



Evaluation of the Education Quality Improvement Through Pedagogy (EQUIP) Project in Shinyanga, Tanzania

Full Report

Oxfam GB Programme Evaluation

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CONTENTS

A. TABLES AND FIGURES	4
Tables:.....	4
Figures:	4
B. ACRONYMS	5
C. EXECUTIVE SUMMARY	6
D. INTRODUCTION	10
The Relevance Of The Project.....	12
Capacity Building for In-Service Training and Mentoring:.....	12
E. METHODOLOGY	13
Review of Documents:	13
Consultations with Key Actors:.....	13
Visits to Schools and TRCs:.....	13
Sampling:	13
Questionnaire, Semi Structured Interviews/Focus Group Discussions:	14
F. ASSESSMENT OF EQUIP ACTIVITIES AND IMPACT	16
Training Of Teachers & Key Personnel	16
Assessment of Training	18
I. Estimated Coverage of Teacher Training	18
II. Child Centred Learning:	19
III. Pool of Trainers and In-service Training Culture:	19
IV. Teachers Training and Use of Pedagogy:	20
V. Mentors and Mentoring:.....	22
VI. Head teachers' Training:.....	23
VII. Teacher Resource Centres:.....	23
VIII. School libraries:	24
IX. Training of School Committees:.....	24
X. Crosscutting Issues: HIV/AIDS and Gender:.....	25
XI. Networking and M&E:	25
Results and Impact of Training and Related Activities	27
EQUIP's Impact on National Examination Results and Learning Outcomes	29
How Shinyanga District Results Fare Vis-à-vis Regional and National Averages (STD VII 2003-7)	29
How the Six Better Performing EQUIP Schools Fared in Exam Results (2003-7)	31
Increasing Gender Disparities in Achievement for PSLEs.....	33

Grade Four Pass Rate Progress.....	33
Transition to Secondary Education	35
Internal Efficiency of EQUIP Schools.....	36
Key Observations and Recommendations.....	38
Greater focus on desired outcomes, rather than on outputs:	38
Greater Micro-level Planning around Change Management:	39
Stronger Monitoring & Evaluation System Needed:.....	40
Different Phased Implementation Strategy next time:.....	41
Better Staff Deployment:	41
Bringing Parents More Into the Process:	42
Improve Classroom Settings:	42
Too Early to Exit:	45
G. ASSESSMENT OF EQUIP'S IN-SERVICE TRAINING MODEL AND ITS CONTRIBUTION TO QUALITY EDUCATION IN TANZANIA	46
In-Service Training System:	46
Recommendations for Improvements of EQUIP In-Service Training Model	47
Up-grading TRC and Placing TRCs Above the Schools:.....	48
Head of TRC:	48
TTC And Primary Teacher Training:	48
TTC and Training Curriculum:.....	49
Mentors Network:	49
Subject Facilitators:	49
Head teachers' Training and Micro Management of Schools:	50
The Ward Education Coordinator:.....	50
Micro and Macro Level M&E Units:.....	50
Proposed Improved Career-Path for Primary Teachers:.....	50
Establishing a System of Credit for Training:	52
H. SUSTAINABILITY AND INSTITUTIONALISATION OF EQUIP .	52
Sustainability	52
Institutionalisation and Exit Strategy	54
I. BEST PRACTICES OF EQUIP	57
J. ANNEXES	59
Annex A: The Terms of Reference For the Final Evaluation of the EQUIP Programme	60
Annex B: Documents Reviewed by the Evaluation Team.....	70
Annex C: The List Of Persons Who Participated in the Evaluation	72
Annex D: Questionnaire/Interview Format for Teachers.....	73
Annex E: Up-dated Reporting on Revised Log Frame Indicators.....	76

A. TABLES AND FIGURES

Tables:

		Page
Table 1	The Distribution of Selected Schools Over Rural and Municipal School Clusters	12
Table 2	Targeted Number And the Number Trained	14
Table 3	The Number of Teachers Received Foundation Training	15
Table 4	PSLE Pass Rates of the Six Better Performing EQUIP Schools in Shinyanga Districts	27
Table 5	Average Grade 4 Passing Rates of Six Best EQUIP Schools Against the National Average	30
Table 6	Grade 4 Passing Rates of 11 EQUIP Schools	30
Table 7	Secondary School Selections Against The Number Registered In Grade Seven In Shinyanga Districts And Region From 2003 – 2007	32
Table 8	Rate of Enrolment at Secondary of EQUIP Schools	32
Table 9	Internal Efficiency of the Best Six EQUIP Schools (2003 – 2007)	33

Figures:

Figure 1	Estimated Number of Teachers Received All Four Types of Trainings	16
Figure 2	District-wise Passing Rates of Grade Seven Examination in Shinyanga Region from Year 2003 – 2007	26
Figure 3	Progression Increase of Grade Seven Pass Rates in EQUIP Project Areas Against Shinyanga Regional Average and National Average	26
Figure 4	The Best Six EQUIP Schools Grade Seven Pass Rates	28
Figure 5	Best Six EQUIP Schools PSLE (Girls) Pass Rates 2003 – 2007	28
Figure 6	Gender-wise Grade Seven Examination Passing Rates of Shinyanga Rural Districts from Year 2003 – 2007	29
Figure 7	Gender-wise Passing Rates of Grade Seven Examination in Shinyanga Municipality Schools From Year 2003 – 2007	29
Figure 8	Grade Four Passing Rates of Best Six EQUIP Schools Against The National Average	31
Figure 9	Secondary School Selections against the Number Registered In Grade Seven In Shinyanga Districts and Region from 2003 – 2007	32
Figure 10	Socioeconomic Inequalities in Classroom Seating In Two Better Performing Rural EQUIP Schools	39
Figure 11	In-Service Training System of EQUIP	42
Figure 12	A Proposals for an In-Service Training System	46
Figure 13	Possible Career Path For Primary Teachers	47

B. ACRONYMS

BEST	Basic Education Statistics in Tanzania
CSO	Civil Society Organisations
EC	European Commission
EFA	Education For All
EQUIP	Education Quality Improvement through Pedagogy
FGD	Focus Group Discussions
INSET	In-service Teacher Training
M&E	Monitoring & Evaluation
MOEVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Examination
SDC	School Development Committees
SEN	Shinyanga Teachers Network
TDMS	Teachers Development Management Strategy
TEN/MET	Tanzania Education Network
TLM	Teaching And Learning Materials
TOR	Terms of Reference
TOT	Trainer Of Trainers
TRC	Teacher Resource Centres
TTC	Teacher Training College
TTISSA	Teacher Training in Sub-Saharan Africa
TTU	Teachers' Trade Union

C. EXECUTIVE SUMMARY

The five-year Education Through Quality Improvement Through Pedagogy (EQUIP) project has been jointly implemented by the Shinyanga District Authorities, and OXFAM GB, with co-financing support from the European Commission since 2003. In view of the international Education For All (EFA) framework, and the Tanzanian Government's Primary Education Development Programme (PEDP), EQUIP is a highly relevant pilot project to demonstrate quality primary education provision on a district scale.

EQUIP aims to improve classroom practices and learning through child centred pedagogy, and to develop a system of empowering and developing teachers and children. EQUIP has been supporting 172 primary schools, around 1750 teachers, and over 100,000 students. This project has proven to be a learning exercise in practical strategies for improving the education system, not only in Shinyanga, but also in the whole of Tanzania.

The project concentrated on:

- (A) Training of teachers and education sector actors to practice child- centred pedagogy in the classroom;
- (B) Establishing an In-service Teacher Training System for the professional development of teachers, including a school- based teacher mentoring and support system.

The project has almost completed its first five-year cycle (2003 – 2008) and has successfully delivered all the planned training activities, for example for 170 Trainers, 1587 teachers, 172 Head teachers, 332 school-based mentors, 688 school committee members, and other education officials. However, due to the fact that the project followed a phased-approach, only 51 schools of the 172 schools have received a full five-year course of intervention from EQUIP.

Most notably, EQUIP has managed to bring about a significant improvement in 15 – 20 schools where the full course of the EQUIP intervention had been provided. The ability to demonstrate quality child- centred education in 15 – 20 schools is a noteworthy achievement for EQUIP in a five year span. It would be unrealistic to expect a project to bring this degree of change in all schools.

The evaluation clearly recognises the positive contribution EQUIP has made to demonstrate 'child-centred pedagogy' to all the other schools, Head teachers, teachers, educators and policy makers. Teachers and students have developed more of a mutual understanding. Students are more motivated to learn and to participate in school. Students themselves indicated that there is more cooperative learning in schools. Teachers now come regularly and are student-friendly. Teachers also ask more questions to involve their students, and correct their workbooks. Corporal punishment has also significantly decreased within schools.

Although EQUIP's main intervention was teacher training, the project has worked to create a better teaching and learning environment and improved learning resources.

EQUIP has provided books to schools, and constructed and renovated Teacher Resource Centres (TRCs) and libraries. It has also trained teachers to make their own Teaching Learning Materials (TLM) together with their students.

Moreover, EQUIP has supported good school governance by training and mobilising School Committees, Head teachers, Ward Education Coordinators; created a pool of professional mentors; promoted school pupil clubs; and established the Teachers' Network and the Shinyanga Education Network (SEN). EQUIP in also worked with school community to raise awareness on the importance of educating children, HIV/AIDS and gender issues; addressed water and sanitation issues by constructing rainwater harvesting tanks and community shallow and deep wells in some schools; and implemented a successful school feeding programme during a period of severe drought in 2006.

The schools that received most of these elements of the full EQUIP model or 'package', and where interventions to bring school committees and village governments to work in closer cooperation demonstrated the best school environments, and the students were the most assertive. School learning environments have improved, the teachers are more motivated, and the learners' behaviours have also certainly improved. However, the schools with better and committed Head teachers have benefited more while the schools with weaker Head teachers have not taken the advantage of such trainings given to school committees. Head teacher and school committee training are areas that could have been further strengthened, especially as Head teachers are often the most critical factor for the success of schools and could have been used as catalysts to bring about child-centred learning.

Even within the context of great national progress as a result of the Government's Primary Education Development Programme (PEDP), the progress of the Shinyanga Municipal and Rural District Councils between 2003 and 2007 in national STD IV and STD VII examinations have also been remarkable. For example, Shinyanga Municipal schools now even surpass the national average, after being some 30% below it in 2003. In addition, Shinyanga Rural District Council has managed to halve the performance lag it had with the national average from 24% in 2003 to 11% in 2007. Also four of the best EQUIP schools in 2007 clearly indicate a sharp rise in STD VII results between 2003 and 2007. For example, Mwanono Primary School rose from a 10% pass rate in 2003, to a remarkable 100% in 2007. Tinde Primary School rose from 18% to 62% over the same period.

While it is difficult to assess whether EQUIP can be fully attributed to these climbing results, as some schools have received support from different agencies, especially the six 'best' Shinyanga schools, EQUIP's interventions directly targeted improving academic teaching and learning which very likely contributed significantly to achieving better examination results.

However, it is worth noting that while the passing rates for both girls and boys have increased by 2007, the gender disparity between boys and girls has also risen. Much greater attention must be played to addressing gender disparities within the classroom and the school culture in the future.

EQUIP's schools have recorded a higher rate of transition to secondary schools than the Shinyanga Region for both girls and boys. In 2003, Shinyanga Rural was the lowest performing district in the region, now it is the third best, and the Municipal Council maintained its position of recording the highest level, and this has further accelerated.

EQUIP also has accomplished the introduction of a viable, feasible and sustainable teacher In-service Training System in Shinyanga and made another successful illustration of how professional development could be delivered to all primary school teachers in Tanzania. The Model has filled a long felt gap in Shinyanga, and also in Tanzania. Policy makers and educators should learn to recognise the effectiveness, efficiency and the viability of this low-cost INSET Model, that can demonstrate results even in schools that suffer from overcrowding, a lack of teachers, inflexible furniture, limited learning materials, and a lack of basic utilities such as water, electricity and toilets. The EQUIP INSET model is very much in line with the Primary Education Development Programme (PEDP) and the Teacher Development Management Strategy (TDMS) of Tanzania. Its impact is well recognised by the user, the Local Government Authorities of Shinyanga, and it has committed to sustain and institutionalise it. This again is a rare incident where a government has readily and willingly accepted a donor project to be absorbed. The mainstreaming of EQUIP interventions was possible because the Local Government of Shinyanga districts were fully involved in the implementation of the project and they owned the step-by-step growth and success of this project. This is a lesson whereby OXFAM has demonstrated that it is important to keep the Government in the driving seat of implementing any project in order to sustain it.

The project does have its shortcomings however. Better monitoring and evaluation (M&E), focused on outcomes rather than on outputs, could have made the project more successful and visible. OXFAM's Project Officers could have been more efficiently deployed, particularly to the more remote schools. The lower primary education cycle also could have received a different approach from the other classes as their needs are more specific which could have increased the project's impact. Change management and monitoring mechanisms, could have been introduced at school and ward level, in order to support the introduction of child-centred processes in school culture, and to shift further away from authoritarian practices. These micro-management interventions could have been introduced much earlier with the involvement of the Ward Education Coordinators. Such an approach would require stronger macro District level monitoring together with the District Education Officers and Inspectorate.

Finally, the in-service training system also has a few gaps. However, with a few alterations it could stand as a replicable model at national level, incorporating new incentives and a fulfilling career path for all primary school teachers in the country. This evaluation provides recommendations for OXFAM, Shinyanga District Authorities, and the Ministry of Education and Vocational Training (MoEVT) on areas of refinement to improve efficiency and impact.

Finally, it must be emphasised that the change that EQUIP is striving to achieve is not easy. Capacity building requires time and continuous mentoring and monitoring, even beyond what EQUIP has provided. Teachers certainly appreciate the intervention and the impact it has brought on their teaching and student learning. However, it is too early for OXFAM/EC to stop supporting Shinyanga's teachers and students. It is strongly felt that EQUIP has initiated a positive change and many schools have only just received the full course of EQUIP's trainings. This evaluation recommends that with some adjustments, EQUIP should continue to support the change for a few more years and ensure its taking root in schools and classrooms. OXFAM's involvement in day-to-day management needs to be carefully handed over to the Local Government Authorities, although OXFAM should continue to provide technical assistance on capacity building, and support addressing the adverse factors that affect teacher performance. In view of the National TDMS, it seems that EQUIP could even consider further expansion of EQUIP to other Shinyanga districts and potentially other regions in Tanzania, rather than exit now.

D. INTRODUCTION

The EQUIP project in Shinyanga, Tanzania began in 2003 with co-financing from the **European Commission (EC)**. The current five-year project cycle will end in December 2008. This evaluation is called the final evaluation as it covers the whole of the current project cycle. EQUIP aims to improve classroom practices and learning through child centred pedagogy, and to develop a system of empowering and developing teachers and children. The project is implemented in all government primary schools in the Municipal and Rural District Councils that make up the Shinyanga District. EQUIP has been supporting 172 primary schools, around 1750 teachers, and over 100,000 students.

The project comprises of the following key elements:

- **Capacity building**, which aims to improve the pedagogy or standards of teaching and learning in primary classrooms by developing district-based capacity for in-service training and mentoring;
- **Integration and empowerment**, that integrates opportunities and incentives that empower teachers to pursue their own professional development and addresses the needs to motivate and empower teachers to take responsibility for their own professional development;
- **Networking and partnership**, which involves developing mechanisms for teachers to share experiences about their work and to develop partnerships and shared visions on the quality of education;
- **Monitoring, evaluation and advocacy** which encompasses collecting information through research and monitoring, evaluation and discussion among stakeholders and using improved local planning and implementation to advocate for policy review, and;
- **HIV/AIDS and Gender** are cross cutting themes that are mainstreamed within the project.

