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

Management Response Plan

Oxfam GB Programme Evaluation

December 2008

Commissioned by: Oxfam GB

Evaluators: Upali M. Sedere, Helima Mengele, Teferi Kajela

Action Plan

Findings/ Recommendations	Organizations/ Person responsible for implementation	Response agreed or not agreed. If not agreed state alternative solution	Planned Implementation Date
1.0 M & E System Stronger/better Monitoring & Evaluation System Needed **1.1 Outcome oriented M&E** There is need for greater focus on desired outcomes, rather than on outputs. Specific recommendations included: - A more detailed analysis of the impacts of teacher trainings - More frequent school visits and monitoring of teachers' behaviour and school climates - The Head teachers and mentors used more effectiv in monitoring change - Effective monitoring strategies to manage the desir changes **1.2 Oxfam internal quarterly project reports** The OXFAM internal 'Quarterly Project Reports' dwelled more on training activities that took place in the quarter, rather than on a more detailed analysis of the impacts of those trainings **1.3 The eM&E system** The eM&E system that was set-up seemed to have hindered the usual OXFAM's M&E system usually used successfully. It seemed to provide false hopes and expectations that it automatically would generate the information desired. As a result, it	**Lead person** **Mary Soko** **PO Education** **Others** Wilfred Mwita PO Education Council Inspectors Council Academic Officers	**Partially agree** Indeed the focus on M&E was not adequately outcome oriented from the beginning of the programme. However, this was noted in the course of implementation and the EQUIP's log-frame was revised towards outcome-based indicators in 2007. Data to feed on the eM&E system was usually collected on monthly basis and the data collection tools were revised to focus more on outcomes. Either the evaluation team did not understand how the eM&E works or perhaps, as the study observed that this was done rather a bit too late to make a significant impact although we put the necessary effort during the last two years. Four action steps will be taken to improve the situation and these include: 1. Joint review (Oxfam and LGA) of the evaluation report and the management response plan to create common understanding, consensus and ownership; 2. Joint conducting of baseline survey to establish benchmarks; 3. Monitoring Review sessions (twice a year) as required by the Oxfam GB as well as learning reviews with partners on quarterly basis	Implementation dates for key activities will include: 1. Review meeting with key LGA partners in Shinyanga to discuss final evaluation key findings and recommendations starting as well as development of baseline tools – **May – June 2009** **2.** Baseline survey (**May - June 2009**) 3. Developing M&E system **(June/July 2009)** 4. Continuous and effective monitoring of desired change **(throughout the project life)** 5. Midterm evaluation **August/ September 2010** 6. Final evaluation **January – February**

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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. In order to monitor outcomes, more frequent monitoring of teachers' behaviour and school climates would be needed **1.4 Regular school and classroom monitoring** School visits were rare. Oxfam 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 Education Officials, Head Teachers and Mentors were trained and oriented to facilitate a process of change designed to help in monitoring and supervising the implementation of pedagogy. However, these were not effectively utilised in the monitoring of change Schools, which have a long history of using teacher dominant, authoritarian and repressive methods need effective monitoring strategies to manage the desired changes.		4. Joint development of M&E system with clear outcome oriented indicators; 5. Revival of the academic committees at the schools, ward and district levels; 6. Continuous joint monitoring to ensure we manage intended change in the schools and classroom practice 7. Conduct mid-term evaluation to determine whether we are on course 8. Conduct final evaluation to measure impact	**2012**
2.0 Baseline survey There was no baseline survey of schools to assess dropout, repeat and transition rates. The data reported in the baseline study and indicators were 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.	**Lead person** **Mary Soko** **PO Education** Wilfred Mwita PO Education Ellen Binagi PC Education Council Inspectors, Academic Officers Planning Officers	**Do not agreed**. It is not true that the programme did not conduct a baseline survey. The programme actually conducted a field based baseline study in 2005. But we agree that the data reported in the baseline indicators were rather general it did not reflect analysis of individual school profiles	A baseline survey focusing on school profiles to be conducted between **May/June 2009** before the start of the third phase of the programme

