dominates all discussions and does not allow any interaction between the children.	**Not Satisfactory** Teacher interrupts and cuts off child-child interaction.	**Fair** Teacher encourages only the more dominant, vocal and confident children to discuss their work between themselves.	**Good** Teacher encourages children in most groups to discuss their work between themselves.	**Excel** Teacher moves from group to group, encouraging children to teach each other, to work in teams and to discuss their work between themselves.
3.3.6 Is the teacher **responsive** when children ask questions or need support?	**Poor** Teacher does not respond when children ask questions or ask for support.	**Not Satisfactory** Teacher provides inappropriate responses such as encouraging them to go to a different activity or rebuking them for not listening.	**Fair** Teacher listens to a few children and gives general support or answers but does not always give sufficient guidance for the children to continue on their own.	**Good** Teacher listens to most children and provides necessary advice or materials so they can continue the activity independently.	**Excel** Teacher listens to all children attentively. S/he responds politely and directly to the individual. S/he addresses the concern in a timely and appropriate manner by providing relevant materials and advice. Teacher also encourages children to seek help or support from other sources eg a friend.

4- Classroom management (Management of children behaviour, communication style, atmosphere in the classroom and rules)	4.1. Do classroom rules and teacher's expectations seem to be **clear and known** to children?	**Poor** There are no rules in place.	**Not Satisfactory** Classroom rules are not clear, not enforced and not appropriate.	**Fair** Classroom rules and expectations are clear and displayed but not always adhered to or enforced.	**Good** Classroom rules and expectations are clear/ known, displayed and appropriate, and mostly enforced by the teacher. Rules have been developed in collaboration between the teacher and children.	**Excel** Classroom rules and expectations are clear/ known and appropriate, and mostly adhered to by children (without being reminded by the teacher). Rules have been developed collaboratively between the teacher and children. Teachers makes reference to displayed rules.
	4.2. Are teacher's **instructions** clear and easy to follow?	**Poor** Teacher gives confusing and contradictory instructions in an aggressive manner.	**Not Satisfactory** Teacher uses inappropriate or confusing instructions which children are unable to follow.	**Fair** Teacher uses a mixture of appropriate and inappropriate instructions which children are only able to partially follow.	**Good** Teacher uses appropriate instructions which children are able to follow clearly and easily.	**Excel** Teacher engages with children and uses appropriate instructions (with some self directed/ child led instructions). S/he asks children's opinions of what is appropriate. Children follow an established routine easily.

	4.3 Does the teacher use positive discipline in the classroom?	**Poor** The teacher does not use positive discipline in the classroom. S/he is observed using physical force intended to cause some degree of pain or discomfort or humiliating punishment to discipline children. Children are scared.	**Not Satisfactory** The teacher attempts to use some positive discipline techniques but fails to manage the classroom and reverts to using corporal or humiliating punishment and physical force to discipline children. S/he raises their voice using harsh language.	**Fair** The teacher uses some positive discipline techniques: re directs undesirable behaviour and reinforces desirable behaviour but is inconsistent and is observed raising their voice, using humiliating punishment or harsh and loud language.	**Good** The teacher uses positive discipline in the classroom. S/he deals with inapprorpiate behaviour positively. The teacher is observed re directing undesired behaviour and reinforcing desirable behaviour. S/he does not raise their voice. Children are secure and contribute readily.	**Excel** Teacher provides warmth and structure. S/he makes discipline about problem solving. When disciplining children s/he models non-violence, empathy, self-respect and respect for others. S/he rewards the positive rather than punishing the negative.
	4.4 Is the teacher using calm, encouraging and positive language in the classroom?	**Poor** The teacher raises their voice and uses harsh and loud language with children continuously.	**Not Satisfactory** The teacher raises their voice and uses harsh and loud language with children for the majority of the session even when not necessary. At some times s/he is less aggressive and calmer.	**Fair** The teacher uses language that is encouraging and positive but when children misbehave s/he is observed raising their voice and using harsh and loud language.	**Good** The teacher uses language that is encouraging and positive for the majority of the session. The classroom is calm overall.	**Excel** The teacher uses calm and encouraging language. Children are contributing freely and questioning. The classroom is well managed and children are on task.

	4.5 Is the teacher **gender sensitive** in the classroom?	**Poor** The classroom set up and management is not gender sensitive. The teacher is not gender sensitive in their interaction with children in all T&L activities favouring one gender. The teacher is gender biased in their langauge and the T&L materials are not gender sensitive.	**Not Satisfactory** Even if the classroom set up is not biased towards one gender, the teacher favours one gender in language. S/he does not allow equal access to T&L materials and uses gender stereotypes in teaching and learning. The T&L materials are not gender sensitive and show gender stereotypes.	**Fair** The classroom set up and management does not favour one gender (e.g. sitting arrangements, use of T&L materials) but the teacher's interaction and language is sometimes biased towards one gender. Use and provision of T&L materials is not always gender sensitive.	**Good** The classroom set up and management does not favour one gender (e.g. sitting arrangements, use of T&L materials). The teacher interacts (addresses, includes and collaborates) with boys and girls equally in most activities. Girls and boys mostly respond equally. Use and provision of T&L materials is mostly gender sensitive.	**Excel** The classroom set up and management does not favour one gender (e.g. sitting arrangements, use of T&L materials). The teacher interacts (addresses, includes and collaborates) with boys and girls equally in the majority of activities. Girls and boys respond equally. The use and provision of T&L materials is gender sensitive.
	4.6 Do the children **listen to each other**?	**Poor** Children do not listen to each other.	**Not Satisfactory** Children only listen to each other when directed by the teacher.	**Fair** Children listen to each other but only if constantly reminded by the teacher.	**Good** Children listen to each other some of the time (e.g. in the learning areas, in circle time, teacher led, child led activities and bye bye time) though they need occasional reminders by the teacher.	**Excel** Children listen to each other and respond appropriately throughout the day (e.g. in the learning areas, in circle time, teacher led, child led activities and bye bye time).