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Testing and Reading, Writing and Arithmetic (3Rs) Reform in Tanzania

2015 Global Education Summit
@USAIDEducation

#LetGirlsLearn

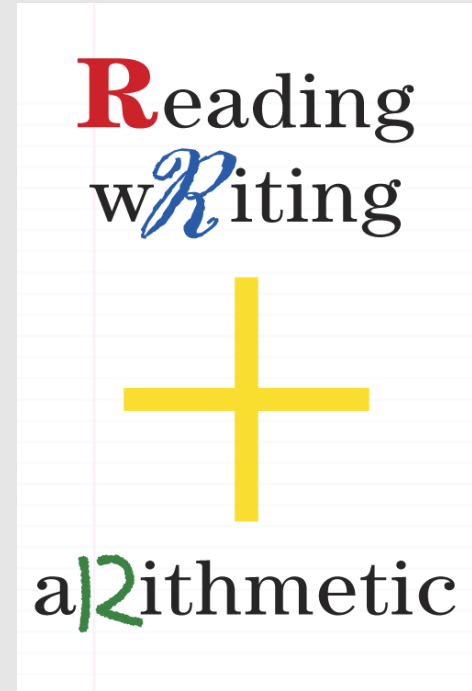
#endpoverty



Testing and 3Rs Reform: The Tanzanian “Story”

Testing’s contribution to:

- Problem Identification
- Government Commitment and Leadership
- Harmonized Programs to Improve Results



Evidence Generation/Problem Identification

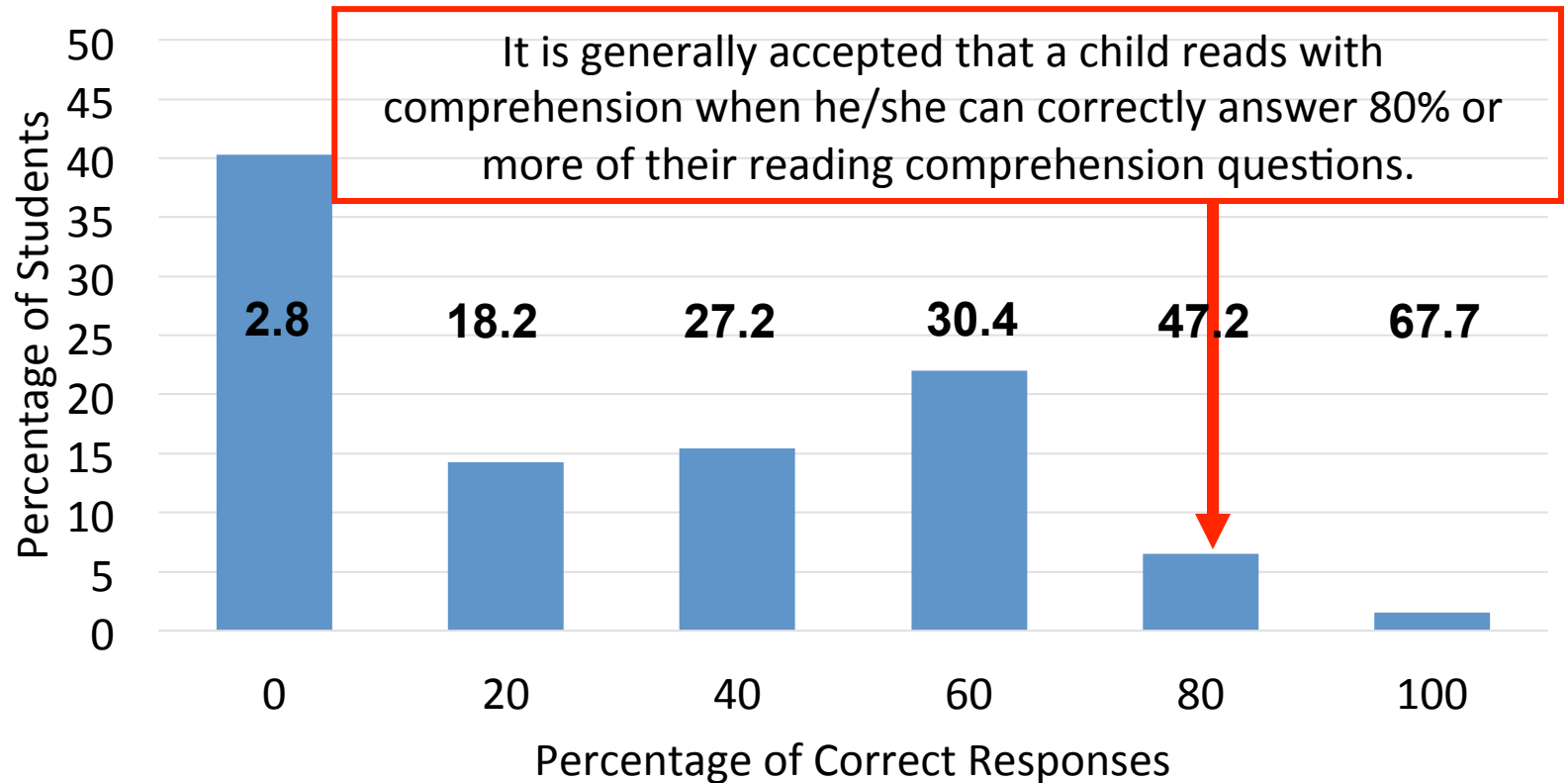
2013 Early Grade Reading Assessment (EGRA), Early Grade Math Assessment (EGMA), and Snapshot of School Management Effectiveness (SSME):