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3.0 Training of Teachers & Key Personnel **3.1 Assessment of the in-service training** 3.1.1 The full EQUIP Model was not in place in many schools 3.1.2 Approximately, over 250 teachers or about 15% of the teachers remain untrained in the district 3.1.3 It would have been better if superior experts selected on a subject-basis were involved in delivering the teacher training. These would have helped in equipping the subject-specific teachers with the new pedagogy and would have enhanced their skills better 3.1.4 The teacher training did not cover sufficiently 'class time management' with the new pedagogy. Teachers could not manage the classroom time efficiently to ensure that they ended the lesson on-time 3.1.5 Teachers also indicated that they need more training on the preparation and appropriate use of locally made TLMs 3.1.6 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	**Wilfred Mwita Oxfam Programme Officer in Shinyanga** Mary Soko PO Education District Education Officials Council Inspectors The Super Trainers LGA Oxfam LGA Oxfam	**Partially agree** 3.1.1 It is true the full EQUIP Model was not in place in many (all) schools at the same time. This was so because those schools/clusters which received training closer to the end of the project covered all the training modules but with less close monitoring and hence the difference. During the next phase, we will conduct close monitoring. 3.1.2 With regard to the over, 250 teachers or about 15% of the teachers remain untrained in the district the answer is yes and no. The figure looks rather on the high side and since it is purely estimation, the untrained teachers could be less. We will work with the Councils to determine the exact number of untrained teachers. 3.1.3 We **agree** that perhaps it would have been better if superior experts selected on a subject-basis were involved in delivering the teacher training. 3.1.4 The focus of the training was more on different types of pedagogy and to allow teachers to be creative, innovative and flexible within the allocated time. 3.1.5 **Agree** and we will work with the Trainer's network to conduct refresher training for teachers. 3.1.6 Disagree. We did not deliberately construct TRCs and libraries for better performing schools within easy access. TRCs, libraries and TLMs were constructed and materials distributed according to technical assessment recommendations based on school clusters. On the other hand, the school water project was done according to the needs assessment. It is important to note that some of the remote rural areas were not accessible during the rainy season.	**May 2009** **June/July 2009** **May 2010** **May 2010** **May 2009 – March 2012**

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3.2 Teachers' Training and the use of Pedagogy 3.2.1 The degree of child centred learning varied from teacher to teacher 3.2.2 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	**Trainer's Network** **Mentor's Network** Ward Education Coordinators Head Teachers	**Partially Agree** 3.2.1 Agree as teachers had varied differences due to the length of pre-service training, duration of work experience, nature of certificate, general knowledge and capacity to adopt the new methods 3.2.2 **Partially Agree.** This challenge and others would be addressed during refresher trainings and reflection sessions with Trainers and mentors	**2009 - 2012** **Throughout the project life**
3.2.3 The TLMs that were available, such as the science kits and maps were stored and had not been used for sometime 3.2.4 Although many teachers examine and correct student's work more regularly, but there was no remedial teaching done.	**Head Teachers** Mentors Teachers Ward Education Coordinators	3.2.3 **Partially agree**. This statement a bit general. We do not think this was the case in all schools. Would be addressed during refresher trainings and reflection sessions with Trainers and mentors 3.2.4 Agree would work with Trainers and mentors networks as well as reviewing the training modules	**Throughout the project life**
3.2.5 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 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	Mentors Teachers Head Teachers Ward Education Coordinators	3.2.5 **Partially agree** as some of the participatory methods are meant to encourage child–to-child interaction, as well as child taking the lead in learning. Mastering and perfecting the new pedagogy will be a process that will take time and need support	**2009 – 2012**
3.2.6 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.	LGA Oxfam Oxfam	3.2.6 **Agree**. And would be addressed through advocacy to the MOEVT to work on through the TDMS and INSET strategies	**2009 – 2012**

