



FkW Learning Agenda

Ongoing results will be available
throughout 2018 - 2019

Mathematica Policy Research & CSR Group Africa

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Overview

The **FkW Learning Agenda** was designed to **assess changes** in schools, instructional practices, and student outcomes to provide valuable **evidence** to policymakers and implementers.

Evidence to action approach

The Learning Agenda was designed to:

- Measure and track student **enrollment and attendance**
 - 3 observations in 2017 and 2018 (n=130 schools)
- Observe classrooms to assess **FkW's impact on teaching, adaptations given overcrowding, and sustainability**
 - 2 observations in 2017 and 2018 (n=130 classrooms in intervention and control schools)
- Assess **students' early learning** and development using Measuring Early Learning Quality and Outcomes (MELQO)
 - 2 observations in 2017 and 1 in 2018 (n=1500+ students)
- Understand the range of stakeholder **perceptions of FkW**
 - Interviews in 2017 and 2018 (n=80 teachers and head teachers, VEOs, WEOs, DEOs etc)
- Provide ongoing action-oriented recommendations to improve pre-primary quality, sustainability, and cost effectiveness across Tanzania in an **evidence-to-action** approach



A hand-drawn abacus on a piece of paper. The abacus has two rows of five columns. The top row is labeled with numbers 1 through 5, and the bottom row with numbers 6 through 10. Each column contains a specific number of colored beads: 1 black bead, 2 orange beads, 3 blue beads, 4 green beads, 5 red beads, 6 blue beads, 7 orange beads, 8 green beads, 9 yellow beads, and 10 black beads. The paper is decorated with colorful patterns and drawings, including a small figure of a person in the top left corner and a scalloped border on the right side.

A few key baseline findings

A group of young children, likely in a classroom or library, are sitting on a green and black patterned rug. They are all focused on reading books. The children are wearing various colored shirts, including blue, green, and brown. The books they are reading feature colorful illustrations of animals and landscapes. The scene is captured from a high angle, looking down at the children.

Enrollment and attendance

In 2017, only 4 in 10 children in pre-primary were at the developmentally appropriate age

Age	Mwanza region		Kilimanjaro region	
	% Enrolled	% Attending	% Enrolled	% Attending
Age 3	2	3	2	2
Age 4	15	17	14	14
Age 5	39	40	39	41
Age 6	34	31	38	39
Age 7+	10	9	5	4
Total	100	100	100	100



Too young

Developmentally appropriate!

Too old (if 6 years by January)