Though these elements are stated separately, these are integrated in all activities. Therefore, the findings of this evaluation are not presented along the above headings. The integration and empowerment, and networking and partnership are all serving the same purpose of the professional development of the teacher. Monitoring and evaluation is seen as an integral part of the project and so is not treated as a separate intervention. Therefore, this report is organised under two major headings, which are the two major interventions of the project:

- (A) The training of teacher and education sector actors to practice child centred pedagogy in the classroom; and
- (B) The establishment of a Teacher In-service Training System for the professional development of teachers.

However, the report has addressed all concerns of the Terms of Reference (TOR), yet has not followed the same order of specific objectives as given in the TOR, but followed a more a logical flow of reporting.

The Relevance Of The Project

The EQUIP project is certainly very relevant and much needed. Since the Jomtien Conference-led Education For All (EFA) initiative in March 1990, primary education has been at the heart of development partners' and governments' investments. OXFAM has also been a 'long-time' player in the education sector. The Millennium Development Goals, and the National Poverty Reduction Strategies all target basic education for all. After the Dakar Framework, a major shift is expected from access to 'access with quality' education. EQUIP is very much in line with this. However, globally there has been very little progress in terms of achieving quality education. It is in this respect that EQUIP stands out as an innovative approach. The project is much in line with the best practices in the field, and they have gone beyond this to work to institutionalize an in-service training system to support and stimulate the teacher and their teaching to put the learner at the centre of learning. EQUIP possesses all these elements and is a project that is well in line with international and national framework of EFA.

Capacity Building for In-Service Training and Mentoring:

Capacity building is one of the main objectives of EQUIP. The key intervention in this project is centred on capacity building through training and establishing supportive infrastructures and systems. There were two major interventions geared to ensure child centred learning in schools. The project supports the establishment of an in-service teacher training system and a school-based mentoring system to provide continuous professional support to teachers. The two key interventions were:

- (A) Training of teacher and education sector actors to practice child centred pedagogy in the classroom; and
- (B) Establishing an In-service Teacher Training System for the professional development of the teachers, including a school based teacher mentoring and support system.

E. METHODOLOGY

The study is largely guided by the Terms of Reference (TOR) given to the consultants (See Annex A). With careful analysis of the TOR the evaluation team adopted the following rapid appraisal methods. This includes:

- Review of EQUIP related documents, relevant Shinyanga Regional documents and National level documents;
- Consultations with key stakeholders;
- School visits and visits to Teacher Resource Centres (TRC)
- Focus group discussions (FGD) with stakeholders particularly students, teachers and school committees;
- Continuous discussion and interactions with OXFAM EQUIP staff and Education Officers,
- Administration of a questionnaire, to 74 teachers of four better performing schools (two Municipal Council schools and two Rural Council schools) that received training in the first round in January and June 2004.
- Analysis of teacher's and student's records such as lesson plans, student workbooks and teaching learning materials; and
- Collection of school based data on student enrolment, repetition, dropout and passing rates relating to the internal efficiency of the school system.

Review of Documents:

Annex B presents the list of documents reviewed by the evaluation team.

Consultations with Key Actors:

This included consultations with senior officials of the Shinyanga Districts, Education Officials, the Head teachers, school based mentors, Trainers, Teacher Resource Centre (TRC) Coordinators, Students, Parents and School Committees, Ward Education Coordinators, Village Government Officials, and Ward Executive Officers. Further consultations were also made with the Teachers Trade Union (TTU) and the Shinyanga Teachers Network (SEN) (See Annex -B for the list of persons).

Visits to Schools and TRCs:

The team visited one school each from the five (5) school clusters of the Municipal district, and ten (10) schools in the rural districts. The Table 1 presents the cluster-wise information of the schools selected for visits.

Sampling:

The team adopted a two-way strategy in the selection of schools. In order to understand and assess the EQUIP Model's full course of interventions and its impact at school level, the team selected a purposive sample of six schools that were identified by OXFAM staff and Shinyanga Education Officers as the schools where EQUIP is better implemented. Out of these six schools, the team selected four schools for in-depth analysis by administering a questionnaire to all teachers

(see Annex D) and selected students. Then the team selected a random sample of nine primary schools to visit and make rapid appraisal of the schools. The team first visited four of the six schools of the purposive sample. Investigation of the nine randomly selected schools was much guided by the experience collected at the four better performing schools. The Table 1 presents the schools selected on purposive sampling and the random sampling. The better performing 6 schools are highlighted in **bold** and the 4 schools selected for in-depth study are in normal font.

The team also visited TRCs in nine clusters and met with several teachers' networks (See Annex - C).

Questionnaire, Semi Structured Interviews/Focus Group Discussions:

The team administered a questionnaire to 74 teachers in the four schools of the purposive sample - (See Questionnaire in Annex D) and this provided quantitative data on many important aspects. The team also administered a simple questionnaire to 36 students of the same four schools to understand the socioeconomic aspect in classroom equity.

The team conducted semi structured interviews and Focus Group Discussions with all key actors/stakeholders, and the list of participants are given in Annex C. This includes the teachers, students, school committees, Village Government, and Ward level to District level key officials.

Table 1: Distribution of Selected Sample Schools Across the Rural and Municipal School Clusters				
District	Cluster	Number of schools	Selected Primary School	Year EQUIP began
	Purposive Sample			
Municipal	Town	9	Mwenge PS	January 2004
	Bugoyi	11	Mapinduzi PS	January 2005
	Random Sample			
Municipal	Old Shinyanga	8	Mawampalala PS	June 2005
	Buhangija	6	Nhelegani PS	June 2006
	Ibadakuli	10	Bugweto PS	January 2006
TOTAL		44	5	
	Purposive Sample			
Rural	Tinde	13	Tinde PS	June 2004
	Shingita	19	Ishinabulandi PS	June 2004
			Samuye PS	June 2004
	Didia	14	Mwanono PS	June 2004
	Random Sample			
	Didia	(14)	Puni PS	June 2005

	Maskati	9	Usule PS	June 2005
	Hinduki / Mishepo	13	Masunula PS	January 2006
	Lybukande	10	Lyamidati PS	January 2007
	Solwa	10	---	January 2007
	Nhendegese	11	----	January 2007
	Iselamagazi	12	Mwanakaranga PS	June 2006
	Shilabela	7	Mwalukwa PS	January 2006
TOTAL		172		15

The team also presented a proposal on further strengthening of the teacher in-service training system in the Shinyanga districts for discussion with teachers, officials and members of Civil Society Organisations (CSO) in Shinyanga, and key senior officials of Shinyanga Districts, MoEVT as well as UNICEF.

F. ASSESSMENT OF EQUIP ACTIVITIES AND IMPACT

Training Of Teachers & Key Personnel

EQUIP has successfully completed this task. The project has successfully delivered all the planned training activities, for example for 170 Trainers, 1587 teachers, 172 Head teachers, 332 school-based mentors, 688 school committee members, and other education officials. However, this intervention is only the entry point to generate a process of change in school and classroom culture to shift from the traditional teacher centred teaching to that of true 'Child-Centred-Learning'.

In order to train the key personnel a core group of trainers was prepared to deliver the training. The trainers were trained and training modules were prepared in year 2003. The trainers have been selected from the Teacher Training Colleges (TTC), Education Officials and Head teachers. The project set targets to be trained and actual training started in January 2004. TTCs currently provide pre-service training to teachers and the Shinyanga Region has established a TTC this year, fulfilling a long felt need.

However, the set targets have been revised in view of the redefining of Shinyanga district boundaries¹ and the numbers was reduced, particularly in respect of teachers. The targeted number was 2033 and though the actual number of teachers in Shinyanga is around 1800.

The quantitative achievements of training are given in Table 2 and explained below:

Targeted Number and the Number Trained			
ACTIVITY	TARGET	TRAINED	Achievement
Training of Trainers (TOT)	134	170	126%
Foundation Training to Teachers	2033 (1750)	1587	90%
Curriculum Analysis for teachers	2033 (1750)	1587	90%
Developing Teaching Learning Materials (TLM)	2033 (1750)	1587	90%
Training on Difficult Topics	2033	1588	66%
Training of Mentors	340	322	95%
Training of Head teachers	175	139	79%
Special needs (inclusive education)		26	
Action Research		60	
Incentives		1086	
Training of Head teachers and	194	204	105%

¹ In 2002, Shinyanga Rural District Council's borders were defined and placed in Kishapu District instead.

Ward Education Coordinators	(174 HT & 20 WEC)	(172 HT+32 WEC)	
School Committees Trained	4x172 = 688	688	100%
TRC Coordinators		24	
School Librarians		27	

- The quantitative achievement in Training of Trainers (TOT) shows over a 100% accomplishment. Project trained 170 TOTs exceeding the targeted 134. This was necessary to avoid any shortfall of trainers due to transfers. Currently, there are 145 Trainers in place. Also 22 training modules have been prepared.
- The project has achieved over 85% of the teacher training target in the initial five-day training sessions. Although the project targeted training 2,033 teachers the actual number trained was 1587. This shortfall is due to the loss of some of the targeted schools due to the redefinition of the boundaries of the Shinyanga district. Furthermore, out of the 74 teachers responded to a questionnaire administered by the team indicated only 68 teachers or 92% received the foundation training. The remaining 8% are newly appointed teachers. Based on this estimation, it is reasonable to assume that there may be over 150 new teachers serving in schools that have not received EQUIP trainings. Also over 117 teachers who were invited to participate in training were absent. This indicates that there maybe over 250 teachers or about 15% of the teachers remaining untrained in the district. Table 3 presents details of the distribution of teachers who received EQUIP foundation training, broken down by District Council and sex.
- The project trained 332 (98%) mentors instead of the targeted 340. There were a few schools where there is no in-house mentor and a teacher from a nearby school has been deployed as a mentor.
- The project trained 1587 teachers on the preparation and use of Teaching Learning Materials (TLM) using locally available materials, though the project targeted 2033 for this activity.
- 1587 teachers have been trained in curriculum analysis, and handling of difficult topics in the primary school curriculum.
- 29 Ward Education Coordinators and 175 Head teachers have been trained,
- 24 TRC Coordinators and 21 School Librarians were trained.
- 688 School Committee member of 172 School committees have been trained
- EQUIP also provided other interventions to schools such as the provision of additional Teaching and Learning Materials.

Table 3			
The Distribution of the Number of Teachers Received Foundation Training			
	DISTRICT	SCHOOLS	TEACHERS RECEIVED FOUNDATION TRAINING

YEAR	COUNCIL			MALE	TOTAL
2004	MUNICIPAL	5	160	90	250
	RURAL	12			
2005	MUNICIPAL	15	233	117	350
	RURAL	19			
	MUNICIPAL	12			
	RURAL	27			
2006	MUNICIPAL	10	54	59	113
	RURAL	16			
	MUNICIPAL	7			
	RURAL	14			
2007	RURAL	23	46	121	167
	RURAL	12			
2008	MUNICIPAL		39	8	47
	RURAL				
			50	20	70
TOTAL			834	870	1704
ABSENTEES			89	28	117
	TOTAL	172	745	842	1587
	MUNICIPAL	49	566	355	921
	RURAL	123	179	487	666
	TOTAL	172	745	842	1587
(TARGETED NUMBER TO BE TRAINED)					2033)

The qualitative achievements of EQUIP can only be accurately assessed if they have passed through the full five years of EQUIP's intervention since 2004. The schools that have received only a few years cannot be expected to have made the shift in the school and classroom culture from the traditional training to that of child centred training. Therefore, this evaluation did an in-depth study of four schools that received the full course of EQUIP's training since year 2004 and practiced child centred learning with interest.

Assessment of Training

I. Estimated Coverage of Teacher Training

Although the reported figures in Table 2 and 3 indicates all teachers were trained in all four teacher training packages, the sample study and the questionnaire administered to 74 teachers indicates that the number trained is less than what is reported due to having new teachers in schools and also some teachers who were invited for training but did not attend. The Figure 1 shows the difference that more teachers received Foundation training though not all the other subsequent follow up trainings.

Figure 1
Estimated Number of Teachers Received All Four Types of Trainings

[Figure Removed]

II. Child Centred Learning:

The most noteworthy impact of EQUIP is that it has laid the foundation in Shinyanga districts for ‘child centred pedagogy’ and it has managed to bring about a significant improvement in 15 – 20 schools where the full course of the EQUIP intervention had been provided. The ability to demonstrate quality child centred education to a satisfactory level in 15 – 20 schools out of 172 schools is a noteworthy achievement for EQUIP in a five year span. It would be unrealistic to expect a project to bring this degree of change in all schools. No project of this scale could expect to bring about the expected change in all schools. And it has never happened anywhere in the developing world where governments are striving for improved systems.

EQUIP interventions towards child centred learning are well disseminated within the Shinyanga region. The Regional Commissioner down to all education sector officials in Shinyanga, were not only aware of EQUIP project and its interventions, but were also highly appreciative of its contributions. The Head teachers, teachers, students, school committees and civil society organisations also acknowledged the excellent contribution of EQUIP to bring about this pedagogical shift, and better quality education in class and schools.

However, there are issues and areas where EQUIP model needs to be improved or better implemented. The following findings are largely based on the in-depth study of the four schools and further supported by the observations made in other schools:

III. Pool of Trainers and In-service Training Culture:

- EQUIP has contributed to establish a pool of trainers in Shinyanga Municipal and Rural district councils to support and sustain an in-service training system and has fulfilled a long felt gap in the system.
- The output monitoring indicated based on the trainee’s evaluation of training, recorded in the eM&E database at OXFAM, indicates that the delivery of most of the trainings, including the TOTs were very satisfactory and well accomplished. The semi-structured interviews with teachers and the written responses of the teachers of the better performing schools indicated, in general, that the training was satisfactory. However, the teachers who responded to the questionnaire indicated it would have been better if superior experts were involved in delivering the training.
- Some teachers indicated that trainers could have been selected on a subject-basis and that could have helped the subject-specific teachers better.
- Over 35% of the teachers indicated the training did not cover sufficiently ‘class time management’ with the new pedagogy. The team also observed even in good schools where a more competent teacher was

demonstrating a lesson for observation, they could not manage the classroom time efficiently to ensure that they ended the lesson on-time. This was repeatedly observed in many classrooms where child centred pedagogy was seen.

- Over 20% of the teachers also indicated that they need more training on the preparation and appropriate use of locally made TLMs.
- Over 20% of the teachers said more subject based training with the new pedagogy would have better enhanced their skills.