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3.2.7 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	LGA Trainers Mentors	3.2.7 **Agree.** Oxfam would support the Trainer and Mentor Networks to get these video and use them during training programmes	**2009/10**
3.3 Special Teacher Training for STD 1 & 2 The lower primary education cycle also could have received a different approach from the other classes as their needs are more specific - The lower grades of schools have not benefited that much from EQUIP's interventions because EQUIP concentrated more on Grade 5 -7 than on the lower cycle of primary education where issues are much more serious. - The lower grades teachers tend to need more help - Need for special structured learning aids TLMs to facilitate the transition from the child's mother tongue to Kiswahili	Oxfam LGA Trainers Mentors	**3.3 Agree**. This gap was noticed and there were plans to develop special methods for teachers of the lower cycle of the primary school. Considering this, we developed subject modules for STD 1 & 2 to support the process. The programme would address this as matter of urgency. However many of the underlying factors would be addressed through advocacy at district and national level through SEN and TENMET especially lobbying the Primary Directorate on issues of traditional class furniture and possibility of using part of capitation fees as well as mobilizing parents through school management committees to make contributions	**2009 – 2012**
3.4 Head teachers' Training 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. 3.4.1 There are about 50 newly appointed Head teachers in some schools who have not received the EQUIP training. These schools also happened to be the weaker ones.	DEO Oxfam School Management Committees Head Teachers	**3.4 Partially agree.** The programme took notice of the need for H/T training and initiated special trainings. The problem was bigger due to the way some Head Teachers are appointed without adequate training in management and therefore future training of this type needs to be broader. 3.4.1 Partially agree. Yes there are newly appointed Head Teachers in some schools who have not received the EQUIP training but there is no evidence that all of them are in the weaker schools	**2009**
3.4.2 Head Teacher and School management Committee training are areas that could have been		3.4.2 **Agree**. We will work with the DEO to conduct these trainings for H/Ts and School Management	**2009 – 2011**

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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. ▪ EQUIP's training combined Head teacher's training with the Ward Education Coordinators where they were introduced to the monitoring system. This joint training opportunity could have been better utilised to bring about the necessary change process at the school and ward levels through the regular coordination of EQUIP activities together with the Ward Education Coordinators, the Head teachers, the Mentors, Academic Teachers and the School Committees.		Committees but we will need to review the training package/modules developed by the government through MANTEP to ensure issues raised by the evaluations are covered.	
3.5 Subject Facilitators Training/Up-grading - Subject Facilitators would require further training/up-grading and subject specialist of a higher level should lead them, at least by a Secondary School 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.		3.5 **Agree.** The Teachers Network we are formalising will undertake this	**2010 - 2011**

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4.0 Mentors and Mentoring 4.1 Mentoring (mentor visits) were done differently – weekly (30%), monthly (50%), quarterly (10%) and never done (3%) 4.2 Better selection criteria for mentors need to be established. The selection of mentors is a sensitive issue at school level. 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. The selection criteria need to be more transparent so that they are chosen fairly. 4.3 Even in the chosen four good schools, the acceptance of the mentor by some teachers was low. 4.4 The quality of mentoring depends on many factors: including regularity in attending to their functions, the degree of seriousness in mentoring, Mentors themselves being role models in preparing Lesson Plans on daily basis, 4.5 Although Mentors have received fifteen days of training on mentoring, in addition to the five-days teachers training, they would need further training, 4.6 They would also need opportunity to share their experiences and learn from other school-based Mentors 4.7 In addition, and in order to keep the Mentors stimulated and actively engaged in their jobs Oxfam would facilitate registration of the Mentor network and work with it in all mentoring work) 4.8 Mentors should be given authority by appointment and should also report to the respective Head teacher and the Ward Education		4.1 **Agree**. The mentoring process between the mentor and the teacher being mentored could be flexible sometimes depending on a number of factors and agreed procedure. However, if mentoring was not done at all, then monitoring would establish the reasons and appropriate measures taken 4.2 **Partially agree**. The programme had set clear criteria both for selecting mentors and mentoring process. However, while not ignoring group dynamics and other challenges at individual schools, if some schools did not follow the set criteria then they were going against the agreed procedure. There would be need to review the criteria set in collaboration with the district councils for close monitoring and providing support as appropriate 4.3 **Partially agree**. The low acceptance rate could be attributed to new practice which was a process that need time to allow change of behaviour 4.4 **Agree**. – We will try to revise the mentor's module and guide/checklist/monitoring tools to establish if there are any loopholes 4.5 **Agree**. This will be in form of refresher course. 4.6 **Agree**. We will create reflection sessions and learning visits to other school-based Mentors 4.7 **Agree**. We will use the first year to facilitate registration of the Mentor's network and support it in establishing office and later lead on this. . 4.8 **Agree**. We will work with LGA – DEO through the Academic Officers to see this happen	**2009 - 2012**

