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# Assistance to Basic Education: All Children Reading (ABE-ACR)

ABE-ACR Tanzania National EGRA  
National and Regional Dissemination Events Report

**December 2016**

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# Assistance to Basic Education: All Children Reading (ABE-ACR)

## ABE-ACR Tanzania National EGRA National and Regional Dissemination Events Report

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The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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Dissemination of the results from the 2015/2016 round of the Early Grade Reading Assessment (EGRA), the Early Grade Mathematics Assessment (EGMA), the Snapshot of School Management Effectiveness (SSME), and Life Skills occurred at four forums. First, a National Dissemination Workshop for education stakeholders, government representatives, and development partners occurred in mid-June 2016 in Dar es Salaam, Tanzania. This workshop was followed by three locally led, Regional Dissemination Workshops held in late October 2016 in three central regions and attracted practitioners and education representatives from surrounding districts and regions. Third, a Directors' Meeting was held in mid-November 2016 in Dodoma, Tanzania. The Directors' Meeting attracted high-level representatives from relevant branches of the Ministry of Education, Science, and Technology (MoEST) and key stakeholders to discuss the findings and their implications for education policy and planning for Tanzania. The final event was a two-hour presentation to the Ministry of Education in Zanzibar to present findings specific to the Zanzibar context. The four events are further discussed in the remainder of this report.

## **1. National Dissemination Workshop**

Dar es Salaam, Tanzania on June 14 and 15, 2016

### **1.1 Purpose**

A National Dissemination Workshop was held to present and discuss the implications of the findings from the 2016 Tanzania National EGRA, EGMA, SSME, and Life Skills study. A group of key government education counterparts, education sector and development partners, and other relevant colleagues in Tanzania attended the discussion. Unveiled in 2013, Tanzania's Big Results Now initiative demonstrates the commitment of the Government of Tanzania to fast track the path from a low- to middle-income country. With education as one of the six focal areas, it is important that the key government counterparts and fellow education actors are informed of both the results of the 2016 Tanzania National EGRA and the recommendations made in the report. The meeting aimed to galvanize the support of the participants for the actions that are planned by the MoEST and donor community to achieve the progress that they seek regarding the various reading, writing, and arithmetic (3Rs) reforms and activities.

The two-day event was split into two major sections. The first section was an overview of the study's main findings, which were presented to a larger group of high- and mid-level ministry representatives, international donor representatives, and other education stakeholders. Following this overview, as part of the second section, the high-level participants departed after hearing the main messages, and the practitioners and other technical participants remained to learn about the more nuanced technical findings, to discuss the implications, and to develop recommendations designed to address the findings.

### **1.2 Dates and Location**

The event was held in Dar es Salaam, Tanzania, on June 14 and 15, 2016.

### 1.3 Facilitators

The event was co-facilitated by Mr. Aarnout Brombacher, a mathematics specialist, and Dr. Margaret (Peggy) Dubeck, a reading specialist, both of RTI International. Mr. Brombacher has been involved in multiple EGRA, EGMA, SSME, and Life Skills studies in Tanzania for the past 3 years. He was a key player in the 2016 Tanzania National Study. Dr. Dubeck has been involved in EGRA, EGMA, and SSME studies in Tanzania and many EGRA studies globally.

### 1.4 Content

The sessions at the National Dissemination Workshop presented findings from the four major components of the study: EGRA, EGMA, SSME, and Life Skills. The opening session contextualized the main findings from the entire study at a high level. After the opening session, the findings from each of the components were discussed in more detail. When designing the agenda for the workshop, it was important to offer participants the opportunity to discuss the study's findings so they could understand the impacts of the results on policy and initiatives in Tanzania. The following outline provides an illustrative agenda of the National Dissemination Workshop (Note: The agenda for the National Dissemination Workshop on the Findings of the 2016 Tanzania National EGRA, EGMA, SSME, and Life Skills study is presented in **Annex 1** of this report):