IV. Teachers Training and Use of Pedagogy:

- If not all, many teachers in the Phase 1 schools where EQUIP completed a full cycle of interventions used child centred approach in classrooms. EQUIP was introduced in the 6 better performing schools in year 2004. However, the degree of child centred learning varied from teacher to teacher in the six schools. Most of the teachers in these six schools can be said to be teachers attempting to adopt themselves to child centred learning in traditional classrooms settings. In two schools (Mwenge PS in Municipal district and Mwanono PS in Rural district) even under traditional settings, teachers demonstrated satisfactory practice of child centred teaching.
- The 74 teachers who responded to the questionnaire in the four better-practicing schools -- (Mwenge PS, Mapunduzi PS in Municipal council and Samuye PS & Tinde PS in rural council), 64 teachers or 86% indicated that they use child centred methods. Fifty-five (55) teachers indicated at least one advantage of the child centred approach. They indicated a positive change in their pedagogical skills. In the semi-structured interviews with teachers in all 15 schools, except in one school (Puni PS), the teachers indicated that the child centred approach contributed to their classroom practice; yet many of them were not practicing it due to the unfavourable classroom conditions.
- The teachers consider their students as a source of knowledge and student participation was witnessed in observation classes. The semi-structured interviews with the students, without the presence of teachers, also indicated that corporal punishment in classroom has significantly reduced. Teachers use alternative punishments that are much milder than the canning and the beating. Students also indicated that their teachers use cooperative learning, such as group work more often than before. About 25% of the teachers who responded to the questionnaire, stated the most significant change in their teaching due to EQUIP training, is that they involve students in lessons much more than before.
- Use of TLMs and making teaching aids is on the increase and pupils too participate in preparing them. The teachers used some TLMs even in the weakest lessons that the team observed. Only 10% of the teachers who responded to the questionnaire indicated that learning to use TLMs has been a significant contribution of EQUIP. Though, 13% of the respondents

- stated they need further training on TLMs. However, the team also observed in many rural schools, the TLMs that were available, such as the science kits and maps were stored and have not being used for sometime.
- The teacher-teacher sharing of classroom pedagogy and participatory learning has significantly increased in the schools where EQUIP is better received and practiced. 20% of the teachers share their classroom pedagogical skills every day with the other teachers. Over 75% indicated they share the pedagogical skills with other teachers frequently. 77% of the teachers of these four schools also indicated that other teachers of the same school frequently share pedagogical experience with him/her. The teachers also indicated that they did share such information even before EQUIP training, but certainly it has significantly increased as a result of EQUIP training.
 - 60% of the teachers of the four schools indicated that they share their pedagogical skills with teachers of other schools. The teachers indicated that they shared experiences at nearby primary schools and/or TRCs.
 - In the practice of child centred pedagogy in schools, including the identified better schools, the team observed through careful examination of student workbooks, that many teachers did examine student's work more regularly. This is a good development. However, following the corrections there was no remedial teaching done. No student could tell what the correct answer is or how the mistake should be corrected. The training and practice need closer monitoring to make more of a positive change in teacher and student behaviour, and this has been a weaker aspect of EQUIP's management.
 - However, there were no incidents observed of where there was child-to-child interaction, or a child taking the lead in learning, for example, where a child is asking a question from another student. So far, learning is still very much teacher motivated and teacher-driven but with the intention of involving the child. To achieve this behavioural change in the classroom, students must be further empowered to learn. Nevertheless, this is a long journey and no project can achieve this so quickly, especially when we consider the project's starting point.
 - As many trainers may not have seen true child-centred learning in practice in order to demonstrate it to their teachers, it is recommended that further efforts must be made to ensure that all the trainers must be expertly proficient practitioners of child-centred teaching and learning. Training should also be differentiated between Grades 1-2 and Grades 3-7, because the nature of interactive learning in the early stages and the next stage are different. Furthermore, the use of child-centred training videos, such as those produced by Japan International Cooperation Agency (JICA), is recommended during the teacher training in order to strengthen the teachers' hand-on skills.
 - The teachers in Kindergarten, Grade one and two classes indicated that the child centred methodology, as it was taught cannot be practiced in their classrooms. This was due to several reasons.

- (i) One reason is that the mother tongue of most of the children in the Shinyanga schools is *Sukuma* and the medium of instruction is *Kiswahili*, this makes it difficult for the teachers in Class 1 & 2 to use any methodology with success.
- (ii) Secondly the classes are too large. Often the largest class in the rural schools is the Grade one.
- (iii) Further, the furniture is totally unsuitable for the younger children. All schools have only one type of furniture for all grades.
- (iv) Moreover, the EQUIP training did not pay any special attention to develop special methods for the lower cycle of the primary school. Therefore, the practice of child centred methods in the lower primary cycle is unsatisfactory; particularly so in the rural schools where classes were too big and a male teacher is assigned as the class teacher.

V. Mentors and Mentoring:

- EQUIP has established a teacher mentoring system. This has had a direct impact on classroom learning and has added an important element to the in-service training system.
- Mentors training were given over and above the teachers' regular training. Except for a few schools, each school has an in-house mentor. 86% of the 74 teachers of the four better schools indicated that he or she has a mentor assigned. 85% indicated that the mentor visits her/his classes. 30% indicated that their mentors visit weekly, while 50% indicated monthly visits. About 10% indicated the visits were quarterly and 3% indicated that their mentor never visited them.
- Better selection criteria for mentors need to be established. The selection of mentors is a sensitive issue at school level. The semi-structured interviews indicated that in some schools the mentor was selected based on the popular vote of the teachers and in some places they indicated that the mentors were hand picked by the Head teacher. In the semi-structured interviews with Mentors and Trainers it was indicated that the selection criteria need to be more transparent so that they are chosen fairly. However, even in the chosen four good schools, the acceptance of the mentor by some teachers was low. This would be common, as one teacher has to be selected as a mentor from amongst their colleagues.
- The quality of mentoring depends on many factors. The school observations indicated that many of the mentors are regularly attending to their functions. However, the degree of seriousness in mentoring significantly varied from the good schools to the weaker ones. The worst case of mentoring was seen at Puni PS where the mentor's last visit to a class was on May 14, 2008. The mentor himself never prepared Lesson Plans and except for one teacher no one has prepared lesson plans, and rarely a teacher went to teach in a class. However, in the same school the English teacher prepared lesson plans on daily basis and has taken English class regularly. This was evident from the students' workbooks

and teacher's lesson plan record books, and the students further confirmed this.

VI. Head teachers' Training:

- Although this was relatively a weaker component of the project due to its failure to bring about an intensive school based micro management system, it has made some impact on the schools where the Head teachers were more competent.
- It is reported that a total of 172 Head teachers and 29 Ward Education Coordinators were trained. This indicates that all Ward Education Coordinators and Head teachers have been trained. However, there are newly appointed Head teachers in some schools who have not received the training. Of the 15 schools visited, it was found that three (03) Head teachers have not received training. If any estimate is made based on this observation, there maybe there are about 50 Head teachers untrained by EQUIP. These schools also happened to be the weaker ones.
- Current educational research indicates that the Head teacher is often the most critical factor for the success of schools. The Head teacher is the only one who has the authority to provide in-house supervision on all teachers and mobilise all actors for the effective and efficient functioning of the school. EQUIP targeted the change of school and classroom practice from traditional methods to child centred pedagogy. This involves transforming the exiting school and classroom culture and establishing a new culture. The Head teacher has a key role to play in this. However, this important activity has received much less attention in the implementation of EQUIP. This has contributed to the failure of bringing the full-expected change in many schools.
- EQUIP's training combined Head teachers training with the Ward Education Coordinators where they were introduced to the monitoring system. This was a good move. However, this joint training opportunity could have been better utilised to bring about the necessary change process at the school and ward levels. This could have been done through the regular coordination of EQUIP activities together with the Ward Education Coordinators, the Head teachers, the Mentors, Academic Teachers and the School Committees.

VII. Teacher Resource Centres:

- Teacher Resource Centres (TRCs) are one of EQUIP's major contributions that will bring about a long term impact on the teacher in-service training system and the quality improvement in student learning.
- The Shinyanga Rural District Council has eight TRCs, while the Municipal District Council has four TRCs. EQUIP has built five new TRCs and renovated a further seven. Now teachers have access to TRC services within 5 kms of their primary schools in their neighbouring clusters, when previously they had to travel over 50 kms to the nearest library.

- In view of the in-service training for teachers, the TRCs are a valuable addition and EQUIP's contribution to strengthen TRCs is a positive step in the right direction and is in line with the Teacher Development and Management Strategy (TDMS) of the Primary Education Development Programme (PEDP) of the Ministry of Education and Vocational Training.
- The training of 24 people as the TRC Coordinator and the TRC Coordinator's Assistant for the 12 TRCs was a good move, so that there is an additional person ready to be deployed as the TRC Coordinator if in case the presently deployed teacher is transferred to another location.
- TRCs need to be fully integrated into the national in-service training system which is part of the Teacher Development Management Strategy (TDMS) now under development. EQUIP model needs to be firmed up and aligned to make a national level contribution. These are further discussed else where in this report under in-service training.

VIII. School libraries:

- In addition to the construction and renovation on TRCs, EQUIP also renovated 27 school libraries (22 in Rural Council, 7 in Municipal) to act as demonstrative examples of good practice that the local authorities could learn from.
- EQUIP also has provide training to 27 School Librarians in all the libraries. A regular school teacher is deployed as School Librarian.
- Nevertheless, 27 school libraries in a district with 172 schools are grossly insufficient, and this is a structural issue that the local government must resolve.

IX. Training of School Committees:

EQUIP has trained 4 school committee members from each school. A total of 688 members of 172 school committees have therefore received training. The impact of this training is seen in the good schools. Schools like Samuye has taken the benefit of EQUIP's training, and the school committee have established linkages with Village Government. The Village Government indicated that the Samuye School Committee is a sub-committee of the Village Government. This seems the right way to gather support for school improvement programs. The involvement of parents is an important factor that matters for a child's learning, particularly for self-learning. In general this was a weaker area. School Committees could have better brought this dimension to schools to strengthen learning achievements.

X. Crosscutting Issues: HIV/AIDS and Gender:

- In all trainings where applicable these issues have been addressed. However, the degree of attention paid to these issues could have been greater. No school amongst the 15 schools visited had the clubs or awareness programs.
- The responses in the questionnaire administered to teachers in the better four schools, largely female teachers, indicated only 46% of them received any training exposure on HIV/AIDS from some source and 75% received the exposure through the Ministry of Health and World Vision. Four teachers out of the 74 responded indicated they received the exposure through OXFAM interventions.
- Similarly 46% of the teachers responded to the questionnaire indicated that they had some awareness /exposure training on gender issues. Most of them indicated that they addressed the gender issues in school and classroom, mostly indicated that the teachers value mutual understanding and respect between boys and girls.
- The school visits confirmed that in the Municipal district the gender issues disparity and equity in classroom was fairly good. However, the disparity was evident in the rural schools.

XI. Networking and M&E:

- OXFAM has initiated civil society dialogue and networking at both the macro and micro levels in Tanzania. At the national level it has helped to found and support the Tanzania Education Network (TEN/MET), and at the micro level, supported the establishment of the Shinyanga Education Network (SEN). SEN is now officially registered and currently has 25 members that include international and local NGOs, CSOs, CBOs, FBOs, Trade Unions, private sector and education institutions. SEN aims to enhance the rights of Shinyanga's school children, teachers and parents and serve as mouthpiece for all the silent and voiceless members of the community. SEN's three key advocacy issues until 2010 are: 1) the ensuring that there is regular in-service training for all teachers; 2) tackling negative cultural beliefs towards girls education; and 3) improving school governance. SEN is actively working on advocacy and good governance, and has instigated some budget tracking of decapitation funds. SEN has been very instrumental in lobbying and advocating for effective local education information collection, documentation and dissemination.
- Both SEN and the Teachers' Network are at a very early stage. Their credibility has to be earned. SEN is working towards independence from OXFAM/EQUIP assistance and has now registered with the Tanzania Education Network (TEN/MET) which is a positive step for their self-reliance. The most active participants of SEN were mostly retired or serving individuals in the education sector rather than the NGO members, indicating that it is still too early to be considered as a matured network

- that could support good governance in the education sector, without EQUIP's assistance.
- EQUIP also supported the establishment of teachers' network for the professional development of teachers. The Teachers' Network need further support to be seen as a viable network for the teachers. The Teachers' Network and SEN need to develop their advocacy roles to be effective catalysts in the process of encouraging good governance and the promotion of quality education. However, although the project expected feed the findings from the M&E system into its advocacy campaigning, this was not achieved to its best potential, as the M&E system was relatively weak.

Results and Impact of Training and Related Activities

Positive Attitudes towards Child Centred Learning: One obvious impact is that all stakeholders have developed positive attitudes towards the child centred approach and participatory learning in classrooms. This was evident at all levels of local government administration, Head teachers and teachers, students and community, with only very few exceptions.

Life of Students Improved: The semi-structured interviews with students, with no teacher involvement, indicated that corporal punishment has significantly decreased. Some punishments remain but the nature of it has changed in a somewhat more acceptable manner. Yet, some schools continue to use canning and beating in schools and classes. Students also indicated that there is more cooperative learning in schools.

Teachers now come regularly and are student friendly. It was also observed that students do actively participate in class activities. Teachers also ask more questions to involve their students, and correct their workbooks. In most of the schools, even where more traditional lessons were witnessed, the teachers attempted to involve their students through questioning. However, except in one school, Mwanono PS, there was no remedial teaching for the weaker learners in other schools.

Though EQUIP's main intervention was teacher training, it has worked to **create a better teaching and learning environment** and improved learning resources. EQUIP has provided books to schools, and constructed and renovated Teacher Resource Centres (TRCs) and libraries. It has also trained teachers to make their own Teaching Learning Materials (TLM) together with their students. School learning environments have improved, the teachers are more motivated, and the learners' behaviours have also certainly improved.

EQUIP has also supported **good school governance** by training and mobilising School Committees, Head teachers, Ward Education Coordinators; created a pool of professional Mentors; promoted school pupil clubs; and established the Teachers' Network and the Shinyanga Education Network (SEN) to track school financing, etc. EQUIP in a more modest way also worked with school community to raise awareness on the importance of educating children, HIV/AIDS and gender issues; addressed water and sanitation issues by constructing rainwater harvesting tanks and community shallow and deep wells in some schools; and implemented a successful school feeding programme during a period of severe drought in 2006.

The schools that received most of these elements of the full EQUIP model or 'package', and where interventions to bring school committees and village governments to work in closer cooperation demonstrated the best school

environments, and the students were the most assertive. The best example of this is seen in three schools of the six better schools the team visited on this evaluation, Samuye PS, Mwanono PS and Ishilabulandi PS. Samuye PS and Ishilabulandi PS are semi-urban schools and Mwanono is a remote rural school. In these schools, the participation and the motivation of the School Committees, Village Government, and the parents in schools' development is very high. The cooperative attitude of teachers and students was much evident. That has brought about the real change in school learning environment. Both schools record a high degree of academic achievement at PSLE, and Mwanono PS even recorded a 100% passing rate at PSLE in 2007.

However, the full EQUIP Model was not in place in many schools. The library books, the other TLMS, water and sanitation provision, and the non-training type physical inputs showed a skewed distribution in favour of better performing schools within easy access. The schools with better and committed Head teachers have benefited more and the schools with weaker Head teachers have not taken the advantage of such trainings given to school committees. Head teacher and school committee training are areas that could have been further strengthened, especially as Head teachers are often the most critical factor for the success of schools and could have been used as catalysts to bring about child-centred learning.

Unanticipated Longer Term Impact: During the period of prolonged drought in Shinyanga in 2007, OXFAM contributed to a school-feeding programme for 3 – 6 months. This has had a major impact on many schools on both attendance and attainment. In some schools, the school committee, the parents, the village governments, and in several schools with the further assistance from African Inland Church or World Vision are continuing the school lunch programme which has continuing to a strong impact on student attendance and achievement. This is a very positive longer term impact of EQUIP that was not anticipated at the beginning of the project.

However, it is the schools with better management that are continuing the school-feeding programme. Many other rural schools requested the evaluation team to ask OXFAM to reintroduce the school lunch programme as it had brought great benefits. If EQUIP could have offered additional training to school committees and to all Head teachers, and further supported the schools' micro level planning and monitoring, perhaps this could have been sustained in more schools.