3-4 years old
18 %

5 years old
39 %

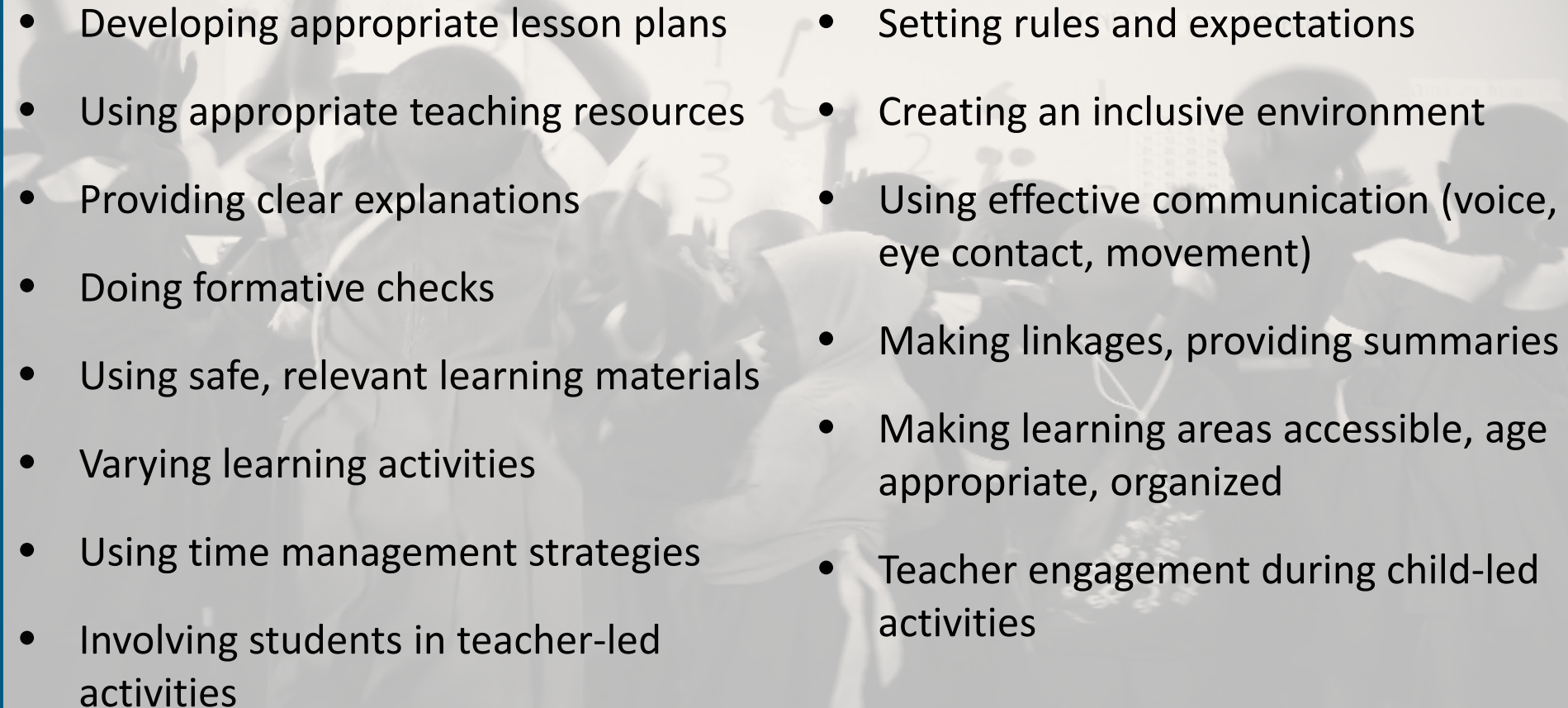
6 years old
36 %

7 years
7 %



Teachers' instructional practices

In May 2017, FkW trained teachers scored 15-18 percentage points higher than untrained teachers on most instructional practices