- National Dissemination Workshop—Agenda Notes
  - Day 1: Session 1—Welcome and overview
    - The Minister of Education provided opening remarks.
    - Mr. Brombacher presented an overview of the study and findings, with particular focus on the headline findings of the different components
      - EGRA, funded by the U.S. Agency for International Development (USAID)
      - EGMA, funded by the Canadian High Commission
      - SSME, funded by USAID
      - Life Skills, funded by the United Nations Children's Fund (UNICEF).
    - The overview presentation included a special primer about interpreting confidence intervals. Because the 2015/2016 study was a follow up to the 2013 study, it was important for the workshop participants to know how to properly interpret the differences in student performance across the two assessments which took place approximately 2 years apart. Session 1 highlighted the need to consider confidence intervals when evaluating mean performance.
    - The presentation of results focused on comparing the percentages of students performing at the various Tanzanian benchmarks for reading and mathematics in 2015/2016 with 2013.
  - Day 1: Session 2—EGRA
    - Dr. Dubeck made a detailed presentation about the USAID-funded EGRA study and fielded questions from the audience.
  - Day 1: Session 3—EGMA
    - Mr. Brombacher made a detailed presentation about the Canadian-funded EGMA study and fielded questions from the audience.

- Day 1: Session 4—SSME
  - Dr. Dubeck made a detailed presentation about key findings from the SSME component of the study and fielded questions from the audience.
- Day 2: Session 1—Life Skills and intervention activities in Tanzania
  - Mr. Brombacher made a detailed presentation about the UNICEF–funded Life Skills study and fielded questions from the audience.
  - Representatives of two intervention projects in Tanzania (i.e., the USAID–funded Tusome Pamoja and the Department for International Development–funded Education Quality Improvement Programme [EQUIP-T]) made presentations during the workshop. The aims of the presentations were to inform the participants of these initiatives in Tanzania and the impacts that they hope to achieve.
- Day 2: Sessions 2 and 3—Developing recommendations for the EGRA Tanzania report
  - Dr. Dubeck led some activities that were designed so the participants could
    - Review the recommendations made in the 2013 report in terms of whether these had been implemented. If the recommendations were implemented, then there was a discussion about the extent of implementation.
    - Develop additional recommendations for the MoEST to implement, with a view to improving the results. These recommendation were added to the report before it was finalized and submitted.
- Reflection
  - Overall, the National Dissemination Workshop was well attended, and the participants engaged enthusiastically in the presentations and discussions.
  - USAID staff said they wished that the number of “senior” representatives from the ministry was higher. The USAID staff believed, in turn, that the absence of senior representatives would impact the follow up to the study by MoEST; therefore, they requested a follow-up and more intimate dissemination workshop with these senior representatives.
  - The recommendations developed by the participants lacked the focus that they should have. The Canadian High Commission, in particular, asked that the recommendations for mathematics in the report be further explained by RTI’s technical experts.

## 2. Regional Dissemination Workshops

Mtwara on October 24, 2016

Mwanza on October 26, 2016

Arusha on October 28, 2016

## 2.1 Purpose

Three Regional Dissemination Workshops were held in October 2016 to present and discuss the implications of the findings from the 2016 Tanzania National EGRA, EGMA, SSME, and Life Skills study. The discussions were held with a group of key regional government education counterparts and practitioners in Tanzania. Similar to the National Dissemination Workshop, the aims of the Regional Dissemination Workshops were to inform participants of the findings and to present and discuss the recommendations from the study. An additional aim of the workshops was to collaborate with the participants to develop a range of practical recommendations that could be implemented at the regional level and that could inform the national dialogue.

## 2.2 Dates and Locations

The three, one-day events took place in October 2016. The events occurred in Mtwara (to cover South/Coast Zones) on October 24 at the Naf Beach Resort, in Mwanza (to cover North/Lake Zones) on October 26 at Gold Crest Hotel, and in Arusha (to cover North/East Zones) on October 28 at SG Premium Resort.