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Coordinator 4.9 Mentors should be given further opportunities to advance their professional mentoring skills. 4.10 Cluster mentor networks should be placed under TRCs in the framework.		4.9 **Agree** and we will work with LGA as per evaluation recommendation in establishing career path for mentors, trainers and teachers in general. 4.10 **Agree** and would work with the LGA to develop this frame work as well as lobby its adoption in the TDMS	
5.0 Teacher Resource Centres (TRCs), School Libraries and TLMs **5.1 Integration into national TDMS and INSET** 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.	Teacher Education Department MOEVT	5.1 **Agree** and will continue lobbying and advocating until TRCs are fully integrated into the national in-service training system, which is part of the Teacher Development Management Strategy (TDMS)	**2009 – 2012**
5.2 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 and need to be seen as a mini-Teacher Education Unit and logically it should be placed under the guidance of the nearest Teachers College (TC).	TRC Coordinators Network Teachers Training College (TTC) Teacher Education Department LGA - DEO	5.2 **Agree**. This is a good proposal. We will work with the TRC Coordinators Network in lobbying and advocating this through SEN and TENMET within the district and national level. In addition, we will also work with the new Teacher College that has been established in Shinyanga region.	
5.3 Head of TRC and Proposed Improved Career-Path for Primary Teachers In order to introduce and institutionalise the in-service training system but also create new incentives, MOEVT and Local Government Authorities should establish an improved and fulfilling career path for the primary school teachers	LGA/DEO Teacher Education Department Primary Education Department	5.3 **Agree**. We will work with the LGA and the National MoEVT and other stake-holders to further develop and institutionalise the In-service training system and develop a career-path of incentives for motivated primary school teachers to enable them	

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as the present system does not provide sufficient career incentives to motivate teachers to perform better and to earn merits towards promotions. This can be done by setting selection criteria for the Mentors, Subject Facilitators, Trainers, TRC Coordinators and Heads of TRCs	TRC Coordinators Network SEN	move on to higher levels of their careers. This will be one of our advocacy agendas for the MOEVT to accept and incorporate it in the TDMS	
5.3.1 Ideally, a Head Teacher with qualifications equivalent to a Teacher College (TC) trainer should head a TRC, and these TRC Heads should have a promotion path to become a TC Instructor. This will also help the TC to have qualified trainers with primary school experience.	DEO Oxfam Teacher Education Department	5.3.1 **Agree**. This is a new proposal and we will need to lobby the MOEVT to allow us work with the TRC Coordinators Network and DEO in Shinyanga but also integrate this into the TDMS as the TRC Coordinators and DEOs do not have the mandate.	
5.3.2 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.	DEO Oxfam DEO	5.3.2 **Agree** and would work with DEO to ensure the current Coordinators take on this role.	
5.3.3 Development of full job descriptions for both the TRC Head and the TRC Coordinator should be developed.	DEO Oxfam	5.3.3 **Agree** and would work with the DEO to review the existing TRC Coordinators and new ones for TRC Head	
5.3.4 The TRC management committee should be comprised only of professionals and	DEO Teacher Education Director	5.3.4 **Agree** and would work with TRC Coordinators network and the LGA/DEO	
5.3.5 Stop the current practice of having School Committee Chairperson as the Head of the TRC Management Committee to avoid possible politicisation of TRCs.	DEO	5.3.5 **Agree** and would work with the LGA/DEO	
5.3.6 Advisable for a TC trainer to be instead the Chairperson of the Management Committee.	SEN	5.3.6 **Agree** and we will work with DEO	
5.3.7 The other potential option or career path is for Head Teachers to be able to be promoted to Ward Education Coordinator positions, and then to	DEO Oxfam SEN	5.3.7 **Agree** and we will work with the district and national networks to lobby and advocate for this issue to be integrated into the TDMS.	