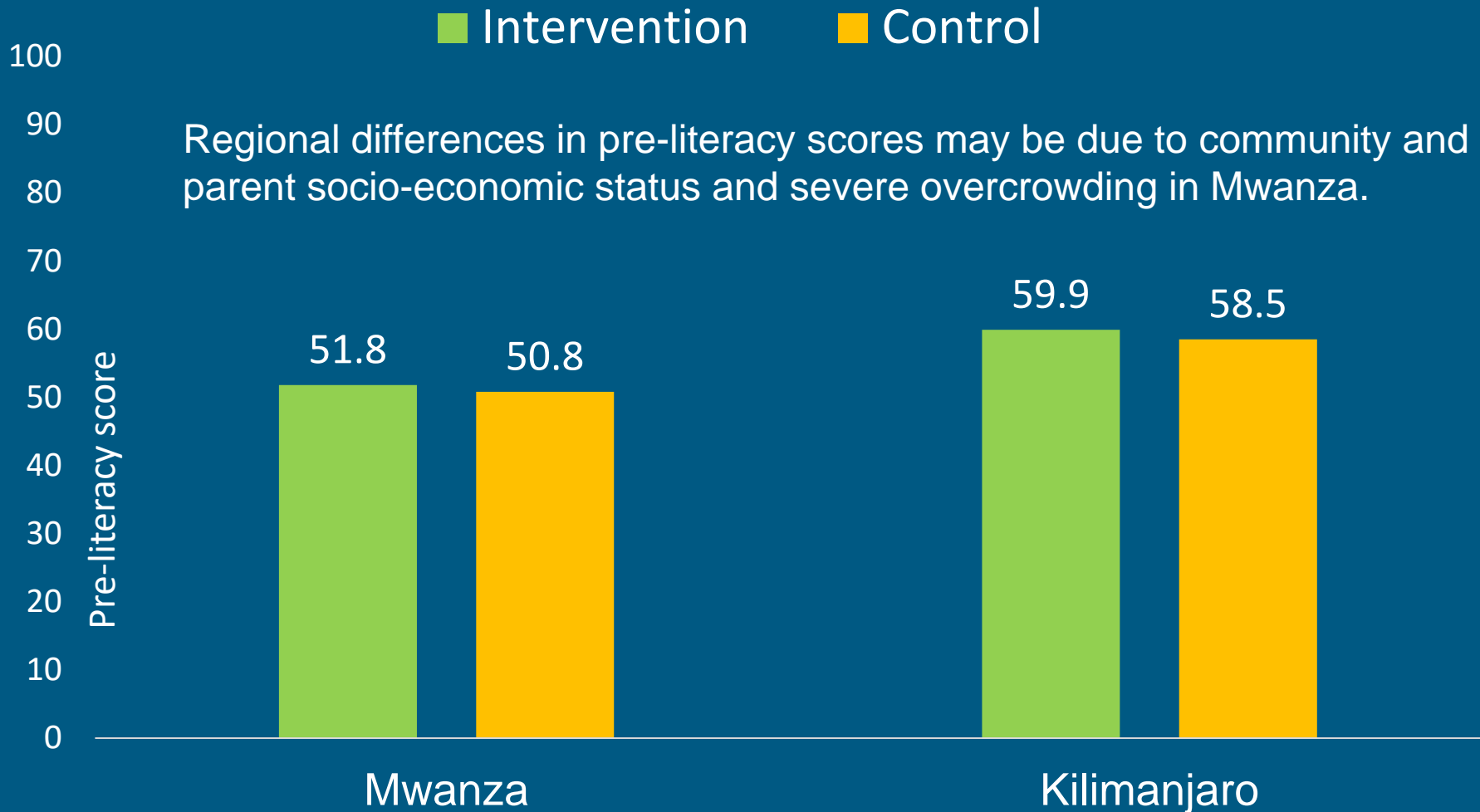
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- Developing appropriate lesson plans
 - Using appropriate teaching resources
 - Providing clear explanations
 - Doing formative checks
 - Using safe, relevant learning materials
 - Varying learning activities
 - Using time management strategies
 - Involving students in teacher-led activities
 - Setting rules and expectations
 - Creating an inclusive environment
 - Using effective communication (voice, eye contact, movement)
 - Making linkages, providing summaries
 - Making learning areas accessible, age appropriate, organized
 - Teacher engagement during child-led activities

A person is shown from the chest down, wearing a red and white checkered shirt and a colorful beaded bracelet on their left wrist. They are holding a piece of chalk and writing on a dark chalkboard. The chalkboard has some faint, illegible markings on it. The background consists of a colorful, patterned fabric, possibly a rug or a wall covering, with green, blue, and yellow patterns.