Approximately 30 participants were invited to each regional event. The participants were from MoEST, the President's Office—Regional Administration and Local Government (PO-RALG), MoEST's Quality Assurers at the levels of Zone and Council, and MoEST's Offices of the Regional Education Officer and District Education Officer. A total of 94 participants attended the events (i.e., 31 in Mtwara, 32 in Mwanza, and 31 in Arusha).

## 2.3 Facilitators

Mr. Augusta P. Lupokela, a representative from MoEST's Directorate of Quality Assurance, and two technical representatives from DataVision (RTI's local partner), Mr. Cletus Mkai and Mr. Clarence Mwinuka, facilitated the events.

## 2.4 Content

The sessions at the Regional Dissemination Workshops presented findings from the four major components of the study: EGRA, EGMA, SSME, and Life Skills. The opening session contextualized the main findings from the entire study at a high-level. After the opening session, the findings from each of the components were discussed in more detail. When designing the agenda for the workshops, it was important to offer participants the opportunity to discuss the study's findings so they could understand the impacts of the results on local- and regional-level initiatives in Tanzania.

Each regional location workshop focused the discussions on the specific findings of the regions represented at the particular event. All participants received a brief summary of the results from their specific region in comparison to the national findings. The following outline provides an illustrative agenda of the Regional Dissemination Workshops (Note: The agendas for the Regional Dissemination Workshops about the findings of the 2016 Tanzania National EGRA, EGMA, SSME, and Life Skills study are presented in **Annex 2** of this report):

- Regional Dissemination Workshops—Agenda Notes
  - Opening:
    - In each regional center, the opening remarks were delivered by the Chief Quality Assurer and representatives from the following institutions:
      - Representative from MoEST

- Representative from PO-RALG
- Representative from USAID
- Representative from the Office of the Regional Education Officer.
- Overview:
  - Mr. Mwinuka presented an overview of EGRA, EGMA and SSME.
  - Mr. Lupokela presented a detailed description of EGRA.
  - Mr. Mkai presented the sampling design and discussed other study findings.
- Results:
  - The presenters provided a two-page brief to the participants. The brief described the results from the report on the Tanzania National EGRA and EGMA for each region represented at the respective regional location. For each region, the presenters compared the information to the national results.
- Group work and discussion:
  - After the presentations in each location, the presenters divided the participants into seven working groups consisting of three or four members in each. To ensure that the members of each group developed supportive actions and recommendations, the group discussions were guided by the following four discussion areas:
    - Being a quality assurer, what have you learned from the results of the survey?
    - How will the results from this survey help with continuous assessment regarding the progress with respect to the 3Rs?
    - What tasks must be performed in order to improve the results of assessment of the 3Rs?
      - From the brief about the results for the region designated to your group, describe, in general, the results from the assessment, discuss the lessons learned, and suggest actions to be taken.

Notes from the discussions during the Regional Dissemination Workshops are presented in **Annex 3** of this report.

### 3. Directors Meeting

Dodoma, Tanzania, on November 15, 2016

#### 3.1 Purpose

A Directors' Meeting was held in November 2016 to present and discuss the implications of the findings from the 2016 Tanzania National EGRA, EGMA, and SSME study. A group of key senior-level government education counterparts and actors in Tanzania attended the meeting. (Approximately 35 participants were invited to attend.) The aim of the meeting was to galvanize the support of the participants for the actions that are planned by MoEST and the donor community to achieve the progress that they seek regarding the various 3Rs reforms and activities.



### 3.2 Date and Location

The one-day event was held on November 15, 2016 in Dodoma, Tanzania.

### 3.3 Facilitators

Mr. Brombacher facilitated the Directors' Meeting.

