



FURSA KWA WATOTO PROGRAMME BRIEF

“Fursa kwa Watoto” (Opportunities for Children, hereafter FkW) is an initiative in Tanzania designed to improve school readiness and learning outcomes for children by building evidence on effective and scalable provision of quality pre-primary education in line with Tanzanian policies and systems.

The ultimate aim of FkW is to support Tanzania in achieving the vision of the 2014 Education and Training Policy to build a citizenry that is *educated, knowledgeable, skilled and proficient to contribute to national development*. Toward this aim, FkW seeks to achieve two related outcomes.

Outcome 1: Children demonstrate improved school readiness and learning outcomes in Standard II

Outcome 2: The Government of Tanzania has costed and proven models for equitable expansion of access to quality Pre-Primary Education

In order to achieve these outcomes, Fursa kwa Watoto is implementing two models for quality pre-primary education that are designed to be cost effective and scalable. This is complemented by local- and national-level advocacy and planning on pre-primary. A monitoring, evaluation and learning (MEL) strategy will capture data on children’s school readiness and learning outcomes as a result of participation in quality pre-primary programmes, as well as on the programme design and implementation features (cost, delivery mechanisms, etc.) needed to support the Government of Tanzania in designing and costing scale-up plans.



funding for the evaluation component provided by:



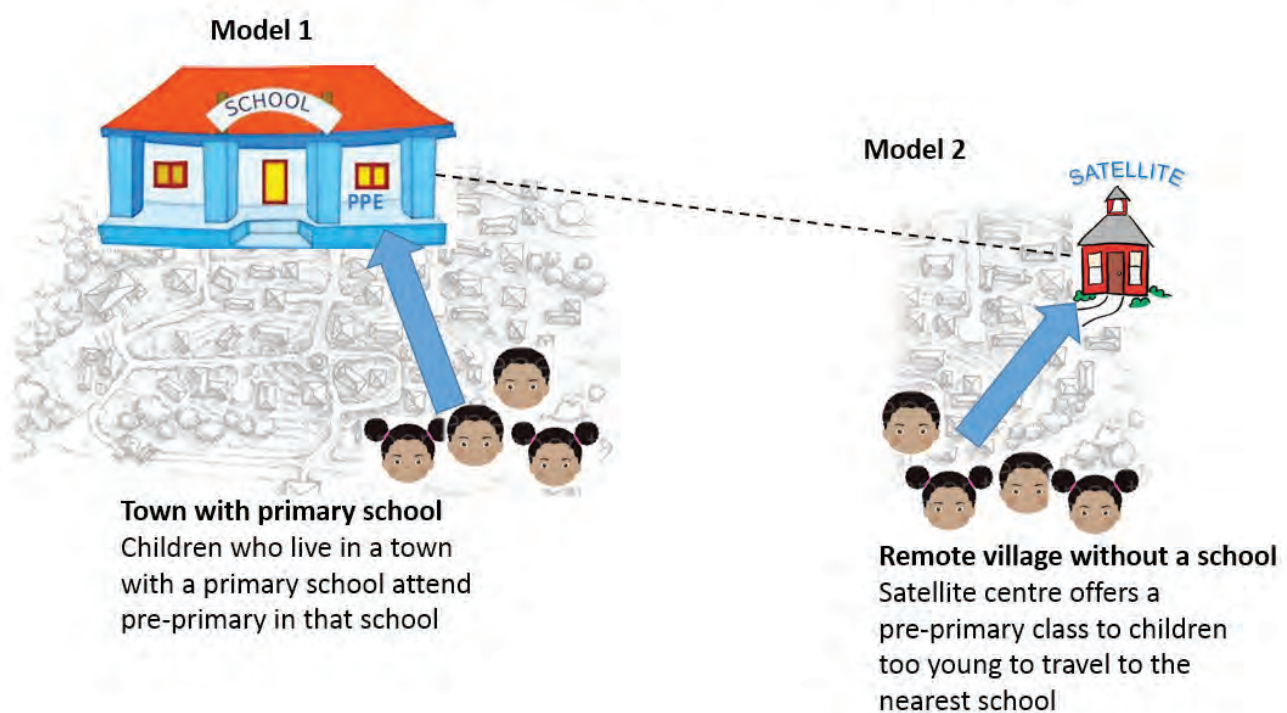
The core of Fursa kwa Watoto is **Component 1: Design and implementation of two quality pre-primary models** that form part of national strategies as follows:

Model 1 (Quality-enhanced Pre-primary Classes in Primary Schools) focuses on enhancing the quality of existing pre-primary classes in primary schools. This is the predominant model for pre-primary provision in Tanzania.

Model 2 (Quality-enhanced Pre-primary Classes in Satellites) targets pre-primary classes in satellite centres to be established in villages too far from the local primary school for young learners to reach the pre-primary class. Satellites have been in policy and programmes (ETP 1995; PEDP III) for years, and will now be rolled out nationwide starting in 2016 with GPE/LANES programme funds.

Both models will benefit from targeted support to four components of quality (teacher training, mentoring and school leadership, stimulating learning environment, and parent partnerships), designed specifically for each model and based on national policy and programme foundations and existing delivery systems. These models will be tested and evaluated to produce maximum learning on cost-effective solutions for expanding access to quality pre-primary education in Tanzania.