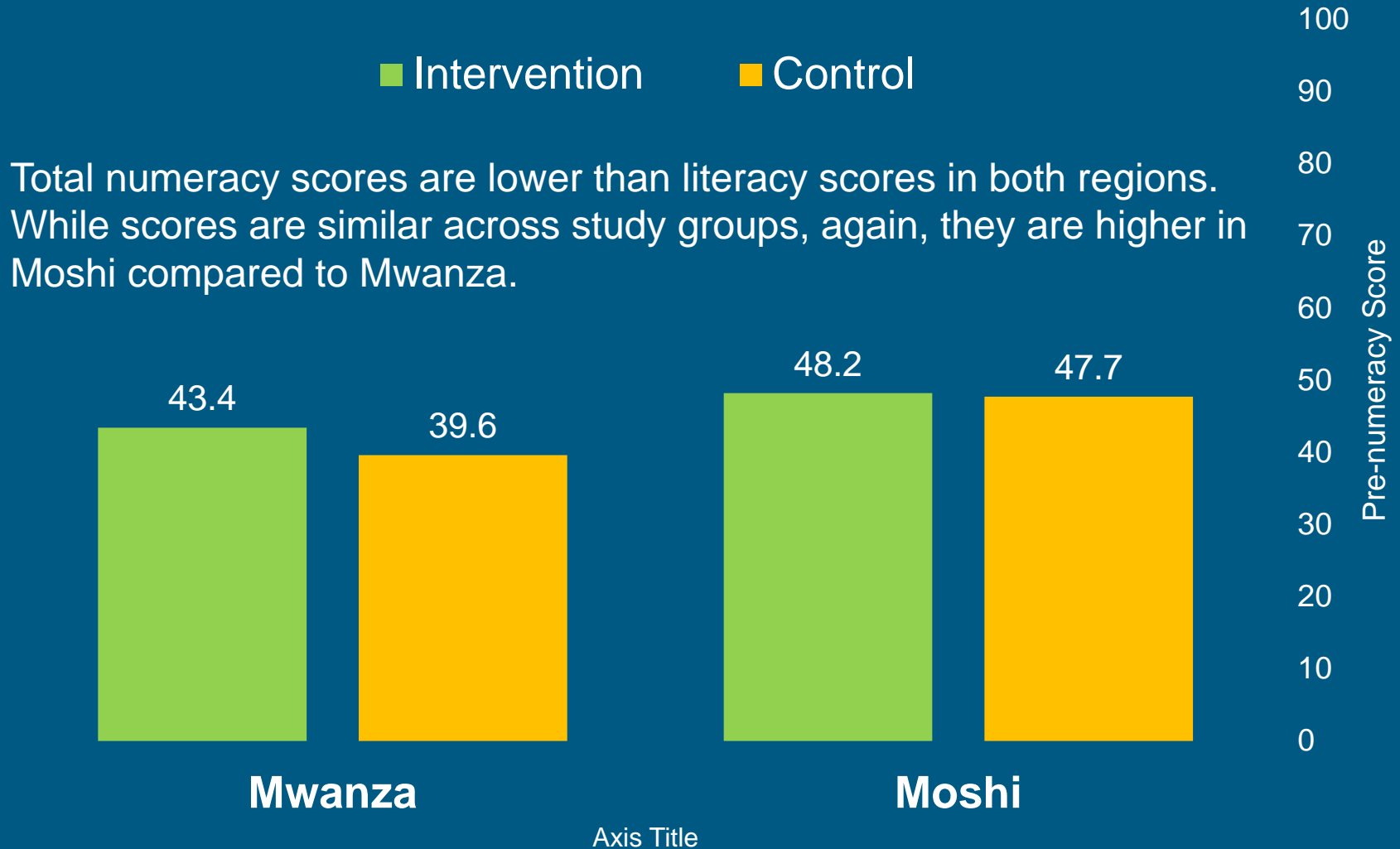
Student outcomes:

Does FkW lead to improved literacy, numeracy, and social development?

Pre-literacy scores were similar between FkW intervention and control groups at baseline (June 2017)