### 3.4 Content

The sessions at the Directors' Meeting presented findings from the major components of the study: EGRA, EGMA, and SSME. The opening session contextualized the main findings from the entire study at a high level. After the opening session, the findings from each of the components were discussed in greater detail, followed by a discussion that compared the results of the Tanzania National EGRA, EGMA, and SSME to the National Examinations Council of Tanzania (NECTA) assessment, which occurred at approximately the same time as the study. When designing the agenda for the Directors' Meeting, it was important to offer participants the opportunity to discuss the study's findings so they could understand the impacts of the results on policies and initiatives in Tanzania, as well as how to harmonize the efforts between the EGRA and NECTA activities. The following outline provides an illustrative agenda of the Directors' Meeting (Note: The agenda for Directors' Meeting about the findings of the 2016 Tanzania National EGRA, EGMA, and SSME study is presented in **Annex 4** of this report).

- Dodoma agenda
  - Session 1: Welcome and overview
    - The Deputy Permanent Secretary, Dr. Leonard Akwilapo (MoEST), and Mr. Juma Kaponda (Director of Education Co-ordination, PO-RALG) provided welcoming remarks. The Deputy Minister Hon. Engineer Stella Martin Manyanya gave the opening statement and attended Session 1 and engaged enthusiastically in discussions of the findings.
    - Mr. Brombacher presented an overview of the study and findings, with a particular focus on the headline findings of the different components as follows:
      - EGRA, funded by USAID
      - EGMA, funded by the Canadian High Commission
      - SSME, funded by USAID.
    - The presentation led to a lively discussion about the findings. The participants agreed that much more work still needs to be done.
  - Session 2: NECTA Reading, Writing, and Arithmetic assessment and its linkage with EGRA
    - Mr. Athumani Salumu, a representative of NECTA, provided a detailed report about the early grade Reading, Writing, and Arithmetic assessment conducted by NECTA.
    - A lively discussion about the similarities and differences of the two studies followed. This discussion focused, in particular, on the seemingly different conclusions by two studies.
    - A lot of discussion focused on the seemingly different oral reading fluency (ORF) benchmark for reading that was used by the two

studies: the NECTA benchmark = 20 correct words per minute (cwpm) and the Tanzania/EGRA benchmark = 50 cwpm.

- In this regard, Mr. Brombacher stressed that the Tanzania/EGRA<sup>1</sup> benchmark of 50 cwpm was based on the 2013 study data, not on some international best practice value.
- Mr. Brombacher led a discussion that highlighted some of the similarities and differences in the two studies. He noted the following information during the discussion:
  - The EGRA study reported on the number of students reading with comprehension, whereas the NECTA study focused on the number of students who were not classified as performing at the “very low” level. The resulting impact is that the results appear very different, with the Tanzania/EGRA reporting that only 5.3% of students are reading with comprehension and with NECTA reporting that 87% of students are performing above the very poor level. It is interesting to note that if the different NECTA levels (i.e., very poor, average, good, and very good) are compared with the Tanzania EGRA performance levels (i.e., non-readers, beginning readers, progressing readers, and proficient readers) and the distributions of students at each level, then the disparity between the proportion of non-readers (16%) (lowest Tanzania EGRA level) and the proportion of very poor readers (13%) (lowest NECTA level) is not that different. The comparison of the studies suggests that both studies have findings that are more similar than not. However, because of the different focus in reporting, the message that is received is very different.
  - Regarding ORF and cwpm, Mr. Brombacher mentioned that the NECTA benchmark of 20 cwpm was being proposed as a benchmark that could be used to determine which students could be promoted to Grade 3 (reading more than 20 cwpm) and those who could not. In contrast, the Tanzania/EGRA benchmark of 50 cwpm was being used to classify students as reading with comprehension or not. In other words, these seemingly different benchmarks are being used with different purposes and at opposite ends of the performance spectrum.
  - Overall, Mr. Brombacher suggested that there was potential for the two studies to be harmonized. He also suggested that it might be possible to draw both sets of conclusions from a combined study. There was a lot of support for this position from the participants, with the Deputy Minister, in particular, mentioning that there was a place for both benchmarks (i.e., 20 cwpm and 50 cwpm). The Deputy Minister also said that the 50 cwpm benchmark should not be abandoned if Tanzania was committed to the Big Results Now program.
- Session 3: Where to go with EGRA?
  - Ms. Grace Hoka and Mr. Petro Makuro led a session about the future of EGRA in Tanzania and, in particular, which organization or ministry

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<sup>1</sup> More information about EGRA, EGMA, SSME, and Life Skills study results are presented in the full findings report.

department would house EGRA beyond the current USAID and RTI contract.