EQUIP's Impact on National Examination Results and Learning Outcomes

The impact of EQUIP on the Shinyanga District's Primary School Leaving Examination results between 2003-2007 must be examined within the context that nationally examination results have dramatically increased from 27% in 2002 to 76% by 2007. This has been in part due to the Government's Primary Education Development Programme (PEDP) that has expanded the number of classrooms, teachers, textbooks and other facilities through the decapitation grants to all schools in Tanzania. Nevertheless, Shinyanga is one of the lowest performing regions and has an average pass rate of 61% against the national average of 76% (MoEVT BEST 2007, p. 32-33 and MoEVT Best Regional Data 2007).

The evaluation team examined the PSLE results and Grade 4 passing rates more closely to assess the likely impact of EQUIP. The Table 4 presents the PSLE examination results of the best six EQUIP schools identified by education officials and OXFAM. Comparisons are made against National Averages and Shinyanga Regional Averages. Further illustrations are done through comparison of 'the Six Better Performing' EQUIP Schools with other schools, where the full course of EQUIP interventions were not received. Where there is no data available for the other districts of Shinyanga the comparisons were made only with the available data. Comparisons are made on rural vs. municipal schools and girls vs. boys.

However, even within the context of great national progress as a result of the Government's Primary Education Development Programme (PEDP), the progress of the Shinyanga Municipal and Rural District Councils between 2003 and 2007 in national STD IV and STD VII examinations have also been remarkable.

How Shinyanga District Results Fare Vis-à-vis Regional and National Averages (STD VII 2003-7)

It is clear from Figure 2 that Shinyanga Municipal district council has generally performed as one of the best, if not the best, district in the Shinyanga region in the National STD VII School Learning Examinations. However, the Shinyanga rural district council has always been low performer, either the lowest or one before last in the region. Nevertheless, the progress between 2003 and 2007 has been remarkable.

According to Figure 3, the gap between the relatively poor performing two District Councils and the national has narrowed between 2003 and 2007, and Shinyanga Municipal schools now even surpass the national average, after being some 30% below it in 2003. Similarly, Shinyanga rural district has also progressed greatly to

halve the gap with the national average from 24% in 2003 to 11% in 2007 (National 40% vs Shy Rural 16% in 2003; National 70% vs Shy Rural 59% in 2007).

Figure 2

[Figure Removed]

Figure 3

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How the Six Better Performing EQUIP Schools Fared in Exam Results (2003-7)

If we look beyond the average for the two district councils and examine how the six best EQUIP schools have fared the STD VII PSLE results are equally notable (see Figure 4 and Table 4). Mwenge and Samuye Primary Schools were both well performing schools before EQUIP, so it is difficult to attribute their continuing high passing rates to EQUIP. However, the other four schools clearly indicate a sharp rise in results between 2003 and 2007 (see red arrows on Figure 4). For example, Mwanono Primary School rose from a 10% pass rate in 2003, to a remarkable 100% in 2007. Tinde Primary School rose from 18% to 62% over the same period. This very clearly demonstrates that these four schools have vastly improved and became very good schools since 2003.

Nevertheless, it is important to note that that all of these 6 'best schools' also received development support in addition to EQUIP, such as from the World Vision and African Inland Church supported school lunch programme, and teachers' quarters built by the Village government and the School Management Committees, etc. Therefore, naturally it is difficult to disaggregate the results by contributor, and it is better to recognise that through greater collective efforts, these schools have achieved greater prominence.

Nevertheless, as EQUIP's interventions directly targeted improving academic teaching and learning, this would have contributed more to achieve better examination results. The impact of EQUIP on student learning as an outcome is witnessed in these schools. If EQUIP was better managed and monitored, it has high potential to bring about a significant positive change in all students' learning.

**Table – 4
PSLE Pass Rates of the Six Better Performing EQUIP
Schools in Shinyanga Districts**

Grade 7 pass rate by year (Both Sexes)							
School	2003	2004	2005	2006	2007	2008	
Mwenge	85%	82%	96%	99%	90%		
Samuye	98%	92%	100%	87%	90%		
Mapinduzi	NA	32%	58%	73%	67%		
Tinde	18%	22%	23%	55%	62%		
Ishinabulandi	26%	24%	58%	68%	67%		
Mwanono	10%	19%	48%	86%	100%		
Grade 7 pass rate (Girls)							
	2003	2004	2005	2006	2007	2008	
Mwenge	77%	80%	91%	99%	90%		
Samuye	100%	100%	100%	91%	78%		
Mapinduzt	NA	33%	89%	58%	79%		
Tinde	15%	18%	23%	47%	55%		
Ishinabulandi	44%	18%	69%	55%	63%		
Mwanono	0%	6%	22%	75%	100%		

Figure 4

[Figure Removed]

Figure: 5

[Figure Removed]

Increasing Gender Disparities in Achievement for PSLEs

However, it is worth noting that while the passing rates for both girls and boys have increased by 2007, the gender disparity between boys and girls has also risen (see Figures 6 and 7). In 2003 the passing rates of Grade 7 PSLE was low for girls and boys. By 2007 the passing rates for both girls and boys increased, yet the disparity between the girls and boys have significantly increased. This is true in both Municipal and rural schools. The Samuye PS is one of the best that the team has seen and even there the PSLE results from 2003 to 2007 show that girls are in fact performing worse than before. This needs to be addressed. Perhaps the girl child is given more work such as school cleaning; fetching water, at the detriment of their education, reinforcing their discrimination. Much greater attention must be played to addressing gender disparities within the classroom and the school culture in the future.

Figure: 6

[Figure Removed]

Figure: 7

[Figure Removed]

Grade Four Pass Rate Progress

The available data is insufficient to make an in-depth analysis based on the Grade 4 pass rates. Table 5 summarises the average Grade 4 passing rates of girls and boys of the six schools of the purposive sample schools against the national average. Figures 8 clearly shows that the six schools were below the national average in 2003 to 2005, have now improved greatly and surpassed the national average in 2006 and 2007. Although this may not happened purely due to EQUIP yet, as EQUIP is the only project influencing academic quality of learning it is not difficult for one to argue that this is due to its key interventions of teacher training, child centred learning, school committee strengthening, and the provision of additional materials for schools.

	2003	2004	2005	2006	2007

Girl	69%	52%	77%	94%	86%
Boy	80%	69%	78%	95%	88%
Both	75%	61%	78%	94%	87%
National	89%	86%	88%	80%	N/A

Table 6 presents the Grade 4 passing rates of the 6 best EQUIP schools as well as 5 other randomly selected schools. It is clearly seen that seven schools out of the eleven have remained above the national average.

Schools	2003	2004	2005	2006	2007
Mwenge	98%	86%	100%	100%	92%
Samuye	88%	67%	88%	95%	96%
Mapinduzi	4	21%	32%	85%	68%
Tinde	68%	79%	95%	96%	92%
Mwamakan ga	9	58%	83%	72%	50%
Nhelegani	7	80%	32%	79%	89%
Usule	89%	90%	79%	82%	87%
Lyamidati	100%	100%	100%	90%	100%
Ishinabulan di	82%	82%	82%	82%	82%
Mwanono	100%	100%	96%	100%	98%
Bugweto	-	-	-	98%	90%
National	89%	86%	88%	80%	N/A

Figure 8
Best SIX EQUIP Schools Grade 4 Passing Rate Against National Rate
[Figure Removed]

Transition to Secondary Education

EQUIP's schools have recorded a higher rate of transition to secondary schools than the Shinyanga Region for both girls and boys (see Tables 7 and 8, and Figure 9). In 2003, Shinyanga Rural was the lowest performing district in the region, now it is the third best, and the Municipal Council maintained its position of recording the highest level, and this has further accelerated.

Furthermore, the six better performing EQUIP schools of rural and municipal districts show a higher rate of transition from 2004. Though this also indicates that the best six schools would have been better schools even before EQUIP. It is also noted that the rural schools continue to have the lower transition rates through out.

Table 7
SECONDARY SCHOOL SELECTION AGAINST THE NUMBER REGISTERED IN
GRADE SEVEN IN SHINYANGA DISTRICTS AND REGION FROM 2003 – 2007

SHINYANGA DISTRICTS	2003	2004	2005	2006	2007
	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
Bariadi	6%	9%	16%	28%	58%
Bukombe	9%	12%	16%	42%	54%
Kahama	8%	12%	25%	34%	63%
Maswa	8%	13%	27%	27%	72%
Meatu	6%	11%	15%	26%	42%
SHY: Municipal	10%	18%	28%	65%	75%
SHY: Rural	4%	10%	15%	37%	59%
SHY: Region	6%	11%	19%	33%	59%
SIX BEST EQUIP	27%	31%	57%	65%	64%
BEST THREE MUN	n/a	10%	18%	28%	65%
BEST THREE RUR	n/a	5%	10%	16.00%	38%

Table 8: Rate of Enrolment at Secondary School From
EQUIP Schools

Grade	GENDER	2003	2004	2005	2006	2007
EQUIP Best Six	G	23.0%	27%	59%	57%	63%
	B	30.4%	38%	57%	76%	67%
	Total	26.7%	31%	57%	65%	64%
Shinyanga Municipal	G	n/a	09.0%	17.8%	29%	52.5%
	B		11.0%	19.7%	26.9%	77.2%
	Total		10.0%	18.3%	27.9%	65.4%
Shinyanga Rural	G		04.4%	10.3%	15.8%	26.1%
	B	n/a	04.6%	10.8%	15.3%	48.3%
	Total		04.5%	10.4%	15.6%	37.8%
National	G	n/a	n/a	n/a	n/a	46.8%
	B					55.3%
	Total					51.2%

Figure 9
[Figure Removed]

Internal Efficiency of EQUIP Schools

Gross or net enrolment rates in a given single school or several schools are not meaningful reference indicators, as school enrolments are not confined to a known population. A more meaningful reference one can make is to examine the cohort data of Grade 1 children progressing through the primary school cycle, and then entering the secondary level. In the case of Shinyanga rural and municipal districts councils the net enrolment is published as 100%, which is an unreliable estimate. Table 9 shows the internal efficiency of the schools.

Table 9

INTERNAL EFFICIENCY OF SIX BEST EQUIP SCHOOLS (2003 – 2007)			
Wastage	25%	Dropout	8.8%
		Repetition	16.3%
Completion		Completion	74.9%
INTERNAL EFFICIENCY OF 11 EQUIP SCHOOLS (2003 – 2007)			
Wastage	27%	Dropout	12.0%
		Repetition	14.9%
Completion			73.1%

The average rate of completion in the 11 EQUIP schools where data was collected indicates that 73% of the children that entered Grade 1 completed Grade 6.

Moreover, the Cohort indicates 27% wastage, with 12% Dropout and 14.9% Repeaters. The internal efficiency of the best six EQUIP schools indicate a 75% completion rate and 25% wastage (8.8% Dropout and 16.3% Repeaters). The internal efficiency of the best six EQUIP school is not significantly different from the other EQUIP schools. However, there are no comparable estimates of dropouts, repeaters and completion at regional and national levels to make a comparative inference.

Key Observations and Recommendations

Whether OXFAM intends to exit from the Shinyanga district or wishes to expand to other districts in the Shinyanga region or beyond, the EQUIP programmes should take the following recommendations into account:

Greater focus on desired outcomes, rather than on outputs:

The EQUIP M&E system indicators are more centred on outputs than on outcomes. Although, EQUIP revised the logframe towards outcome-based indicators in 2007, this was too late in the project to make a significant impact. The approach to the implementation of the project centred on training, while the main expected outcome of the project interventions was to bring about a change in school and classroom practice. In particular, the transformation of classroom and school culture from a teacher-centred, authoritarian approach to a child-centred approach which empowers the student as the learner and the teacher as a facilitator in the process, were the desired outcomes. Even the establishment of TRCs and other linkages were to strengthen this process of change through the professional development of the teachers. The implementation strategy of the project could have strongly followed its expected outcomes rather than the outputs. The training outputs are simply 'milestones' on the longer journey towards change. These 'milestones' are only pre-requisites to the expected process. It is the process that should have been managed and monitored to bring change as an outcome in schools, teachers, and students. This was somewhat neglected and could have been an added opportunity for the project to demonstrate the full potential impact of the EQUIP process.

Annex E shows the status of project achievements against the defined indicators. However, some of the indicators, such as student enrolment, are not directly relevant to the project as there were only minor direct interventions by EQUIP to increase enrolment, through community sensitisation on the importance of educating their children at the start of the programme. Moreover, the Shinyanga Municipal and Rural District Councils reported 100% net enrolment as per 2007 published data (Basic Education Statistics in Tanzania, p. 37, 2007). Similarly no baseline survey of schools to assess dropout and repeat rates was carried out. The data reported in the baseline indicators are general indicators taken from secondary sources. It would have been better if each school could have established its initial profile before EQUIP's interventions which could have been used as a baseline for school interventions. This would have refined the expected interventions as well as given a better opportunity to manage and monitor schools with regard to the expected changes as outcomes.

Greater Micro-level Planning around Change Management:

To contribute to the achievement of the expected outcomes in the school and classroom micro-level planning and 'change management' should go hand-in-hand with training. Capacity building is a long journey. It requires more than just training. It needs interactive interventions at the school level. This micro level management of change is a follow-up to training without which many of the trainees may not practice what the training expected them to practice when they return to their classrooms.

Change management and monitoring mechanisms, could have been introduced at school, ward and district level, in order to support the introduction of child-centred processes into school culture, and to shift further away from authoritarian practices. These micro-management interventions could have been introduced much earlier with the involvement of the Ward Education Coordinators.

EQUIP could have introduced '**School-level Change Management Committees**' that would have been responsible for both managing and monitoring the expected changes in their school. The committees could have been comprised of the Ward Education Coordinators or Officers, the Head teacher, the Mentor and other teachers. This could have managed change better. It would also have allowed the Education Authorities and OXFAM to monitor the process of change every fortnight at school level.

The Ward Education Coordinator would have been in a good position to provide the necessary leadership for this. Ward Education Officers particularly in the Shinyanga Rural District Council supervises 5 – 10 schools, and they could have been given the responsibility for this intensive monitoring of change. The school level committee could have easily managed the essentials, such as lesson planning, classroom sitting arrangements for group work, TLM preparation, peer tutoring, and remedial teaching etc.

Above the school-level Change Management Committees, there could be '**Ward Level Monitoring & Evaluation Units**' established that would oversee and monitor the changes at school level. This requires training on school development planning. The plan of action should be a feasible and achievable change which should generate the school level process of change and support it to gain speed. The Head teachers and Ward Education Coordinator, School Committee and Mentors at schools have to be managed and monitored.

Finally, the Ward Education Coordinators monitoring has to be supervised at the district level through a '**District Level Macro Management Unit**' headed by the Education Officers, and School Inspectorate could provide the necessary leadership as well as supervision. Unfortunately, no previous evaluations touched on these issues and provided any direction to the project team. If this proposed monitoring and change management system had been adopted earlier,

and institutionalised, the project could have probably achieved even better outcomes in more schools.

Stronger Monitoring & Evaluation System Needed:

There seems to be little evidence to support that the investment by OXFAM in an electronic monitoring, evaluation and learning system supplied by AID IT has paid significant dividends to the project or the internal reports on EQUIP.

AID IT set up an e-M&E database and provided training to key project personnel in February 2006 and produced a training manual. The e-M&E system envisions a six-step cycle to follow. However, there seems to be indication that the system followed the full cycle. In our judgement it stopped at analysis. To our knowledge, the team produced no analytical reports based on the e-M&E system. The OXFAM internal 'Quarterly Reports' of the project were no more than reports on which training activities took place in the quarter, rather than a more detailed analysis of the impacts of these trainings. Although this has been pointed out in several of the previous documents, the evaluation team notes no sign of progress. Having a sophisticated system that fails to respond to the needs of the project efficiency and effectiveness is as good as not having any system in place.