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District/Regional and Ministerial Education Officer positions **5.4 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	LGA Oxfam	5.4 **Agree** but the DEO would lead on this and convince the LGA to allocate funds or fund raise through other sources	
5.5 School libraries - 27 school libraries in a district with 172 schools are grossly insufficient, and this is a structural issue that the local government must resolve **5.6 Teaching and Learning materials (TLMs)** More training on the preparation and appropriate use of locally made TLMs		5.5 **Agree** and the DEO would lead on this and convince the LGA to allocate funds or fund raise through other sources (SEN and TENMET). Some advocacy work would also be needed at district and national levels. 5.6 **Agree.** We expect the Trainers network to lead on the refresher training and the LGA to provide TLMs. In addition, Oxfam will provide some limited funds for the purchase of TLMs for school libraries, TRCs, and for schools with children with special education needs.	
6.0 Teacher Training Colleges (TTCs) **6.1 TTC and Primary Teacher Training** 6.1.1 Most of the Trainers of the TTC do not have primary school teaching experience and importance of bringing in the right type of trainers to primary school teacher training programmes. 6.1.2 Qualified teachers or Head teachers who have served in primary schools should have a	Teacher Education Department MOEVT	6.1.1 **Agree.** Oxfam role would be to provide technical support/advice. 6.1.2 **Agree.** The LGA would lead on this and we would provide technical support. We would lobby the MOEVT to introduce career paths for primary and	**2009 – 2012**

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career path of promotion to become trainers as this will support the government's effort to bring quality improvement in primary education 6.1.3 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. **6.2 TTC and Training Curriculum** 6.2.1 The national primary teacher-training curriculum needs to change to truly encompass 'Child Centred Learning' and the mentoring of teachers. 6.2.2 Instead of providing INSET 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. 6.2.3 OXFAM could take a lead in this to provide technical assistance to ensure that changes in towards 'Child Centred Learning' take place	TRC Coordinators Network SEN TENMET LGA MOEVT Teacher Education Department SEN TENMET Oxfam/LGA TTCs TIE	secondary school teachers in the TDMS and INSET strategies and would work with the LGA to establish criteria for the career paths proposed by the evaluators 6.1.3 **Agree.** This needs advocacy so it is integrated into TDMS and INSET strategies 6.2.1 **Agree** and this would be done through advocacy so is integrated into TDMS 6.2.2 **Agee**. Ideally, this is the way things should be. We will work with education networks and well as Trainer and Mentor networks to lobby the Teacher Education Department on this. 6.2.3 **Disagree**. In the third phase Oxfam will not take lead but would work with others to lobby the Teacher Education Department but would be willing to provide technical support as the need would arise and where necessary build capacity of the leads.	2009 - 2012
7.0 School and classroom level micro planning, change management and monitoring committees Establish School and classroom micro-level planning, change management and monitoring mechanisms with the involvement or support of Ward education Coordinators and District Education Officials in order to support the introduction of child-centred processes in the classroom practice and	**DEO** Ward education Coordinators Oxfam Head Teachers	7.0 **Agree** with recommendations under this section. We will not establish new structures as the evaluators recommended but would review and revive existing academic/monitoring government structures (academic committees) from the school, ward and district level as it is easier and more sustainable to work this way than duplicate or create new one that	2009 - 2012

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school culture so as to shift further away from authoritarian practices.		will not work. In this respect we have allocated some limited funds for this to happen	
7.1 Establishment of School-level Change Management Committees 7.1.1 The committees would be responsible for both managing and monitoring the expected changes in the school and would be comprised of the Ward Education Coordinator, Head teacher, the Mentor and teachers.	DEO Ward Education Coordinator, Head teacher, Mentor and teachers.	7.1.1 Agree	
7.1.2 The school level committee could manage the essentials, such as lesson planning, classroom sitting arrangements for group work, TLM preparation, peer tutoring, and remedial teaching etc. The Ward Education Coordinator would provide the necessary leadership and could coordinate between 5 – 10 schools. Creation of this structure would allow the District Education Authorities and OXFAM staff to monitor the process of change every fortnight at school level.	DEO **Head Teacher**, Mentor and teachers. Ward Education Coordinator,	7.1.2 Agree	
7.2 Ward Level Monitoring & Evaluation Units Established to oversee and monitor the changes at school level. Involves 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.	Ward Education Coordinator, Head teachers Mentors	7.2 Agree	
7.3 District Level Macro Management Unit Supervises the Ward Level Monitoring & Evaluation Units. This is headed by the District Education	DEO	7.3 Agree	