- Mr. Brombacher provided an overview of the typical EGRA planning and implementation timeline and said that with the next study scheduled for November 2017, the first planning activities must begin in February 2017. He stressed that if the 2017 study was also going to be used to develop capacity in Tanzania (such that the Ministry could conduct the study independent of RTI in the future), then additional lead time must be built into each of the planning stages. During this session, awareness was raised of the need to develop skills for each stage of the study, and a greater sense that capacity building was of interest.
- Session 4: Overview of Decentralized Periodic Learning Assessment (DPLA)
  - Dr. Jonathan Stern of RTI made a brief presentation about the DPLA activities that are being introduced as part of Tusome Pamoja project. Dr. Stern stressed the similarities and differences with and between EGRA and SSME, with a special focus on the benefits of each when used in a complementary way.

## **4. Zanzibar Presentation**

Zanzibar on November 18, 2016

### **4.1 Purpose**

The two-hour regional presentation was held for senior representatives from the ministry in Zanzibar. Many representatives from the donor community and a range of service providers working in Zanzibar attended the presentation. (Approximately 20 participants attended the meeting.)

### **4.2 Date and Location**

The presentation was held in the board room of the ministry offices in Zanzibar.

### **4.3 Facilitators**

Mr. Brombacher facilitated this presentation.

### **4.4 Content**

The presentation in Zanzibar was designed to provide an overview of the study and its findings. Additionally, specific attention was given to the results from Zanzibar and to present a comparison between Zanzibar and the mainland.

- Zanzibar agenda
  - Mr. Brombacher presented an overview of the study and findings, with a particular focus on the headline findings of the different components and a comparison of these with the corresponding Zanzibar results. The presentation focused on the following:
    - EGRA, funded by USAID
    - EGMA, funded by the Canadian High Commission

- SSME, funded by USAID. The smaller group allowed Mr. Brombacher to field many questions about the assessment design and other related topics throughout the presentation.
- Key observations from the presentation and follow-up discussion include the following:
  - The need to make a greater effort to deliberately include more representatives from Zanzibar during the various stages of the next study—in particular, the instrument development and adaptation process.
  - Kiswahili in Zanzibar and Kiswahili in mainland Tanzania are more different than may be expected; therefore, special accommodations must be made in the instrument development to account for this difference.
  - Regarding reporting, it seems, that Zanzibar should be treated as a different “country,” with results reported for Zanzibar and the mainland as opposed to Zanzibar being treated as a province of the mainland.

# Annex 1. Agenda for National Dissemination Workshop About the Findings of the 2016 Tanzania National EGRA, EGMA, SSME, and Life Skills Study

*Dar es Salaam, Tanzania*

Time	Tuesday, June 14	Wednesday, June 15
8:00–8:30 a.m.	Registration and morning tea	Morning tea
8:30–9:00 a.m.		Working Groups Session: Discussion of key themes arising from the study, by constituency
9:00–9:30 a.m.	Opening and welcome • Ministry of Education, Science, and Technology • USAID	
9:30–10:00 a.m.		
10:00–10:30 a.m.		
10:30–11:00 a.m.	Overview of study—main findings	Tea
11:00–11:30 a.m.	Tea	Working Groups Session (continued)
11:30 a.m.–12:00 p.m.	Overview of study findings—detailed description part I (focus: EGRA) Questions and answers	
12:00–12:30 p.m.		
12:30–1:00 p.m.		
1:00–2:00 p.m.	Lunch	Lunch
2:00–2:30 p.m.	Overview of study findings—detailed description part II (focus: EGMA and SSME) Question and answers	Working Groups Session (continued) Conclusions
2:30–3:00 p.m.		
3:00–3:30 p.m.		
3:30–4:00 p.m.		