Moreover, the eM&E seems to have hindered the usual M&E system that OXFAM usually uses successfully, as it seems to have provided false expectations that it automatically generated the information, and it stopped the regular system of school monitoring through observations and sharing of experiences among team members, to identify new directions for efficiency gains and results. More importantly, if a system is to monitor outcomes, more frequent monitoring of teachers' behaviour and school climates is much needed and this has not happened. School visits were rare. The project officers together with the Education Officers could have been deployed to monitor and manage this process of change at school and Ward levels, rather than simply monitoring inputs and outputs.

The Head teachers and mentors were trained to facilitate a process of change. The Education Officials were oriented and were involved in helping to monitor and supervise the implementation of pedagogy. However, these were not effectively utilised in the monitoring of change. Unless the management brings in effective monitoring strategies to manage the desired changes, the changes will not come merely by training key actors in the process. This is especially the case in schools, which have a long history of using teacher dominant, authoritarian and repressive methods. If the right M&E system had followed the best practice of regular monitoring of classroom and schools, the system would have performed better.

Different Phased Implementation Strategy next time:

If a similar project to EQUIP is to be replicated or rolled out in another place, it should follow different implementation phasing, in order to deliberately work to address the disparities in the school system, rather than reinforce the discrimination as EQUIP did in its implementation. The schools within easy access have been the relatively better performing schools in Shinyanga, even before 2003. EQUIP also has worked more in those better schools. The District Education Officers and the OXFAM Project Officers have more frequently visited these better schools. EQUIP provided training to the teachers of these schools in 2004, though it intervened in the most remote schools only from 2006 and 2007. The better schools got more TLMs and books and other inputs from EQUIP. The schools in remote rural areas, those needed the most, got fewer of the EQUIP interventions compared to the schools within easy reach. Many of these rural schools have not received most of the other supportive inputs, other than the training, and have remained the poorest performing schools even after EQUIP.

The evaluation team observed that most of the teachers in rural schools do not regularly teach students let alone facilitate child-centred learning. This was the case with six of the randomly selected rural schools that were visited by the team. In one rural school (Puni PS) the science teacher has been to class only twice in the whole of 2008. The Mentor's last recording of any mentoring was May 14, 2008. In another rural school, Masumnula PS, the Mentor's last record of a class visit was October 8, 2008, and the last visit by any OXFAM staff was in February 2007. The situation was the same in most of the rural schools, particularly the ones that are not within easy access. This clearly suggests that EQUIP's approach with rural schools was not as effective as it was with urban schools.

Better Staff Deployment:

In order to better implement the programme in future, there should be a different structure and staff deployment strategy. While all training and routine activities are done by the education officials, OXFAM staff should be mobilised to work more with the Ward Education Coordinators, Head teachers and School Committees to monitor outcomes, ensure micro-management at school level, particularly to manage the expected change at classroom and school. Monthly monitoring meetings of the education unit at OXFAM should discuss the school-by-school situation and take additional step too provide effective feedback to schools and education officials.

The evaluation found that OXFAM Project Officers were deployed to deliver inputs and each of the six Project Officers are assigned with input and output tasks; whereas they should have been deployed to intensively monitor outcomes, and the change at school level.

Many of the training activities have happened only a few times in a given year and this could have been easily managed through the Education Officers. The team observed that OXFAM staff has rarely visited some of the schools in remote villages. For example, the Puni PS, the worst school observed, had no record of any visit by OXFAM in the Visitors book or the schools' Logbook.

In future, the Project Officers could be deployed to visit a school for intensive monitoring of outcomes at least every three months. This means an allocation of 10 schools to a Project Officer in a given month, totalling 60 schools in a month by the six officers. The school visits could have been done in rotations to ensure all Project Officers get the opportunity of seeing all schools for themselves to learn from their own experiences. Each Project Officer should prepare a monthly report based on their findings and interventions and share it with staff at a regular monthly monitoring and feedback meeting to strengthen the interventions. This would lead to more refined M&E indicators that improve the effectiveness and efficiency of management of the project.

Bringing Parents More Into the Process:

A recent study, analysing all the school level variables that contribute to student achievement by Hoy & Hoy (AERA 2007), concludes that the triangular relationship between Parents-Teachers-Students is the most contributing factor to learning achievement. Children's learning accelerates when their parents, no matter whether they are literate or illiterate, are motivated and push for schooling and learning in their own space. When the teachers and the parents work together, the child's commitment, aspiration and attitudes contribute to escalating performance and behaviour. EQUIP interventions have not done much in this domain. Although the school committees were trained, the parents were only directly targeted in the initial community sensitisation and mobilisation at the start of the project to promote the value of educating their children. If interventions were introduced to constantly bring parents more into the process, the EQUIP model could have demonstrated better outcomes.

Improve Classroom Settings:

The practice of child-centred pedagogy requires a different setting of classrooms from the traditional teacher-centred approach witnessed in most classrooms in Tanzania. This has never been properly addressed within EQUIP's interventions.

- **Traditional Furniture:** Tanzanian classrooms are filled with regimented type furniture that allows no freedom of movement to the learner. The furniture is made to facilitate the traditional lecture approach to teaching. These need to be gradually changed to learner-friendly, flexible furniture. This is a much more serious concern for the lower grades, particularly for KG, Class I and II. OXFAM needs to flag this to the School Management Committees, Local Government Authorities and the Ministry of Education

and Vocational Training (MoEVT) to motivate schools to utilise the decapitation grants effectively to gradually procure pedagogy and learner friendly furniture, that allows for participatory learning, especially for Kindergarten, and Grades I & II.

- **Inequity in classrooms:** The equity in classrooms is an important concern in child centred learning. The team observation of rural schools indicates that there are two serious concerns that EQUIP should have addressed to ensure equity in classroom:
 - **Gender disparity:** Although gender parity is high in terms of student enrolment, gender disparities and inequities are evident in the classrooms, especially in rural areas. It is necessary to point out that although student-learning achievements have improved at grade 4 and PSLE because of EQUIP's interventions, the gender disparity has increased leaving the girls to fall further behind the boys in the same classes. The evaluation team observed no gender disparity in the demonstration classes at the municipal schools. However, it was evident in the rural schools that girl children are not treated equally. Often girls were segregated and when the classroom had insufficient benches, it was the girls who sat on floor. When the team entered the classroom, the girls were kneeling while the boys were standing. It is true that this is the culture of the village that encourages this behaviour. The Education for All Initiative aims to achieve equity and equality, and these are the very practices that have deprived woman of equal status. This needs to be debated and a course of action should be agreed with the local authorities in a democratic manner. EQUIP has not taken any steps in these direction to address such inequities, although gender is an important cross cutting issue in the programme.
 - **Socio-economically Weaker Students:** Traditional social practices within the schools further weakened the classroom by making the slow learners sit on the backbenches and those also happened to be the ones who came from the lower socio-economic backgrounds. Except in one school the team did not witness any remedial instruction for the weaker students. To illustrate this point the team also randomly selected six students from the back rows, six from the middle rows and six from the front rows; from the grade six classes of the four EQUIP schools in the purposive sample. There is almost perfect correlation that in the rural schools the students who come from relatively better homes sat in the front rows, and the children of the socio-economically weaker homes occupied the back rows (See Figure 9 below). This situation was not as visible in the urban schools, where child-centred learning is better practiced, because all the children in schools such as Mwenge PS were from socio-economically better homes. EQUIP should promote a **culture of remedial instruction** for the weaker

students to make the pedagogy work better for all the students. Simply because the students do group work does not mean that every child who is sitting in that group is being involved and is learning.

Figure: 10
The Socioeconomic Inequality In
Classroom Seating In Two Better
Performing Rural EQUIP Schools

[Figure Removed]

- **Special Intervention on Lower Primary Grades:** The lower grades of schools have not benefited that much from EQUIP's interventions. This is because EQUIP concentrated more on Grade 5 -7 than on the lower cycle of primary education where issues are much more serious. Teachers tend to need more help in the lower grades. More TLMs such as concept teaching structured learning aids, TLMs to facilitate the transition from the child's mother tongue to Kiswahili, etc have never been addressed. The teachers teaching in the lower grades clearly expressed that they did not receive much from EQUIP's training.
- **Need Policy Advocacy To Tackle Adverse Factors:** The quality of education and the transformation to child-centred learning was adversely affected by the following wider factors which can be only addressed through policy changes at district, regional and national levels:
 - *Overall Shortages of Teachers:* There is an obvious shortage of teachers in rural schools, especially female teachers, and a relative oversupply of teachers for the schools in convenient locations.
 - *Large Classes:* The average class size in the schools that the team visited were 72, and in several schools there were classes with 120 students. The shortage of classrooms has also contributed to the unequal deployment of teachers in schools. For instance, Mwenge PS has 25 teachers and only 16 classrooms; and 9 teachers always remained free at a given school period in the timetable. These teachers should be deployed in rural schools that are in severe need.
 - *Textbook Ratio:* The pupil-textbook ratio in municipal schools was 1:4 and in one school it was 1:3. However, in some rural schools it was as high as 1:6 and shortage of exercise books affected the students from weaker socio-economic backgrounds more. The team observed cases where group work was done in crowded classrooms and some boys and girls could not share their books in any useful way.
 - *TLM at Lower Primary Grades:* Learning material was very scarce particularly in the lower grades of the primary cycle. As mentioned above, EQUIP has not paid due attention to Grade 1 & 2 classes and the Lower Primary Cycle.

- *Housing for Teachers:* There is a serious shortage of teachers' houses in remote rural villages. In rural areas most of the teachers were travelling from distant locations where there is no public transport for travel.
- *Shortage of Facilities:* The shortage of furniture, water and latrines were evident in rural schools. OXFAM has worked to partly address this by building rainwater-harvesting tanks in 33 schools, and by building or renovating shallow wells in 22 remote rural communities. Although schools and communities have received training on water treatment and maintaining the facilities, it is recommended that these be regularly followed up so that the water remains fit for human consumption and children learn good health practices.

Too Early to Exit:

The change that EQUIP is striving to achieve is not easy. Capacity building requires time and continuous mentoring and monitoring, even beyond what EQUIP has provided. Teachers certainly appreciate the intervention and the impact the project has brought had on their teaching methods and their student's learning. However, it is too early for OXFAM/EC to stop supporting Shinyanga's teachers and students. It is strongly felt that EQUIP has initiated a positive change and many schools have only just received the full course of EQUIP's trainings. This evaluation recommends that with some adjustments, EQUIP should continue to support the change for a few more years and ensure that it takes root in schools and classrooms. OXFAM's involvement in day-to-day management needs to be carefully handed over to the Local Government Authorities, although OXFAM should continue to provide technical assistance on capacity building, and support addressing the adverse factors that affect teacher performance. In view of the National TDMS, it seems that EQUIP could even consider further expansion of EQUIP to other Shinyanga districts and potentially to other regions in Tanzania, rather than exit now.

G. ASSESSMENT OF EQUIP'S IN-SERVICE TRAINING MODEL AND ITS CONTRIBUTION TO QUALITY EDUCATION IN TANZANIA

In-Service Training System:

Tanzania is working on an in-service training model to respond to fill the long- felt need to provide professional support to up-grade teachers. OXFAM has been in close consultations with the Basic Education Development Committee (BEDC) and the Quality Education Taskforce of the MoEVT, as well as the Development Partners Education Working Group and has been actively lobbying for the experiences and learning from EQUIP to be included in national policies. The National Teacher Development and Management Strategy (TDMS) of the Primary Education Development Plan (PEDP) of the MoEVT wishes to establish a mentoring system largely modelled on EQUIP's, that includes the provision of regular in-service training to teachers; the revival of Teacher Resource Centres (TRCs); provision of subject-based training to up-grade teachers; and initiatives to develop teachers' professionalism. The Director of Primary Education, the Desk Officer in-charge of TDMS and the Inspectorate at the MOEVT are fully aware of EQUIP and have also visited EQUIP schools, and EQUIP is seen by them as a feasible model for replication.

Based on the TDMS, UNICEF is spearheading the development of an in-service teacher training programme (INSET) and is also using EQUIP as an example of best practice. Recently the team of UNICEF consultants working on in-service teacher training also has visited four rural EQUIP schools to observe EQUIP in-service training model. However, it is noted that the UNICEF consultants have not selected a purposive sample for study. A random sample may not provide them with the full scale of intervention because EQUIP was not reached in all primary schools at the same time. Many of the schools only received the training in year 2007 and have not experienced the full course of EQUIP that is needed to bring out substantial change. It would have been better if they had selected schools involved from the first phase of the project's interventions.

Figure 11 below presents the EQUIP in-service training model within the framework of the existing government education structure. The black triangles indicate the government education structure that was present before EQUIP. The TRCs, though some were there prior to EQUIP, they were essentially non-functional entities. EQUIP revived TRCs and built new ones where there were no TRCs within a cluster of schools. The lighter triangles indicate the components that EQUIP have added to fill up the gap (in the middle of this diagram) to instil an interactive in-service training system for the professional development of teachers.

[Figure Removed]

- EQUIP established a cadre of expert Trainers (TOT) to support in-service training systems. The potential trainers were selected for training from the Education Officials, Head teachers and teachers. They were further screened as trainers after assessing their trainer performance. A pool of 170 trainers is now in place. These are crucial human resources needed to run an in-service training system;
- All Head teachers and teachers received several types of trainings as stated in Table 2 and generated a cycle of training activities happening over the five year period;
- A pool of school-based Mentors was established and trained. They too were selected from the currently serving teachers of the same schools and trained and deployed at schools. Mentoring is an added responsibility for teachers aimed to assist and support their fellow teachers. This introduced a low cost school-based in-service system that can be sustained;
- A Cluster Based Subject Facilitators (32, 15 in Urban and 17 in Rural) to provide time-to-time academic support to the primary teachers on difficult topics in the curriculum was established. This was much needed, as there were many changes in the introduced curriculum. It was also to assist teachers who have limited subject knowledge, particularly in subjects such as Math, English and Science.
- It revived the Teacher Resource Centres (TRC) and linked all activities to centre on the TRC; making the TRC the heart of the in-service system.
- A Teachers' Network for the teachers to meet and share their experiences was established. This is voluntary teachers circle and from amongst the teachers they have selected one as Chair of the Circle, and they operate at their own convenience to serve the fellow teachers.

The EQUIP In-service Model is a viable, feasible and sustainable teacher In-service Training System in Shinyanga. It is also a successful illustration of how professional development could be delivered to all primary school teachers in Tanzania. It is practical and has stimulated the professionalism in teachers, Head teachers and even educational administrators. TRCs are much in use by the teachers as they are located in the centre of a school cluster. The Model has filled a long felt gap in Shinyanga, and also in Tanzania. Policy makers and educators should learn to recognise the effectiveness, efficiency and the viability of this low-cost INSET Model, that can demonstrate results even in schools that suffer from overcrowding, a lack of teachers, inflexible furniture, limited learning materials, and a lack of basic utilities such as water, electricity and toilets.

Recommendations for Improvements of EQUIP In-Service Training Model

We believe that the In-service Training Model can be further improved (as illustrated in **Figure 12**) to ensure even greater quality and professionalism. These additions were discussed in several meetings with trainers, Head teachers, teachers, SEN and Education sector Officials, and were also presented

at the draft presentation meetings in Shinyanga and Dar es Salaam. The proposed changes will also create an improved possible career path for primary teachers, which is a dimension that is much needed to provide greater career incentives to teachers.