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Officers (DEOs), and School Inspectorate who would provide the necessary leadership as well as supervision	School Inspectorate		
8.0 School Management Committees 8.1 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 8.2 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	LGA Oxfam LGA Oxfam	8.1 **Agree.** We will continue working with the LGA in training school management committees and focusing more on remote rural schools. The school management committee training manual/module will be revised before the training. 8.2 **Agree**. In the next phase focus would also be on involvement of parents including encouraging teachers to use them as guest speakers. School Committees too will be involved to strengthen learning achievements	**2009/2011** **2009 –2012**
9.0 Crosscutting Issues: HIV/AIDS and Gender 9.1 No school amongst the 15 schools visited had the gender/HIV and AIDS clubs or awareness programs. 9.2 Findings of the evaluation indicated that 46% of the teachers received training exposure on HIV/AIDS from some source, 75% received the exposure through the Ministry of Health and World Vision and only 4% received the exposure through OXFAM interventions 9.3 46% of the teachers responded to the questionnaire indicated that they had some awareness /exposure training on gender issues 9.4 There was clear evidence of the gender	**LGA** Oxfam	9.1 **Partially agree**. The programme had initiated a limited number of gender/HIV and AIDS clubs. It looks like the sampled schools were among those the programme had not initiated the clubs. 9.2 **Agree** only a limited number of teachers received training exposure on HIV/AIDS and gender since our aim was not duplication of learning/knowledge but application. This will be emphasized more in the third phase. 9.3 **Partially agree**. Gender was mainstreamed in all training programmes. So, in one way or another all teachers were exposed indirectly but not necessarily separately. 9.4 **Agree**	**2009 – 2012**

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disparity in the rural schools. 9.5 While the passing rates for both girls and boys have increased by 2007, the gender disparity between boys and girls has also risen significantly. Analysis of the PSLE results from 2003 to 2007 show that girls are in fact performing worse than before. This needs to be addressed		9.5 **Agree.** The LGA will lead on this and Oxfam would provide technical support in analysing the pass rates especially during the baseline survey.	
9.6 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.		9.6 **Agree**. This is socio-cultural practice. Roles are distributed along gender lines More time and attention will be needed to create awareness and to monitor change at least at school level	
9.7 **Inequity in classrooms:** The equity in classrooms is an important concern in child centred learning. Observation of rural schools indicated that there were two serious concerns that EQUIP should have addressed to ensure equity in classroom:		9.7 **Agree**	
9.8 **Gender disparity and inequities** i. Gender disparity between boys and girls has also risen. Much greater attention must be put into addressing gender disparities within the classroom and the school culture in the future ii. Increased gender disparity especially in rural schools leaving the girls are not girl children are not treated equally and as a result they fall further behind the boys in the same classes. Often girls are segregated. When classrooms have insufficient benches, the girls sit on floor. Girls kneel while the boys stand. These practices deprive woman of equal status.		9.8 (i) **Agree** and efforts will be put toward addressing this problem through sensitization, or hiring a gender adviser or use Oxfam gender technical resource centre or even organize exchange visits to other Oxfam girls education projects to learn and share experiences to inform our programme 9.8 (ii) **Agree.** More focus in sensitization or any other remedial measures will be give to rural schools	

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10.0 Life of Students Improved **10.1 corporal punishment** Interviews with students 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.	Head Teachers Mentors Ward Education Coordinators LGA Teachers	10.1 **Agree** and efforts to completely eradicate the use of corporal punishment will continue through advocacy (SEN and TENMET and other networks).	**2009 – 2012**
10.2 Remedial instructions The teachers attempted to involve their students through questioning. However, except in one school, Mwanono PS, There are no remedial instructions for the weaker students. 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. EQUIP should promote a **culture of remedial instruction** for the weaker students to make the pedagogy work better for all the students.	Head Teachers Mentors Teachers Inspectors	10.2 **Partially agree**. The conclusion is rather general. This was addressed during the Teacher training. In many schools, teacher, and sometimes-capable students, were assigned to help the weak students. However, teachers were undergoing change and more time is needed for them to become experts regardless the challenges they face, but it will be thought through on how to strengthen it.	**2009 – 2012**
11.0 Improve Classroom Settings **11.1 Change traditional furniture** Change traditional regimented type furniture to learner-friendly, flexible furniture particularly for Pre-school, Class I and II – who responsible – School Management Committees, Local Government Authorities and the Ministry of Education and Vocational Training (MoEVT) to motivate schools to utilise the capitation grants effectively to gradually procure pedagogy and	SEN School Management Committees LGA Trainer and Mentor networks The Primary Department	11.1 **Agree.** However, this will be an advocacy issue. Although we don't know of any policy on this, but it has been the design used all over the country. To switch to new types of desks will need money and the central government have to issue guidelines on the percentage the capitation grant can be used for this change.	**2009 – 2012**