## Annex 2. Agenda for the Regional Dissemination Workshops About the Findings of the 2016 Tanzania National EGRA, EGMA, SSME, and Life Skills Study

*Mtwara, Mwanza, and Arusha, Tanzania*

Time	Mtwara on October 24, Mwanza on October 26, and Arusha on October 28, 2016
8:00–8:30 a.m.	<i>Registration and morning tea</i>
8:30–9:00 a.m.	
9:00–9:30 a.m.	Opening and welcome <ul style="list-style-type: none"> <li>• Ministry of Education, Science, and Technology</li> <li>• USAID</li> </ul> Overview of study—main findings
9:30–10:00 a.m.	
10:00–10:30 a.m.	
10:30–11:00 a.m.	
11:00–11:30 a.m.	<i>Tea</i>
11:30 a.m.–12:00 p.m.	Overview of study findings—detailed descriptions EGRA, EGMA, Life Skills, and SSME Questions and answers
12:00–12:30 p.m.	
12:30–13:00 p.m.	
13:00–14:00 p.m.	<i>Lunch</i>
14:00–14:30 p.m.	Review of report recommendations Discussion of supportive actions and activities by the participants
14:30–15:00 p.m.	
15:00–15:30 p.m.	
15:30–16:00 p.m.	

## Annex 3. Notes from Discussions During the Regional Dissemination Workshops

### 1. Mtwara

The Mtwara center consisted of the following regions: Lindi, Mbeya, Morogoro, Mtwara, Njombe, Pwani, and Ruvuma.

Teams reported to the plenary session, and this information and the discussions that followed were documented by a select team of four participants. This information is presented as follows:

- a. Under the issue—***Being a Quality Assurer, what have you learned from the results of the survey?***—with few exceptions, the results show the performance of students in the Lindi and Mtwara regions is below the national results. This finding may be a result of the following:
  - Curriculum needs of the 3Rs were not achieved in the two regions.
  - Teaching aids during the learning process were not consistent and appropriate based on the age of the student.
  - Teaching did not take into consideration the abilities of most students in the classrooms.
  - The schools did not maximize the use of items that may be attractive to students at school and are instrumental to learning (e.g., songs, stories).
- b. Under the issue—***Describe how the results from this survey can help in continuous assessment regarding the progress with respect to the 3Rs?:***
  - To aim is to move away from the thinking of emphasizing achievement, and instead pay considerable attention to the entire area of “understanding” by students during teaching and learning.
  - Quality assurers should organize and conduct specific follow-up surveys.
  - The results can better inform management in the education sector regarding where the situation of teaching and learning has been over the years, the current level of performance, and consequently how best to chart out strategies for improvement.
  - Areas with challenges can now be identified, and strategies can be charted out better.
- c. Under the issue—***What needs to be done so as to improve on assessment of the 3Rs?***
  - Intermittent, but sustainable training should be offered because this will instill capabilities to teachers’ first-line supervisors (e.g., Head Teachers, Ward Education Coordinators [WECs]) and will enhance the level of Quality Assurers in Councils.
  - There should be deliberate measures to improve the teaching and learning environment (e.g., appropriate [age-specific] desks for students, furniture for the teaching staff).
- a. Under the issue—***From the brief about the results for the region designated to the respective group, describe, in general, the results from the assessment and the lessons learned and suggest actions to be taken:***

- Quality Assurers need to ensure that text books are used appropriately.
- Management staff at the school level need to ensure there is an adequate number of teaching staff available based on the number of children at the school.
- Management staff need to ensure that a sustainable mechanism is implemented at the school level to sustain competencies acquired during 3Rs training at the national level.
- The survey results must be made available and accessible, so that everyone responsible at the region, district, ward, and school levels can use the findings.