The model needs to link with new micro-level planning and management activities to address some of the shortcomings of EQUIP's interventions. This will also shift the ownership of the model to the school level and will generate a change process at the school and the ward level. Training alone cannot bring about the changes that are sought. Furthermore, ownership of the change process at the grassroots level will ensure greater sustainability and results.

Up-grading TRC and Placing TRCs Above the Schools:

TRC is the logical hub of in-service activities for all schools within a school cluster. The Head teachers and teachers are directly served by the TRC. Therefore, TRC has to be positioned above the level of a primary school as the apex of the cluster level institutions. The Ward Education Coordinator also could be affiliated with the TRC to increase its credibility. Currently, a teacher from the nearest school is given the responsibility to serve as TRC Coordinator and this temporary arrangement has helped the TRC to function under EQUIP.

However, the TRC need to be seen as a mini-Teacher Training Unit and logically it should be placed under the guidance of the nearest Teachers Training College (TTC). It is noted that all regions in Tanzania do not have a TTC.

Head of TRC:

Ideally, a Head teacher with qualifications equivalent to a TTC trainer should head a TRC, and these TRC Heads should have a promotion path to become a TTC Instructor. This will also help the TTC to have qualified trainers with primary school experience. The current TRC Coordinators, usually a teacher who is deployed from the nearest school, could instead function as the second officer of the TRC to assist in the growing training functions. This person could be responsible for assisting the TRC Head to develop training programmes, to prepare training materials, and to assist in the management of training. However, full job descriptions for both the TRC Head and the TRC Coordinator should be developed.

The TRC management committee should be comprised only of professionals. The current practice of having School Committee Chairperson as the Head of the TRC Management Committee should be stopped to avoid possible politicisation of TRCs. It would be advisable for a TTC trainer to be instead the Chairperson of the Management Committee.

TTC And Primary Teacher Training:

Most of the Trainers of the TTC do not have primary school teaching experience and EQUIP's training have had some weaknesses because of this. It is important

that MoEVT's TDMS examines this further and establishes a way of bringing in the right type of trainers to primary school teacher training programmes. Qualified teachers or Head teachers who have served in primary schools should have a career path of promotion to become trainers. This will support the government's effort to bring quality improvement in primary education. TRCs are good institutions that also can be a central mechanism to find the right kind of trainers for the primary teacher training programmes of TTCs.

TTC and Training Curriculum:

The national primary teacher-training curriculum needs to change to truly encompass 'Child Centred Learning' and also the mentoring of teachers. Rather than the provision of in-service training to new teachers to orient them to child centred pedagogy and mentoring, all TTC trainers should be trained on these aspects, as well as on the changes in the school curriculum to ensure that all new teachers entering the system are adequately trained and practice this approach from the beginning of their training period. OXFAM could take a lead in this to provide technical assistance to TTCs to ensure that the changes in teaching practices towards 'Child Centred Learning' take place and that the new curriculum is correctly implemented.

Mentors Network:

Although Mentors have received fifteen days of training on mentoring, in addition to the five-days teachers training, they would need further training, and opportunity to share their experiences and learn from other school-based Mentors. Such a network is needed to keep the Mentors stimulated and actively engaged in their jobs. This needs to be facilitated within the EQUIP in-service system. Mentors should be given authority by appointment and should also report to the respective Head teacher and the Ward Education Coordinator. Mentors should be given further opportunities to advance their professional mentoring skills. Cluster mentor networks should be placed under TRCs in the framework.

Subject Facilitators:

Similarly, the Subject Facilitators would require further up-grading and they should be led by subject specialist of a higher level, at least by a Secondary School teacher. A primary school maths facilitator can be inspired and guided by a secondary school maths teacher. A primary school English teacher will gain also with guidance from a secondary school English teacher. This will create a system where professional development has to come from and within the system. 'Subject-Based Resource Pools' could be introduced and be affiliated to the TRCs. The subject-pool can be coordinated and deployed by the TRC Head to provide further professional support. This component needs to be added to the EQUIP in-service system.

Head teachers' Training and Micro Management of Schools:

EQUIP's Head teacher training has not paid as great a dividend as it could within the training system. Head teachers should be the most important catalysts of change. Head teachers have to believe in the child-centred approach and make a deliberate effort to facilitate the process of learning within every class in their school. The Head teacher is key to motivating his/her fellow teachers as well as the parents. They need continuous professional support and guidance and TRC could provide a forum for them to up-grade their skills and enhance their professionalism. Specialised training on school management, supervision, monitoring of teacher and student performance of child-centred teaching and learning, school development planning, and community involvement, etc. should be offered. This should then be constantly monitored by the school Monitoring and Evaluation Unit headed by the Ward Education Coordinator, as mentioned in the recommendations section.

The Ward Education Coordinator:

A Micro Level Planning Unit of the Ward should be placed under the responsibilities of the Ward Education Coordinator and she/he should liaise with the school-level Micro Management Units and the District level Macro-planning Units. The Ward Education Coordinator could also link with the TRCs to ensure the effective management of Mentors and Head teachers.

Micro and Macro Level M&E Units:

The weaker elements of the EQUIP model was the lack of a micro-level-change management unit at school and ward or cluster. Therefore the Ward Education Coordinators should be made responsible for coordinating and supervising the school-level Micro Management M&E Units.

In addition, at the District level there is a need to introduce a better M&E system too, to coordinate and supervise all the school-level Micro Management Units. This district level M&E task should be placed as one of the responsibilities of the Education Officers, and should receive the support of the school inspectorate.

The District level monitoring committee should also ensure that all schools are using the decapitation grants effectively and efficiently to bring school level improvements. Incorporating these proposed improvements to the EQUIP Model, will make the model more effective and propel this cycle of change.

[Figure Removed]

Proposed Improved Career-Path for Primary Teachers:

This refined EQUIP in-service training model also provides a long neglected opportunity for the MOEVT to establish an improved career path for the primary school teachers. The present system does not provide sufficient career

incentives to motivate teachers to perform better and to earn merits towards promotions. Nationally, teacher motivation is low. A motivated teacher serving in a remote area should be identified and rewarded over a teacher serving in an urban school, due to the harsher conditions. Such incentives are seriously lacking in the system.

With the introduction and institutionalisation of the in-service training system, MOEVT and Local Government Authorities should establish a career path by setting selection criteria for the Mentors, Subject Facilitators, Trainers, TRC Coordinators and Heads of TRCs. To make it a low-cost and a sustainable career path, Mentors and Subject Facilitators could be given a new letter of appointment with several incremental salary steps above normal teachers, as they hold additional responsibilities. Accordingly, their job descriptions should be changed to incorporate their new roles. They should remain as teachers of schools, though, within a recognised career ladder.

There would now be two possible career paths for these trained Mentors or Subject Facilitators. **Figure 13** illustrates the possible career ladder for the primary teachers. The first is for them to become Trainers, or the second is to become a Head Teacher. One option is for Trainers or Head teachers to become TRC Coordinators, followed by TRC Heads, before promotion to a TTC Instructor. However, the selection of TRC Coordinator and Head of TRC requires unbiased selection criteria. The demonstrated ability, qualifications and experience of these cadres should be set equivalent to the lowest grade of a TTC Instructor. Their salary step and qualifications, therefore, should be linked with the TTC system. This will gradually allow Trainers, TRC Coordinators and the Heads of TRC to take up trainer positions in TTCs. This will also build up a pool of TTC trainers who have the primary teaching backgrounds that will ensure that future primary teachers are more competent in handling child centred pedagogy, and can provide effective mentoring at schools, so that we can achieve expected cultural change within schools.

The other potential option is for Head Teacher to be able to be promoted to Ward Education Coordinator positions, and then to Education Officer positions.

It is important to match the in-service training career ladder with the existing career ladder in the education sector in Tanzania. The illustration is only for discussion and MOEVT should examine the feasibility of creating a career path as an incentive for teachers who are motivated to improve the quality of the teaching and learning in schools. This will further strengthen the efforts made by EQUIP, as well as other similar interventions to put in place a viable and effective In-service Training Systems.

Figure 13

[Figure Removed]

Establishing a System of Credit for Training:

With the introduction of an In-service Training System, nation-wide, it will be a further incentive to teachers if a system of providing 'Credit for Training' and 'Credit for Earning Further Academic and Professional Qualifications' is established. This needs further thinking. There are education systems where teachers are assessed and given credit for what they practice in school and classroom. At a time that Tanzania is developing a TDMS and reviewing its education policies through the PEDP framework, OXFAM and the advocacy networks should bring this up for further discussion, to assess the feasibility of establishing a credit system for training and earning further qualifications through self initiatives. This will be an intrinsic motivation to teachers.

H. SUSTAINABILITY AND INSTITUTIONALISATION OF EQUIP

Sustainability

The sustainability of donor financed development work in developing countries much depends on the respective governments or individual donors. In this case, the sustainability of EQUIP's interventions and its in-service teacher training model depends largely on its acceptance and credibility to serve Tanzania within the framework of the Primary Education Development Programme (PEDP) and more specifically its concurrence with the Teacher Development and Management Strategy (TDMS) of MoEVT. However, given that a great deal of education responsibilities have been devolved to the local authorities, the sustainability of EQUIP's interventions rests a great deal on the Shinyanga District Authorities.

In the above context, there are two important aspects to consider:

- (a) How would EQUIP be sustained in Shinyanga?
- (b) Would EQUIP be supported by the national policy and plans of Tanzania?

Sustainability is a question that should be addressed right at the beginning of a project. It largely depends how the project is strategised and implemented. This highlights two important concerns:

- (a) What degree of ownership of the project has been vested with the government right at the beginning of the project?
- (b) How well has the implementation been mainstreamed?

EQUIP fares well on all these four aspects and its sustainability seems is very high both at district levels and national level. This bodes well for its future sustainability and success.

Policy & Planning Level: As detailed previously, EQUIP is very much in line with the Primary Education Development Programme (PEDP) and the Teacher Development Management Strategy (TDMS) of Tanzania. In fact, EQUIP has successfully promoted its approach amongst policy makers and development partners. Several key officials from the relevant departments of the Ministry of Education have visited EQUIP schools. UNICEF who is spearheading the development of a national INSET strategy is exchanging EQUIP literature on regular basis, and their researchers have also visited EQUIP schools. This clearly indicates that OXFAM has doing the right things to ensure the replication and sustainability of the project.

District Administration: OXFAM has signed a Memorandum of Understanding (MoU) with the District Council regarding EQUIP and the Project Coordination Committee (PCC) was set up with District Commissioner as the Chairperson. Although PCC meetings have not been very regular, they have established a very high degree of rapport and consultations with the key officials of the districts. There is a very high degree of acceptance of EQUIP and OXFAM interventions in the Shinyanga districts. This was repeatedly heard from high-level district officials, including the District Commissioner who is also the Acting Regional Commissioner at this moment. The team met with the Commissioner officially and casually in several occasions. The administration has witnessed EQUIP's interventions and has a high positive image of EQUIP's activities and its successes.

Mainstreaming: EQUIP is implemented through the mainstream. All EQUIP activities are planned and implemented through the Local Shinyanga Government Authorities. There is a very high degree of ownership of EQUIP with the Local Government Authorities. District Education Officers of both the municipal and rural district councils are fully involved and their Education Officers and Ward Education Officers implement the programmes. These officials too are in all committees and share EQUIP experience with higher officials. There is very high degree of involvement and also they have a positive image of EQUIP activities. They also actively participated in this evaluation process. This is a lesson whereby OXFAM has demonstrated that it is important to keep the Government in the driving seat of implementing any project in order to sustain it.

Financing of EQUIP by the Local Government: The sustainability of EQUIP's interventions and its in-service training model in the Shinyanga district is very much assured. OXFAM has discussed and agreed on an exit strategy with Local Government Authorities at PCC meetings. OXFAM had requested the district administration to finance the key recurrent activities with TSH 82 million – TSH 15 for the municipal programme and TSH 65million for the rural programme. This has been agreed. Although there is no formal written communication from the Local Government Authorities, the evaluation team was told by the District Administrations that these amounts have been allocated in the 2008/9 local

budget to continue to fund recurrent activities of EQUIP. This may be a major step toward institutionalisation of EQUIP and its in-service training in Shinyanga. This again is a rare incident where a government has readily and willingly accepted a donor project to be absorbed.

However, EQUIP still needs OXFAM/EC's continued support, particularly in terms of technical support, to address its shortcomings and ensure its smooth functioning until it takes root as an in-service training system geared to bring participatory child-centred learning in all schools in the country.

District Commissioner's Request: The District Commissioner and the Local Government Authorities also requested the evaluation team to highlight the importance of OXFAM/EC staying for another term, with limited support to ensure adequate support is given to address the lower primary cycle issues to bring about the proposed changes at school level and its proper institutionalisation. This is particularly the case now that the Shinyanga Region will shortly also have its first Teacher Training College (TTC). OXFAM/EC could provide further support to the TTC in Shinyanga to establish an in-service support arm at the TTC with linkages to its TRCs.

Institutionalisation and Exit Strategy

Jointly with the Local Government Authorities of Shinyanga OXFAM has prepared an exit strategy. OXFAM wishes to handover the day-to-day administration of EQUIP activities to the local government and to ensure that key elements are institutionalised with the support of the national government.

OXFAM and Local Government Authorities are in mutual understanding of its exit strategy. In our opinion, OXFAM needs to continue to support Shinyanga rural and Municipal schools because many new teachers have not received the full course of EQUIP due to high turnover. Although the government would run these activities, OXFAM assistance should go to four important areas for further development:

- I. **Technical Assistance to Support the Continued Implementation of the EQUIP Model:** The most important area where technical assistance is needed is to improve the Lower Primary Cycle performance. Grades KG, I and II are far below the level of satisfaction to be called child-centred. There are a number of issues that were discussed previously in this report and need to be addressed and a new package of training for these classes must be developed and imparted. Moreover, if the Shinyanga region wishes to expand the EQUIP model to other districts, OXFAM could extend technical assistance to design, plan and monitor the programme effectively. Thirdly, at the national level as INSET is established under the TDMS of PEDP, OXFAM can extend its technical assistance to the MoEVT to facilitate its implementation. Unless OXFAM wishes to become a

contributor to the TDMS and support INSET and its implementation with OXFAM funds, the best exit strategy for OXFAM is to directly work with the MoEVT and Local Government Authorities as a technical support arm of INSET. If OXFAM has the funds to finance INSET as a part of the PEDP, Shinyanga being its most familiar region, OXFAM could continue to support INSET expansion to other districts of Shinyanga. However, still OXFAM must encourage the Local Government to use PEDP/ESDP funds for these activities.

- II. **Develop An Effective M&E System:** M&E had been the weaker area of EQUIP. Yet OXFAM has the capacity to improve it and institutionalise it at the school, ward and district levels. This needs to be focused on the 'management of change' and school improvement. This should be a user-friendly simple system and the government should not be given the eM&E system that could not serve the project.
- III. **Institutionalisation & Career-Path:** Work with the Local Government as well as with the National MoEVT to further develop and institutionalise the In-service training system and develop a career-path for primary school teachers. This needs the development of Job Descriptions for TRC Trainers, TRC Coordinators, Subject Facilitators, and Mentors. These then need to be institutionalised together with the right linkages to create a viable and successful career-path. The career-path may not work out immediately, yet in the longer run it needs to be established to provide career incentives for motivated teachers.