- 200 primary schools, 2,000 students
- Nationally representative
- Government participation
- Results disseminated in February 2014

Findings – EGRA (Kiswahili)

Subtask	Correct Items per Minute	% Correct Attempted	% Correct	% Zero Scores
Syllable Sounds	31.4	68.2%	—	13.2%
Familiar Words	21.9	66.1%	—	23.5%
Invented (Non) Words	12.3	55.0%	—	28.0%
Oral Reading	17.9	62.4%	—	27.7%
Reading Comprehension	—	53.2%	28.9%	40.3%
Listening Comprehension	—	—	60.4%	3.4%
Sentence Dictation (all)	—	—	46.9%	17.7%

Findings – EGRA (Kiswahili)



A Wake Up Call

- Results disseminated in February 2014 in several venues: Small technical meetings and large public venues
- Results reported in media
- Results validated earlier assessments conducted by civil society that were resisted by some

Benchmarks and Targets

Early Grade Reading Assessment (Kiswahili)		Percentage of Standard 2 Students at Benchmark						
	Benchmark	2013 Actual	2014	2015	2016	2017	2018	5-Year Target
Oral Comprehension	80%	8%	10%	13%	17%	24%	40%	40%
Oral Reading Fluency	50 Correct words per minute	12%	14%	17%	21%	28%	45%	45%
Non-word Reading	40 Correct words per minute	1.5%	2%	3%	5%	8%	15%	15%
Early Grade Mathematics Assessment		Percentage of Standard 2 Students at Benchmark						
	Benchmark	2013 Actual	2014	2015	2016	2017	2018	5-Year Target
Addition and Subtraction Level 2	80% on the Addition and Subtraction Level 2 subtask	8%	10%	13%	16%	22%	36%	35%
Missing Number	60% on the Missing Number (pattern completion) subtask	8%	10%	13%	16%	22%	36%	35%

2015 Curriculum Reform: Focus, Timetable, and Materials

- **Development of Grade I and II 3Rs curriculum and associated learning materials based on**
 - Identified student and teacher competences
 - Specific objectives for grade I and II
 - Scope and Sequence
- **3Rs comprise 80% of curriculum and instructional timetable**
- **Emphasis on phonics**
- **Early identification of learning needs of children prior to enrollment**

Harmonized Program Delivery: An Evolving Context

Many Actors and Initiatives Aiming for National Coverage

- DFID EQUIP T (7 regions)
- Unicef (3 regions)
- USAID (4 regions on the mainland and Zanzibar)
- GPE (balance – approximately 14 regions remaining)
- CIDA pre-service, etc.
- World Bank, DFID, Sweden – P4R

All schools, regions, students will receive a minimum package of 3Rs

- Teacher Training
- Leadership
- Learning Materials
- Quality Assurance
- Assessment

National Benchmarks

- **All programs will be measured against their ability to deliver the 3Rs National Benchmarks**
- **Agreement to measure progress every two years with government-run EGRA and EGMA**
 - Results will inform overall national progress, regional variation, as well as trigger financing under Payment for Results (P4R) supported by World Bank, DFID and Sweden
- **GPE as the structure to coordinate lessons learned**

Testing – Next Steps

- **2015/2016 EGRA/EGMA under Design**
- **Increasing Government Ownership Has Its Challenges**
 - Sample Size
 - Traditional Players (NECTA)
 - Timing



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