Findings/ Recommendations	Organizations/ Person responsible for implementation	Response agreed or not agreed. If not agreed state alternative solution	Planned Implementation Date
learner friendly furniture **11.2 Socio-economically Weaker Students** Traditional social practices within the schools further weaken the classroom by making the slow learners sit on the backbenches and these happen to be the ones who came from the lower socio-economic backgrounds.	MOEVT SEN Head Teacher Mentors Trainers Teachers Inspectors	11.2 **Partially agree.** Through training teachers had been trained on how to handle this problem. Change from both teachers and students is a slow process and therefore require more time but the programme would address it in phase three through gender mainstreaming and sensitization	**2009 - 2012**
12.0 Transition to Secondary Education The rural schools continue to have the lower transition rates through out the programme period.	LGA/DEO Head Teachers Mentors Teachers Inspectors School Management Committees	12.0 **Agree.** This is an issue of concern and could be attributed to several factors. The LGA/DEO would lead and during the baseline survey some analysis would be made and benchmarks set	**2009 – 2012**
13.0 Completion, wastage, dropouts and repeater rates 13.1 The general average rate of completion in the 11 EQUIP schools where data was collected indicated that 73% of the children that entered Grade 1 completed Grade 6. Compared to the best six EQUIP schools indicate a 75% completion rate and 25% wastage (8.8% Dropout and 16.3% Repeaters) 13.2 The Cohort indicates 27% wastage, with 12% Dropout and 14.9% Repeaters 13.3 There was lack of data of comparable data estimates of dropouts, repeaters and completion at regional and national levels to make a comparative inference.	LGA Head Teacher Mentors Teachers Inspectors MOEVT School Management Committees	13.1 & 2 **Agree** and phase three will begin with baseline survey, which will establish the situation of these data through school profiles. The programme will work with communities/parents to sensitize them on the relevance of their children's education. We would also work with the School management Committees, School, Ward and District Academic committees to monitor the problem of dropout/wastage rate 13.3 **Agree.** The programme will work with the district, region and the primary education department to start compiling these data beginning with the baseline survey	**2009 - 2012**

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14.0 More involvement of parents in the process ▪ EQUIP interventions did not do much in involving parents in the programme. Although the school committees were trained, there were only minor direct interventions by EQUIP to increase enrolment, through community sensitization on the importance of educating their children at the start of the programme in order to promote the value of educating their children. Interventions could have been introduced to constantly bring parents more into the process ▪ 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	LGA School committees Village Governments SEN Teachers Parents Oxfam	14.0 **Partially agree**. We think parent involvement is very important and the programme sensitized communities at the beginning of the project. However, we think perhaps more effort is needed and phase three in addition to encouraging or using parents in the teaching and learning process, we will work with the LGA and schools to organize school/parent events such as: - Parents days - Parent teacher evenings - School community public events (e.g. game competitions, etc.) - basing community – work around school or water projects	**2009 - 2012**
15.0 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. In some education systems, teachers are assessed and given credit for what they practice in school and classroom. This can be discussed and lobbied at a time when Tanzania is developing a TDMS and reviewing its education policies through the PEDP	LGA Teacher Professional Board Teacher Education Teacher Service Commission SEN TENMET	17.0 **Agree**. Together with networks and other stakeholders we will lobby and advocate for this to be incorporated into the TDMS	**2009 – 2012**