MoEVT should not perceive an in-service training system only from the point of view of improving their pedagogical skills to deliver better quality primary education in schools. OXFAM's vision is to enhance the professional development of teachers. This means not only up-grading their skills but also ensuring the mobility of the teacher to higher levels of their careers. This is a much more promising path of incentives for teachers than simple cash incentives. Over 70% of the teachers who responded to the questionnaire indicated they are taking self-initiatives for their professional advancement. Of them 30% indicated that they are working towards higher qualifications. This shows the high level of motivation in teachers to seek a better career path, and in-service training should facilitate such teachers to earn higher qualifications by introducing a 'Credit System' for the training they receive. For instance the team came across a Head teacher who has received 70 days of training from EQUIP. Does she get any credit for the 70 days of learning? Could it be made better than issuing a certificate of attendance? What possibilities are there to link in-service training with larger initiatives such as the Initiative on Teacher Training in Sub-Saharan Africa (TTISSA) for 2006-2015 or the Open University of Tanzania? Open learning is the most popular mode of adult learning and teachers can be motivated to benefit from Open Learning systems through self-learning

materials. This is one area that OXFAM, jointly with MoEVT could further stretch their technical services to provide lasting career incentives through higher learning. This would naturally inspire them and to work towards a career-path for primary teachers.

- IV. **Completion of TRCs:** The Shinyanga Authorities, possibly with the support of OXFAM, should consider building four more TRCs in the four clusters where TRC are current not available to teachers. This will complete the design and establish the model in full for all clusters.

I. BEST PRACTICES OF EQUIP

The evaluation has witnessed a very rare incident of strong willingness on the part of Local Government Authorities to fully absorb a small donor project and to continue its activities. This will happen with EQUIP. It will happen because of several best practices that the project has followed throughout in its implementation. Further, EQUIP has several best practices that has contributed to bringing about an impact on student learning. These practices would always positively contribute to the professional development of the teacher and will bring about a positive impact on student learning.

1. The sustainability of the project came easy because EQUIP was implemented only through the Local Government Authorities. The Regional Commissioner, the District Commissioner, the Municipal Commissioner, the Director of Education, Education Officers and Ward Education Officers were all fully involved in the process of implementation. The evaluation team not only heard positive comments from them yet it was to our surprise that the Education Officers could tell us in which schools it has worked well, and where it is not working well. They had a good understanding of the project and its activities. They felt that it is their project. The ownership was well vested in them. The project management kept these officers well abreast and had opened EQUIP/OXFAM office in easy access for them.
2. Another best practice is the In-service Training System Model. It is fully aligned with the national policy framework (PEDP) and it has been used as a best practice example to guide the development of the new Teacher Development Management Strategy (TDMS). The step-by-step evolution of the project's implementation has well integrated the model within the school system. The introduction of Mentors to the school system is commendable. This again was possible because of the deliberate placement of its ownership with the Local Authorities, and it enabled OXFAM to institutionalise EQUIP. With a few adjustments, this INSET model will be complete, and it is recommended that OXFAM/EC support the completion of this.
3. Introducing child-centred learning to all schools of two district councils is not an easy task. It is unrealistic to expect all schools to practice it with success. EQUIP has brought about an important impact on the education system by advocating for it, and practicing it successfully, at least in some schools in one of the most educationally deprived regions of Tanzania. This has made policy makers and educators in Tanzania to open their eyes to a new approach and a brighter possible future for future. OXFAM's job is not finished. EQUIP needs its continued limited support to help to address the programme's weaknesses, while the district administration should take over coordinating and implementing all the activities.

Xxxxxxx END xxxxxxxX

J. ANNEXES

Annex A: The Terms of Reference For the Final Evaluation of the EQUIP Programme



TERMS OF REFERENCE FINAL EVALUATION FOR THE EQUIP - SHINYANGA EDUCATION PROGRAMME, TANZANIA

1.0 Background

Oxfam GB is in the process of preparing for the final evaluation of its education programme in Shinyanga district known as the Education Quality Improvement through Pedagogy (EQUIP). EQUIP is a five-year project (2003-08) that aspires to improve the quality of primary education in Shinyanga district by enhancing professional standards of teachers through training/mentoring/networking, materials provision and development, and incentives in order to improve the quality of their work within the classroom. EQUIP worked within government education structures and in close partnership with local governments such as the Shinyanga Municipal Council and Shinyanga District Council to raise the quality of education in the project area through improved pedagogy, continuous teacher professional support and development.

The project has 4 key elements. The first aspect **capacity building**, which aims to improve pedagogy or standards of teaching and learning in primary classrooms by developing district-based capacity for in-service training and mentoring, **integration and empowerment**, that integrates opportunities and incentives that empower teachers to pursue own professional development and addresses the needs to motivate and empower teachers to take responsibility for their own professional development. **Networking and partnership** that involves developing mechanisms for teachers to share experiences about their work and to develop partnerships and shared visions on the quality of education, and **monitoring, evaluation and advocacy** that involves collecting information through research and monitoring, evaluation and discussion among stakeholders and using improved local planning and implementation to advocate for policy review. In addition, HIV/AIDS and gender are cross cutting themes that are mainstreamed within the project.

Oxfam aims at using programme experiences to strategically inform and influence policy and national level decision-makers on the provision of quality schooling at district and national levels. At the national level Oxfam GB is developing an Education Policy and Advocacy Programme that will use field experiences, evidence and lessons from Shinyanga District to inform national education policy reviews, practice, plans and budget that will promote quality and relevant education at the national, regional and district level.

Oxfam also works in collaboration with partners, such as TEN/MET, the Ministry of Education and Culture and civil society organisations working in the area of education

improvements, as well as liaising with many other key actors within the education sector. Lessons learned will be useful to government, international donors, and Oxfam global.

EQUIP is coming to an end of its funding phase in December 2008 and hence the need for a final evaluation. The aim of the evaluation is to determine the results/impact generated through the program, the challenges that faced, strengths and weaknesses as well as the lessons learned. The evaluation report will be used to inform the government, Oxfam, Development Partners (DPs), CSOs and other stakeholders.

2.0 Purpose of the Final Evaluation

The main purpose of the final evaluation is to assess the extent to which EQUIP has achieved the project objectives and the impact it has generated. The final evaluation also aims at identifying best practices from the EQUIP programme that can be replicated and or used for influencing policy and decision makers to adopt the EQUIP model. Specifically, the evaluation results will be used to inform major national level processes currently going on such as the development of the national teacher in-service training (INSET) strategy and related operational plan within the framework of the national Teacher Development Management Strategy (TDMS) that are mainly supported by UNICEF and UNESCO. The study findings will also inform as well as compare notes with the baseline study on the Quality of Teaching and Learning Processes in Tanzanian Primary Schools funded by UNICEF.

Furthermore, the final evaluation will assess the draft EQUIP model and make recommendations on how to improve it. Finally, the final evaluation is also expected to critically examine the EQUIP exit strategy and actions taken so far in operationalising it and recommend ways in which the programme could be handed over smoothly to the local government authorities of Shinyanga region with a view towards sustaining the EQUIP successes.

2.1 Specific Objectives

Based on the project's proposal, log frame, relevant documents and field/site observations and meetings, the consultants will be expected to:

Management and delivery

- 2.1.1 Assess the extent to which the objectives of the project have been achieved.
- 2.1.2 Assess the operational and management efficiency and effectiveness of the implementation of the project towards achieving the project goal and objectives (including an appraisal of the methods and approaches used);
- 2.1.3 Assess the appropriateness of the systems, structures and team capacities in place to deliver against the project objectives
- 2.1.4 Assess the impact of the investment in monitoring, evaluation and learning systems and capacities for the project
- 2.1.5 Assess the extent to which the project has generated observable or recorded impact in terms of making a difference in the lives of the target groups (community, teachers, pupils and local authority), specifically with regard to quality education. This can include the proposed assessment of changes identified in 2.1.8

Results and impact

- 2.1.6 Assess the extent to which the project has generated observable or recorded impact in terms of making a difference in the lives of the target groups (community, teachers, pupils and local authority), specifically with regard to quality education.
- 2.1.7 Identify and document any unintended impacts that the project might have had at community, district, regional and national levels;
- 2.1.8 Assess the relevance of the project, in terms of contributing to the goal of the project of improving standards of teaching and learning and problems identified and the needs of the target group;

- 2.1.9 Assess the extent to which the project has managed to change the practices, attitudes, perceptions, values and beliefs of the community, teachers, pupils, local government authorities towards quality education in the district;
- 2.1.10 Assess the learner outcomes achieved by the project
- 2.1.11 Assess the general contribution that this project has made to improve quality in the Tanzanian education system;
- 2.1.12 Assess the implications that the EQUIP model has for national policy and planning processes. For example, in terms of its potential for integration into the national INSET strategy and operational plan based on the national TDMS, led by the INSET Steering Committee, supported by UNICEF.
- 2.1.13 Clearly identify and document lessons learnt and best practices from the project that can feed into future work in this area;

Model and sustainability

- 2.1.14 Review the partnership model for the project and Oxfam's delivery in terms of partnership support and exit strategy
- 2.1.15 Assess the nature/extent of ownership and integration as well as sustainability of the programme interventions in the district/council's education system.
- 2.1.16 Review the draft EQUIP Model and propose improvements (if required). In addition, assess what elements of the model that can easily be replicated elsewhere and review what opportunities exist within the education sector to capitalise on.
- 2.1.17 Assess the institutional arrangements for the implementation of EQUIP and suggest ways in which they could have been improved or they could be improved in future for programs like this one;
- 2.1.18 Recommend realistic and practical ways and means of expanding the EQUIP project beyond the current geographical area;
- 2.1.19 Assess how EQUIP is or could complement or contribute to other initiatives - national and global. Examples of such initiatives could include: The TESSA programme (Teacher Education in Sub-Saharan Africa) of the UK Open University, UNESCO's TTISSA - Teacher Training Initiative for Sub-Saharan Africa - including Tanzania in its focus up to 2009 and ADEA Working Group on the Teaching Profession in Africa. Do these initiatives have something important to offer to a project like EQUIP or how could EQUIP's learning and achievements influence them?

3.0 Specific Tasks/Scope of Work

The consultants, in consultation with and active participation of key stakeholders, will focus on the following specific tasks:

3.1 At Project/Community Level

- 3.1.1 Assess critically the extent to which EQUIP has achieved the issues outlined above in section 2.1;
- 3.1.2 Assess the effect and impact that EQUIP has had on all stakeholders with regards to the four EQUIP components of the project model. Can the model be enhanced/improved?
- 3.1.3 Assess the extent to which EQUIP has made a difference and driving causes of change (both positive and negative) to the education system at district level, including an assessment of:
 - What factors really influenced change (positive and negative)?
 - What were the obstacles/challenges to change?

- What were the key stakeholders strategic roles as a catalyst to change?
 - Did the project make a difference (e.g. in terms of quality of education, or are teachers and children better off)?
 - Who were the real beneficiaries of the project, who did not participate or participated partially and why?
- 3.1.4 Assess the teachers and their attitudes and perceptions about their work and professional support and development (attitude towards work and perception of own pedagogy, use of learner-centred pedagogy, their perception on the roles of different district staff, inspectors, mentors and Ward Education Supervisors focusing on the degree they feel they have been supported. Cross check on their attitude towards their future needs).
- 3.1.5 Assess the extent to which the district education system did integrate opportunities and incentives from the project that empowered teachers to actively pursue their own professional development in relation to the work of the project.
- 3.1.6 Assess whether the project's external environment (as reflected in the risks, assumptions and conditions specified) remains appropriate for replication or not and provide recommendations.

3.2 At Oxfam GB Level

Review the project structure and the impact this had on the project. Including a review of the following:

- 3.2.1 Was the project well structured to meet the project goal, objectives and demands of the project?
- 3.2.2 Could the project have been structured differently to enhance impact?
- 3.2.3 How more sustainable could the current project structure and role of project staff be? How can it be improved in future interventions of this kind?
- 3.2.4 Review the extent to which the programme documented the learning and best practices.
- 3.2.5 Assess the extent and effectiveness of mechanisms that were put in place to facilitate documentation and learning. How else could learning and documentation in a programme like this be enhanced?
- 3.2.6 Assess the effectiveness of monitoring and evaluating systems of the programme.
- 3.2.7 Review actual expenditure against planned expenditure and assess whether spending did reflect project priorities.
- 3.2.8 Review the uptake/operationalisation of any previous evaluation recommendations and mid term review recommendations.

3.3 On Advocacy

This section aims at assessing the extent to which EQUIP contributed to its fourth component particularly on advocacy. In this regard:

- 3.3.1 Critically assess the achievements, linkages and extent to which EQUIP contributed towards policy change.
- What was achieved or not achieved?
 - What was the project aiming to change at policy level and what did it contribute in influencing and at what levels?
 - What elements in this component could be improved or could be done differently in future?

- How were the linkages in advocacy work between the local (field) and national level in terms of informing and influencing changes in policy and practice?

3.3.2 Assess the Shinyanga Education Network, its effectiveness, challenges and opportunities it faced and achievements. Assess whether effective advocacy both at the district and national level can be sustained beyond the duration of the project.

3.4 On Partnership

Assess the project partnerships and their impact on the project, specifically :

3.4.1 Who the project partners were.

3.4.2 The quality of the relationship between the programme and the project partners

3.4.3 The challenges faced by the programme with regards to partnerships.

3.5 On Governance

Assess the project activities on improving school governance and their impact on the project. Specifically assess the following:

3.5.1 Assess from gender perspective, the work done to School Management Committees, Head Teachers, Ward Education Supervisors, District Education Officials and ascertain the impact generated or not generated.

3.5.2 Assess budget-tracking activities undertaken by the programme and determine their impacts.

3.6 On Cross Cutting Issues

Assess the mainstreaming of crosscutting issues into programme activities as well as their impact on the project. Specifically assess the following:

- 3.6.1 Assess the extent to which the project aims to mainstream gender and HIV and AIDS issues were achieved.
- 3.6.2 Assess the effectiveness of activities undertaken to enhance work in this area (succeeded or did not succeed).

4.0 Findings and Recommendations

Provide findings and recommendations on the best practices that can be adopted and replicated and the way forward

5.0 Methodology

Whilst the choice of methods and tools to be used during this consultancy can be determined by the consultants, but it is expected that a participatory approach will be used to gather data and information and maximise learning, with a participatory feedback of information to stakeholders facilitating conclusions with them. The consultants will gather information, therefore, through methods such as reviewing baseline data, semi-structured interviews, and focus group discussions to mention just a few.

The consultants will be required to go through all of the qualitative and quantitative information collected by the programme in order to really be informed and make assessment specifically on the programme outcomes over the past 3 years. Such information could be for example, the data collected by the field team using classroom observation tools, etc. This information will need to be critically analysed and used to inform the assessment. In addition, the consultants will find out that the programme has an updated log frame, which outlines the way to analyse such relevant information against all of the set indicators.

The consultants will hold a series of meetings/interviews with key stakeholders and a number of different actors, from the target group, such as teachers, school children, community members, local government officials, project partners (District Education Office), as well as partners such as SEN, TEN/MET, Development Partners and the Ministry of Education and Culture, to collect relevant information and provide feedback.

The consultants will also meet (personally, email or through telephone-conferences) with and interview EQUIP project staff (as well as other Oxfam staff who have been involved in one way or another with the project at Dar, Regional and Oxford levels) to determine the level of project achievements and impact in relation to programme approaches and implementation methods and propose best means of replication, as well as with other relevant Oxfam stakeholders (country, regional and global level).

The consultants will also visit the project field sites and observe work being carried out, interview and ask beneficiary questions. Sampling and choice of sample will have to take into considerations of good representation of oldest, next oldest and newest school-clusters in the project (from 2003 – 2008).

A participatory debriefing meeting at the field level will be held with all Oxfam project staff and partners to present findings of the review

A feedback meeting/workshop for education sector stakeholders will be held at district and national level to present findings and recommendations and get more inputs to strengthen the study report before final submission.