## 2. Mwanza

The Mwanza center consisted of the following regions: Geita, Kagera, Kigoma, Mara, Mwanza, Shinyanga, Simiyu, and Tabora.

Teams reported to the plenary session, and this information and the discussions that followed were documented by a select team of four participants. This information is presented as follows:

- Under the issue—***Being a Quality Assurer, what have you learned from the results of the survey?:***
  - In most of the regions, students' performance on EGRA and EGMA is below the national level, thus confirming problems for students regarding comprehending the 3Rs.
  - Follow-up by Head Teachers in the teaching of 3Rs will elevate the performance of students in comprehending the 3Rs.
  - There is every evidence that the short course in the 3Rs during 2016 contributed towards enabling teachers to better manage teaching and ensuring students' understanding.
  - Limited involvement by parents in following up regarding their respective child's progress at school contributed considerably towards low performance in the 3Rs.
- Under the issue—***Describe how the results from this survey can help in continuous assessment regarding the progress with respect to the 3Rs:***
  - From the results, areas showing weakness have been identified, and this makes it possible to develop and implement strategies about how to improve performance, as well as sustainable measures for assessment.
  - Through the results, it is possible to identify bottlenecks in teaching and to follow-up with parents regarding their respective child's learning.
  - Through the results, curriculum developers are better informed about the areas for modification.
- Under the issue—***What needs to be done so as to improve on assessment of the 3Rs?:***
  - Primary education stakeholders must be exposed to assessment tools and methodology so they can become champions for assessing 3Rs on a continuous basis.
  - There should be more emphasis about following up regarding the teaching of 3Rs in class.



- The aim is to gradually move towards a situation where there is not too many more than 40 students per class, per school.
  - All teachers in each primary school must receive training on how to teach the 3Rs to students.
  - Quality Assurers' efforts must be facilitated so they visit schools regularly to offer supportive supervision.
- d. Under the issue—***From the brief regarding the result for the region that was designated to respective group, describe, in general, the results from the assessment and the lessons learned and suggest actions to be taken:***
- Results of the assessment reveal that performance in the 3Rs in most of the regions participating in the Mwanza center is below the national figure for most variables.
  - Staff in each school complement the need to move towards the recommended level.
  - Parents and the community, in general, must be sensitized into the habit of following up on children's performance, including visiting schools for follow-up on children's performance.
  - Schools should strive towards having the appropriate number teaching and learning aids available to the teachers and students.
  - Some form of incentive scheme needs to be developed and implemented for teachers.
  - Quality Assurers must be encouraged to visit schools more regularly.
  - Head Teachers in regions covered by EQUIP-T program also need to attend training about the 3Rs because the findings revealed that the regions under this project have slightly lower performance compared to non-project regions.
  - External Quality Assurers—WECs and education staff at the Council level (i.e., Office of the District Education Officers, as well as Quality Assurers)—will follow up closely with all of the teachers who attended the 3Rs training to ensure they actually continue playing this role in respective schools.
  - The District Education Officers, Quality Assurers, and WECs should create the appropriate environment for the teachers who already participated in the 3Rs training to ensure that the training reaches the other teachers within the school.
  - As the first-line supervisors (quality assurer) at the school level, Head Teachers should oversee the preparation of lesson plans and should serve as an example by already having in place their lesson plans in the subject they teach in respective grade or standard at their school.

### 3. Arusha

The Arusha center consists of the following regions: Iringa, Arusha, Katavi, Kilimanjaro, Manyara, Rukwa, Singida, and Tanga.