Findings/ Recommendations	Organizations/ Person responsible for implementation	Response agreed or not agreed. If not agreed state alternative solution	Planned Implementation Date
framework, in order to assess the feasibility of establishing a credit system for training and earning further qualifications through self initiatives. In other countries, it has proved to be an intrinsic motivation to teachers			**2009 - 2012**
16.0 SEN and Teacher Networks 16.1 SEN and the Teachers' Networks are at a very early stage. Their credibility has to be earned. 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	SEN Oxfam	16.1 **Partially agree** Some active SEN members are indeed retired civil servants who have started NGOs in Shinyanga or are in the private. Very few are serving civil servants. SEN has just started and is not yet mature.	**2009 - 2012**
16.2 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	LGA Teacher's networks Oxfam SEN	16.2 **Agree**	
16.3 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.	SEN Teacher's networks Oxfam	16.3 **Agree**	
16.4 Although the project expected to 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	LGA Oxfam Teacher networks	16.4 **Partially agree** as the programme conducted a lot of advocacy and the programme is recognized and accepted as a best practice	
17.0 The need for Policy Advocacy to tackle		**Agree.** These issues will be taken on as the core	**2009 – 2012**

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adverse factors **Major issues pointed out included:** - ***Overall Shortages of Teachers*** in rural schools, especially female teachers, and a relative oversupply of teachers for the schools in convenient/urban locations. - ***Large Classes* 72-120** Crowded classrooms - group work done in crowded classrooms and some boys and girls could not share their books in any useful way - ***Shortage of classrooms*** - ***Unequal deployment of teachers in schools*** - ***Textbook Ratio*** 1:3 – 1:4 in Municipal schools to 1:6 in rural schools - ***Shortage of exercise books*** affected the students from weaker soci-economic backgrounds more - ***TLM for Lower Primary Grades****:* Learning material was very scarce particularly in the lower grades of the 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 basic utilities/facilities****: -* furniture, water, latrines and electricity especially in rural schools. Need for regularly followed up to ensure water treated properly and the facilities are well maintained so that the water remains fit for human consumption and children learn good health practices	LGA MOEVT School Management Committees Village Governments SEN Oxfam TENMET TTU	advocacy issues for 2009-11.	

Findings/ Recommendations	Organizations/ Person responsible for implementation	Response agreed or not agreed. If not agreed state alternative solution	Planned Implementation Date
18.0 Better Staff Deployment 18.1 A different structure and staff deployment strategy 18.2 OXFAM staff should be mobilised to work more with the Ward Education Coordinators, Head teachers and School Committees to intensively monitor outcomes and change at the school level at least once every three months, particularly to manage the expected change at classroom and school 18.3 Monthly monitoring meetings of the education unit at OXFAM should discuss the school-by-school situation 18.4 Provide effective feedback to schools and education officials	Kanchan Sinha – CD Ellen Binagi PC Education Mashaka Nyenza HR manager	18.1 **Partially Agreed.** For the next phase, Oxfam will play a different role in the programme. From December 2008 EQUIP was officially handed over to the Shinyanga Authorities to manage it. Oxfam will play more of an advisory/technical support role to the LGA, and therefore there will be a revised, scaled-back, staff structure and new MOU in Shinyanga. 18.2 Oxfam will not take lead role but will technically support/backstopping the LGA to revive monitoring structures and to intensively monitor outcomes and change at the school level and in the classroom. 18.3 & 4 Joint (Oxfam and district Councils) planning and monitoring meeting will take place but even with these, the LGA will lead and provide feedback to schools and PCC	**2009 - 2012**
19.0 Different Phased Implementation Strategy 19.1 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. The better schools within easy access were frequently visited and supplied with TLMs than the most remote schools in rural areas. 19.2 Most of the teachers in rural schools (particularly the remote do not regularly teach students let alone facilitate child-centred learning. Similarly, the Mentors rarely mentor teachers and the schools are rarely visited either by Oxfam or District Officials. Begin phase three intervention starting with schools in remote rural areas of the Shinyanga District Council.	LGA Oxfam LGA Mentors	19.1 **Agree.** In phase three we will work with LGA and follow a different implementation phasing to ensure we start with the remoter rural schools. This also will apply when supplying TLMs and other resources or supportive inputs. 19.2 **Partially agree** because we feel this is a bit generalized. However, we agree that we will begin phase three intervention starting with schools in remote rural areas of the Shinyanga District Council.	**From may 2009**