6.0 Reporting

During the assignment, the consultants will report directly to the Programme Coordinator-Education at the country/national level. At the field level, they will report at the Shinyanga Senior Programme Manager.

7.0 Expected Outputs

The main outputs from the final evaluation will be as follows:

- 7.1 A draft and a final evaluation report that outlines all issues raised under sections 2.1 through to 3.6 as well as the following:
- Unexpected outcomes (both positive and negative);
 - Highlight where progress hasn't been made, reasons behind failure and possible strategy that was or could have been taken to cope with the unexpected.
 - Evidence from primary stakeholders should corroborate information on achievement and impact;
 - The report should provide supporting conclusions that are clearly stated.
 - Recommendations affirming current practice or addressing weaknesses should be clearly stated with supporting analysis.
- 7.2 Facilitation of a debriefing meeting by the consultants to present the findings of the evaluation to Oxfam staff and stakeholders will be based on a pre-distributed draft report. The presentation will outline the key findings, learning and recommendations for the future. Recommendations should clearly outline whom they are for and how they can be achieved (e.g. tools/methods).
- 7.3 The draft report should be submitted within one week of the completion of the review and the final report should be submitted no later than 2 weeks after the national stakeholder-debriefing meeting. The final report should be no longer than 30 pages, excluding supporting annexes. The final report should be submitted in 3 hard copies and in electronic form.

8.0 Time Frame

It is envisaged that the consultants will work for 25 person days, from 22nd September 2008 to 31st October 2008. A timetable and work plan at field level will be developed jointly with staff and other stakeholders. A tentative work plan is presented below.

Tasks	No. of Days	Dates (tentative)
Literature review	5	22-26/09/2008
Field work	10	29/9/08-10/10/08
National level interviews and review	3	13-15/10/08
Submission of first draft		17/10/2008
District and national stakeholders feedback workshops	2	21 and 23 /10/2008
Incorporating comments/inputs made during stakeholder meeting/workshop and final report writing and submission	5	27-31/10/2008
Total	25 person days	

9.0 Supports to the Consultants

Oxfam GB at the national and in the field will provide the logistical support needed to facilitate the successful completion of the evaluation. The consultants will be provided

with full board accommodation and transport to and from the schools and other locations involved in the final evaluation.

Terms and mode of payment will be as per Oxfam consultancy contract terms, which will be discussed and contract signed prior to the commencement of the assignment.

10.0 Skills and capabilities required

The following skills and capabilities will be required from the consultants:

- Excellent knowledge of quality education programming essential
- Experience of carrying out programme reviews and evaluations including collection and analysis of both qualitative and quantitative data essential
- Excellent facilitation and communication skills of study findings to large group desirable
- Good English including professional report-writing
- Good gender and HIV and AIDS knowledge and mainstreaming skills
- Ability to mentor an Oxfam employee during the assignment
- Knowledge of Tanzanian education system desirable
- Swahili skills desirable

Annex B: Documents Reviewed by the Evaluation Team

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24. Oxfam, Education Quality Improvement through Pedagogy (EQUIP), Revised Log frame
25. United Republic of Tanzania, Education & Training Sector Development Programme, Basic Education Sub-Sector Implementation Status 2006/2007, MoEVT, Dar es Salaam
26. United Republic of Tanzania, Education & Training Sector Development Programme (ESDP), Primary Education Development Programme II (2007-2011), by Basic Education Development Committee (BEDC), November 2006
27. Shinyanga eM&E System Review Report, July 2007
28. EQUIP Project Monitoring & Evaluation Information System, AID-IT, Australia
29. European Commission, Co-financing with European Development NGOs, Actions in Developing Countries (PVD), Grant Application Form, Budget Line 21-02-03 (ex B7-6000)

Annex C: The List Of Persons Who Participated in the Evaluation
TEACHERS

[Annex Removed]

Annex D: Questionnaire/Interview Format for Teachers

1. Name of school	Name of Teacher: (Optional)		
Subjects taught by you?			
Year of Appointment?	Gender		
2. Since when are you teaching in this school?			
3. Did you receive any EQUIP training?		YES	NO
If yes, What were the trainings received?			
A- Foundation Training		YES	NO
B- Curriculum Analysis		YES	NO
C- Developing teaching skills -TLM		YES	NO
D- Subject Specific Training		YES	NO
4. Was the training useful?		YES	NO
4-A. If yes, In what ways was it useful?			
5. Did you receive any hands-on training to master certain skills by doing?		YES	NO
5-A. If yes, What were those?		<input type="radio"/> Did a Practice Lesson <input type="radio"/> Prepared a Lesson Plan <input type="radio"/> Made some equipments <input type="radio"/> Prepared teaching aids <input type="radio"/> Other (Specify)	
6. Was there any thing that could have made the training more useful to your classroom practice?			
7. Did you apply the learning received in your classroom practice of teaching?		YES	NO
7-A. If Yes, What did you do differently than before the EQUIP trainings?			
8. What are the best lessons that you learnt from EQUIP training?			
9. Were there any Mentors assigned to you?		YES	NO
10. Have they visited your classroom?		YES	NO
11. Did a mentor worked with you in your class?		YES	NO
12. What was the frequency of the mentoring visits?		A. Weekly B. Monthly C. Quarterly D. Never E. Other (Specify)	
13. Has the Headteacher supervises your teaching?		YES	NO
14. What did the Headteachers do differently after Headteacher received EQUIP training?			
15. How many students are there in your most crowded class?			

16. How many parents of those students do you personally know?	
17. Have you had any meetings with some of the parents of those students?	YES NO
17-A. If yes, what was the purpose and what did you discuss with them?	
18. How often do you discuss classroom problems with the other teachers of your school?	a. Daily b. Very Frequently c. Occasionally d. Never e. Other (Specify)
19. How often do the other teachers share their classroom problems with you?	a. Daily b. Very Frequently c. Occasionally d. Never e. Other (Specify)
20. Did you do such discussions before EQUIP trainings or doing it more because of EQUIP training?	1. Did Before EQUIP as well 2. Doing More After EQUIP Trainings
21. Have you had any opportunity to share such problems with teachers of another school or schools?	Yes No
21-A. If yes, When and where?	
22. Is there any forum or place where you occasionally meet to share such classroom issues and concerns?	Yes No
23. Did EQUIP facilitate any of such meetings?	Yes No
24. Are you attached to a TRC?	
25. How many times have you been to the TRC this year?	1. Over Five Times 2. 3 - 5 times 3. 1- 2 Times 4. Never
26. Were you invited to participate in training at TRC?	Yes No
27. When was your last visit to TRC?	
28. What was the purpose of your visit?	
29. How many times have you visited TRC on your own just to meet teachers or to make use of materials?	a) Over Five Times b) 3 - 5 times c) 1- 2 Times d) Never
30 Have you taken any self-initiatives to develop your professional competence?	Yes No
30-A If yes, what did you do?	1. Obtained higher qualifications 2. Attended Seminars/Forums 3. Analysed the

	Curriculum 4. Met with other teachers 5. Other (Specify).....
31. As a teacher what are the two things that you got as best practices from EQUIP?	1. 2.
32. If you want to REQUEST OXFAM to do TWO THINGS to make EQUIP a better programme what would you suggest?	1. 2.
33. Have you had any HIV/AIDS training/education?	Yes No
34. If Yes, Who provided the training/education?	
35. How did you use this knowledge to deal with any HIV/AIDS infected and affected in your school community?	a. Did some personal counseling b. Advised the patient to seek further treatment c. Discussed at School Management Committee d. Established HIV/AIDS Club at school e. Other(Specify)....
36. Have you had any gender training?	Yes No
37. How have you managed gender equity in your classes?	
38. Have you received any training on Action Research	Yes No
39. If Yes: Did you carryout any Action Research Study in your class or school?	Yes No
40 If Yes, What was it?	
	Date: -----

Annex E: Up-dated Reporting on Revised Log Frame Indicators

Components	Broad indicators	October 2008 Assessments By Final Evaluation Team
OVERALL OBJECTIVE	Primary enrolment rates for Rural schools to be increased from 57% (2003) to 95% and for Municipal schools from 78% (2003) to 100%	Current Rate is 100% for both Rural and Municipal (Source BEST, MOEVT 2007)
	Examination results	77.5% for Girls in the Best Six EQUIP Schools Increased from 10% in 2003 to 75% in 2007 in Municipal schools, and 4% in 2003 to 59% in 2007 in Shinyanga Rural Schools. Average for Shinyanga Districts increased from 06% to 53%
	Secondary enrolment rates 9.1% (2003) to 45% by 2008	Secondary transition rates increased from 4.5% (2003) to 37.8% (2008) for rural schools and 10% (2003) to 65.4% (2008) for Municipal schools
	Drop-out and repetition rates 8% in 2003 to 3% in 2008	The dropout rates calculated on cohort analysis of the six better performing EQUIP schools indicates 8.8% and Grade Repetition 16.3%. The rates for all 11 EQUIP Schools was: Dropout 12% and Repeater Rate 14.9% on the basis of Cohort Analysis. The rates given in baseline are not based on any cohort analysis.
Specific Objectives	The relationship and quality of interaction between the teachers and children in classrooms corresponds with a child-centred pedagogical approach (as opposed to traditional 'chalk and talk').	Child centred approach is yet to take root in many schools. However, the better performing six schools demonstrated a high degree of child centred learning. In most of the rural school those selected on random sampling did not show any satisfactory level of change. However, these schools also received training in 2006 or 2007 and never had the full course of EQUIP inputs. Further the classroom arrangements were not supportive of Child Centre Learning. Mostly were with traditional lecture oriented seating. This was more

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	Adequate availability, condition and resourcing of teaching and learning materials.	<p>needed in LK, Grade 1 & II.</p> <p>TLM is more available in Municipal schools and school in easy access. Many of the rural school did not have sufficient TLM and EQUIP also has not provided materials to the distant rural schools.</p> <p>The textbook ratio was closer to 1:4 in Municipal schools and better performing rural schools. However, the schools in remote rural area had 1:6 ratios.</p> <p>The Lower-Primary Cycle suffered the most as there had been no focus on these grades, although these were the most desired grade to use more structured TLM.</p>
	Lower teacher attrition and truancy rates.	<p>The schools in easy access were having over supply of teachers, particularly female teachers and rural schools were short of teachers and particularly short of female teachers.</p> <p>The teacher supply has increased in general due to PEDP interventions.</p> <p>The teacher deployment in rural schools indicated that teacher truancy is very high. In some schools teachers have not gone to a class for months.</p> <p>Teacher deployment suffers very much due to a lack of teachers' housing in the rural areas.</p>
	Wider range of stakeholders investing in supporting the improved pedagogy of primary school education.	Local Government Authorities, the School Committees and Village Government and religious institutions and some NGOS have contributed to the further development of the practice of child-centered pedagogy.

Components	Broad indicators	October 2008 Assessments By Final Evaluation Team
		However, this is witnessed more in the better performing schools.
	Children and parents report improved satisfaction with the quality of education and increased perception of its value	This is seen more in the better performing schools.
Expected Result --1	80% of teachers in the project area (1440 teachers out of 1800) use more than one learner-centred teaching method and appropriate assessment method in the classroom by 2008	In the better performing schools the 92% of the teachers indicated that they use Child-centred pedagogy (source: questionnaire). However, in the rural schools the practice was not witnessed.
	60% of teachers in the project area develop and use a range of teaching and learning materials using locally available materials to enhance active learning by 2008.	Teachers in better performing school do use locally made TLM. The teachers in the rural areas also showed some sign of using TLM. However, the quality of the material was unsatisfactory.
	80% of teachers in the project integrate HIV/AIDS and gender into their lessons appropriately by 2008.	This is not observed even in the better schools. However, 50% of teachers in the four better performing schools where the questionnaire was administered indicated that they do counselling where necessary. There were no school clubs.
	80% of teachers in the project area exclude corporal punishment and use a range of alternative disciplinary measures by 2008.	This change is much observed in many schools. However, in some of the schools in the remote areas this has not changed. Even in some Municipal schools corporal punishment is still in practice.
	% Children interviewed who report improved satisfaction with the way in which they are taught	The children in the better schools indicated that the better satisfaction of teaching. However, in the rural schools students indicated that teacher do not regularly come to class.
Expected Result -- 2	District Councils have budgeted plans to support training, mentoring and networking activities by 2008.	District Council Senior Officials indicated that 2008/09 budget has allocated TSH 15million for the Municipal schools and TSH67 millions for the rural schools.
	Improved quality (as judged by teachers) of the in-service training provision provided by the programme.	Teacher of all schools indicated the training was satisfactory. However, teacher also indicated possible improvements to training

Components	Broad indicators	October 2008 Assessments By Final Evaluation Team
		(see report)
	District-based network of trainers and mentors established with clear roles and responsibilities and support.	The Mentors and Trainers are present. Yet a clear role has not been specified or documented.
	40% increase in the number of teachers seeking further development out-side the project by 2008.	74% of the teachers in the four better performing schools indicated that they have taken self-initiatives for their professional development.
	80% of teachers regularly use teachers' resource centre and other resources like school libraries, newsletters and other networking opportunities.	Only 59% of the teachers of the better performing four schools indicated that they use TRC facilities more regularly.
	Children are actively participating in development opportunities provided	It was observed that those who sat for Grade 7 exam are using TRC facilities for independent learning. The children's practice of borrowing books was minimal.
	Children reporting increased confidence as a result of changes in the way that they are taught	This was indicated by students in the six better performing schools.
	Children are aware of and able to demand their rights in terms of quality education	Not seen in the rural schools. There was a school where the science teacher has only taught two lessons in 10 months. Also in another school, the social sciences teacher had not taken any lesson in a whole year. It was reported that in some schools the children have demanded more teachers as there is a shortage of teachers.
Expected Result -- 3	Teachers are effectively supported through follow-up visits, mentoring and seminars	This training and seminars have taken place on regular basis. However, mentoring is in place in the better performing schools though is less practiced in some of the rural schools.
	Established district- based network attend forums and participate in discussions with civil society	56% of the teachers in the better performing four schools indicated that they do participate in forums and discussions.
	Increased involvement of stakeholders and civil society in decision making about provision	SEN seems to be active, yet is dependent on OXFAM. Budget tracking is one activity that SEN

Components	Broad indicators	October 2008 Assessments By Final Evaluation Team
	of quality education	has done.
	District plans and implements a system to support teachers and pupils on HIV/AIDS related issues by 2008	
Expected Result -- 4	The district and schools established newsletters and magazines and other networking opportunities	Two newsletters have been published in 2008, with 5000 copies of each circulated to all teachers and Shinyanga education officials. The subject based teachers network seems to be functioning, yet is at very early stage and requires support.
	Advocacy and communication strategy	SEN and TEN/MET are active partners in this. Also OXFAM jointly with other development partners advocate good governance and best practices for primary education. However, the expected inputs of M&E analysis to be fed to the advocacy movements have never happened.
	Learning and advocacy	There have been very limited activities in this domain. Some schools as well as some trainers indicated that they have participated in exchange sessions outside the districts. In some schools the better informed teachers were convincing the fellow teachers to join the subject based networks.
	Gender and HIV mainstreaming	Gender awareness is high in the Municipal schools and the teachers in the better performing four schools indicated that they practice gender equity in schools and classrooms. However, in the rural areas the discrimination was evident. The girls were not equally treated in classroom in general, including seating, and in participation. HIV/AIDS related interventions were not evident. However, the teachers in the four best schools

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		indicated that they have had more HIV/AIDS training from the Ministry of Health. There was no special attention to HIV issues or to assist affected students in any school.

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