Teams reported to the plenary session, and this information and the discussions that followed were documented by a select team of four participants. This information is presented as follows:

- a. Under the issue—***Being a Quality Assurer, what have you learned from the results of the survey?:***

- Regarding the regions represented in this center and whose partial results were presented and discussed during the third workshop (i.e., Arusha, Iringa, and Kilimanjaro), these regions had achieved higher performance in the 3Rs compared to the national average. The Tanga region achieved approximately the same level of performance as the national average.
  - The availability of lesson plans has contributed to improved teaching of the 3Rs.
  - The regions that showed enhanced students' performance in the 3Rs were those reporting that teaching employed a participatory approach.
  - Following up with teachers regarding their teaching and learning approaches has gone a long way to help the schools in the Arusha, Iringa, and Kilimanjaro regions achieve results in the 3Rs that are higher than the national average.
  - The incidence (77% and greater) of students who reported punishment in classroom likely contributes toward low morale for students in class and subsequently leads to a diminishing rate of increase in performance.
- b. Under the issue—***Describe how the results from this survey can help in continuous assessment regarding the progress with respect to the 3Rs:***
- The results offer hints at relating the teaching environment to findings, such as whether the teachers' language was appropriate based on the ages of the children, whether the assessment tasks for different subjects are at an appropriate level for students, whether the vocabulary used during teaching is appropriate, and whether simplicity of language is used during teaching.
  - The results provide insight that can be used to prepare sound policies regarding the 3Rs.
  - The results are useful when discussing any emerging shortcomings or challenges such as a shortage of textbooks, lesson plans, and other resources.
  - The results can help to improve tools for assessment.
  - The results can be useful when it comes to providing advice to teachers and other education stakeholders about how to improve students' performance in the 3Rs.
- c. Under the issue—***What needs to be done so as to improve on assessment of the 3Rs?:***
- Appropriate assessment tools must be made available and accessible at the school level.
  - There needs to be an improvement regarding the availability of books.
  - There needs to be an increase regarding the number of classrooms because this will help to reduce the number of students per classroom.
  - It should be enforced that the use of similar tools, as well as the same set of indicators, should apply country-wide.
  - There needs to be regular follow up with the 3R teachers by respective Head Teachers, WECs, and Quality Assurers.
- d. Under the issue—***From the brief regarding the result for the region designated to respective group, describe, in general, the results from the assessment and the lessons learned and suggest actions to be taken:***

- Results from the assessment are realistic because of the way in which the sample of students was selected and the methodology used to individually assess a student.
- Performance in the 3Rs should be assessed on a continuous basis.
- Head Teachers and other educational staff must adhere to regulations regarding punishing students.
- A program of in-school training, particularly to the 3R teachers, needs to be reinforced in order to improve teaching and learning.
- The survey results must be made available and accessible so that everyone responsible at the region, district, ward, and school levels can use the findings.

## Annex 4. Agenda for Directors' Meeting About the Findings of the 2016 Tanzania National EGRA, EGMA, and SSME Study

*Dodoma, Tanzania*

Time	Tuesday, November 15, 2016
8:00–8:30 a.m.	<i>Registration and morning tea</i>
8:30–9:00 a.m.	
9:00–9:30 a.m.	Session 1: Opening and welcome • Ministry of Education, Science, and Technology • USAID Overview of study–main findings
9:30–10:00 a.m.	
10:00–10:30 a.m.	
10:30–11:00 a.m.	
11:00–11:30 a.m.	<i>Tea</i>
11:30 a.m.–12:00 p.m.	Session 2: NECTA Reading, Writing and Arithmetic assessment and its relationship with EGRA Questions and answers
12:00–12:30 p.m.	
12:30–13:00 p.m.	
13:00–14:00 p.m.	<i>Lunch</i>
14:00–14:30 p.m.	Session 3: Where to go with EGRA Questions and answers
14:30–15:00 p.m.	
15:00–15:30 p.m.	<i>Tea</i>
15:30–16:00 p.m.	Session 4: Overview of the Decentralized Periodic Learning Assessment Questions and answers
16:00–16:30 p.m.	