Pre-numeracy scores were similar for FkW and non-FkW schools



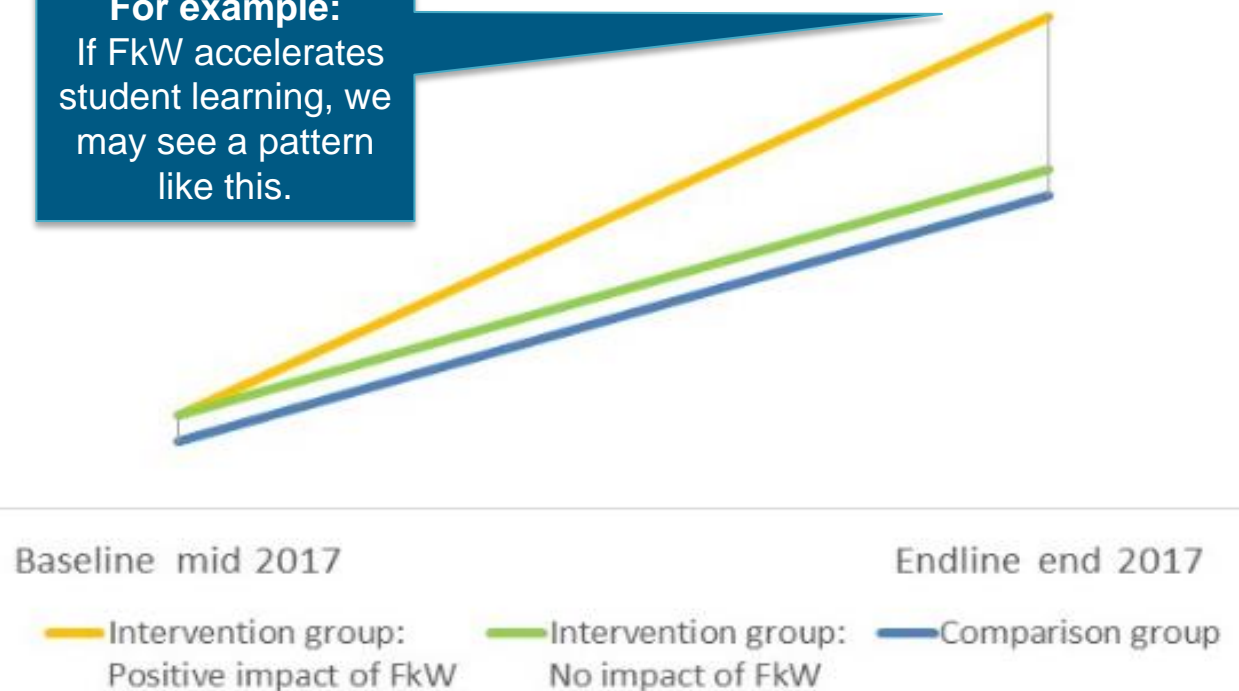
SOURCE: FkW baseline MELQO student assessment data (regression-adjusted pre-numeracy average score) . n=867 (Mwanza=315; Kilimanjaro=552)
Total numeracy scores are based on skills including identifying numbers and shapes, counting, and addition. Scores are out of 100 possible points.

Understanding MELQO results: An example

- MELQO student assessment findings are 'baseline'.
- Students scored similarly at baseline = baseline equivalency
- If intervention and control group differences emerge by endline, we can attribute them to FkW

NOTE: The Learning Agenda was designed to contribute to stakeholder learning in many areas. We may not have a large enough sample to detect true differences in students scores.

For example:
If FkW accelerates student learning, we may see a pattern like this.




Next steps

- We are finalizing analyses and drafting briefs on follow up rounds of MELQO, classroom observation, enrollment, and qualitative data
- Building website to share materials with policy and programmatic recommendations. **Please share your email so we can update you as findings are available.**





Opportunities for Children

MADE WITH 

The voices of teachers and paraprofessionals

Analyses of 80 qualitative interviews revealed that teachers thought FkW had important impacts on their instructional practices. Teachers and paraprofessionals believe that FkW has had a great impact on both students and teachers. Respondents reported that students enjoy school more, are more confident, and understand the lesson more as a result the new teaching practices. Teachers also said that teaching is easier and they have developed a more loving relationship with the children as result of the new teaching methods.



Voices of Teachers and Head Teachers



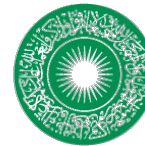
Voices of Parents and School Committees



Voices of Local Education Officials

[Website under construction](#)
(click to view)

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