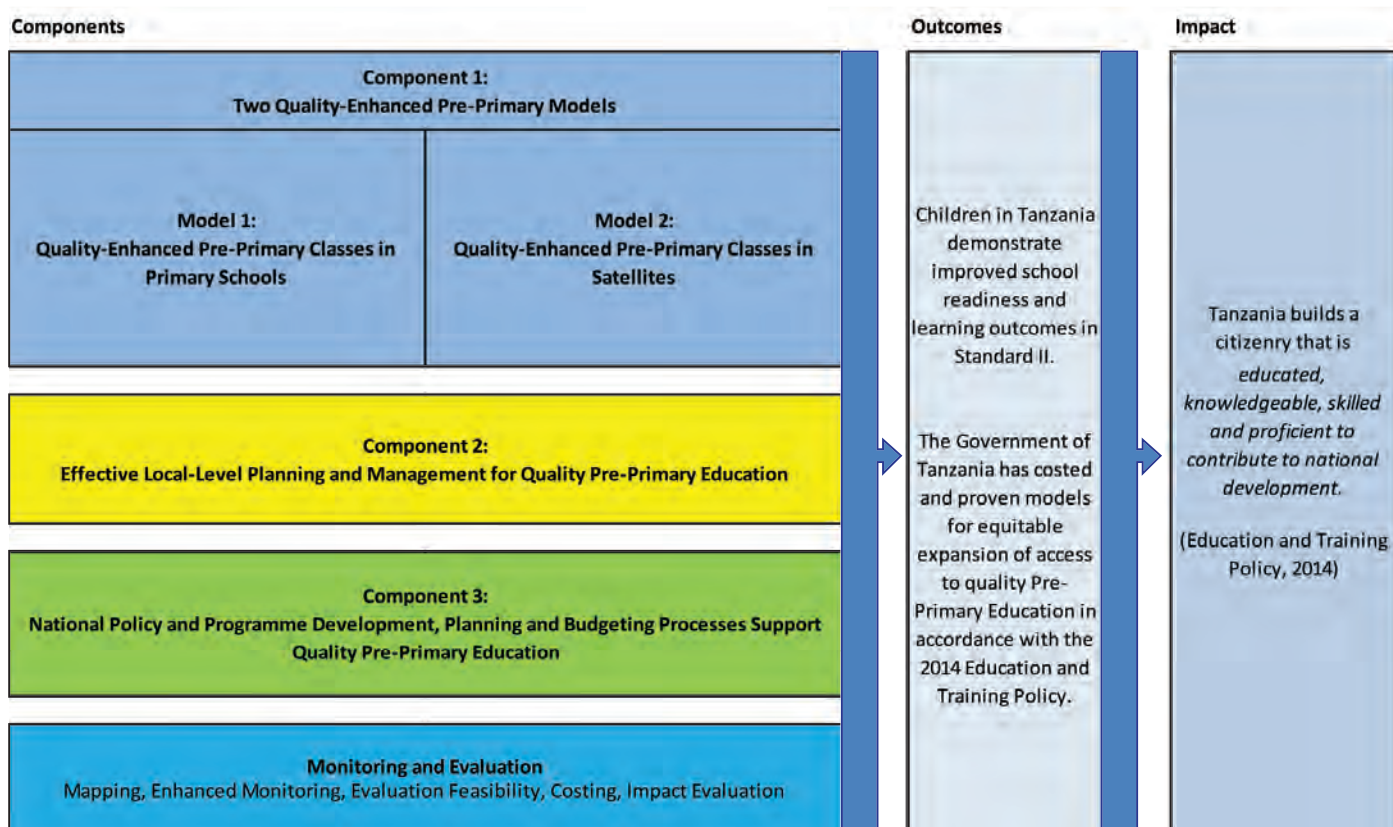
Fursa kwa Watoto: 2 Models of Quality Pre-Primary



Component 2: Effective local-level planning and management of Pre-Primary Education and **Component 3: National policy and programme development, planning and budgeting processes support quality Pre-Primary Education** include activities designed to promote national and local policies, plans, budgets and administration supportive of quality pre-primary education.

Component 4: Monitoring, Evaluation and Learning (MEL) is a foundation for Fursa kwa Watoto as a learning initiative, built into each aspect from the beginning of the intervention design to ensure that the initiative produces the maximum learning, with high quality evidence to contribute data, tools and guidance for the improvement and scale-up of quality pre-primary education in Tanzania.

Fursa kwa Watoto Theory of Change



Timeline

Fursa kwa Watoto partners work with national and local governments to design and deliver quality pre-primary education via both models in a small subset of schools and satellite centres so that the same can be tracked in an impact evaluation. The initiative includes a pilot / implementation phase in 2015 and 2016, and an expansion to more schools building on lessons learnt during the pilot with an impact evaluation in 2017. The impact evaluation will include a baseline assessment at the start of pre- primary (2017) with a follow up assessment at the end of the pre-primary year, both focusing on school readiness. The impact evaluation will then follow children for two years and conduct an endline assessment at the end of standard two (2019). In line with the new ETP2014 which makes one year of pre-primary education compulsory, both models will assess children after receiving one year of pre-primary and then follow them for two years into standard two, when the final evaluation results will be available.

Partnership

Fursa kwa Watoto is a partnership led by the Ministry of Education and Vocational Training (MoEVT) and implemented by national, regional and local government and partner organizations, with active participation of communities and families. FKW includes the active involvement of Dubai Cares, Children in Crossfire, UNICEF, Aga Khan University, TAHEA, Maarifa ni Ufunguo, Mathematica, Policy Research and Corporate Social Responsibility Group Africa (CSR). Fursa kwa Watoto is funded by Dubai Cares, UNICEF and the Hewlett Foundation¹.

¹ Hewlett Foundation funding is specifically targeted at the evaluation component.



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Dubai Cares



Children
in Crossfire
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