EQUIP-Tanzania – improving primary school learning outcomes, especially for girls
Programme funded by People of UK in Support of better learning outcomes at basic level, especially for girls. (*Part of efforts to build an education system that can support Tanzania growth and development ambitions*)

**Aims for Quality at the heart of Classrooms**

- Improving teacher performance (*CPD, SRP*)
- Strengthening School Leadership & Management (*SIS, SDP, PM*)
- Enhancing District Planning and Management (*MB, WEO G, Fund D*)
- Strengthening community participation and accountability
- Strengthening learning and dissemination of results (*SC, PTP, IGA*)

**Where is EQUIP-T working?**

- 7 regions (* + 2 regions*)
- 51 Local Government Authorities (* + 12 LGAs*)
Program implementation progress

- 4,500 Schools
- 49,000 teachers
- 2.3 million primary children
- 2,792 School Readiness Centre
- 160,000 School Readiness children

Funding

- £50m over 4 years (£23m decentralised to LGAs)
- Extension: £ 30 m: + 2 years. Construction, inclusion, gender

**EQUIP-T – engages all sectors of Government, Schools, Parents, Pupils & Civil Societies to strengthen the system at every level**
Theory of Change - Revised

Component 1A: Improving teachers’ performance
Component 1B: Improving rural access to quality pre- and early primary
Component 1C: Improved infrastructure and climate resilience
Component 2: Improving school leadership and management
Component 2B: Improving school level data
Component 3A: Improving district management of Education
Component 3B: Strengthening sub-national programme implementation
Component 4A: Strengthened Community Participation & Accountability
Component 4B: Enhancing Gender, Advocacy and Child Protection
Component 5: Strengthened Learning & Dissemination of results

Capability to learn to her/his full potential

Local level: Family & community constraints
School level: Headteacher and Teacher constraints
District & National level constraints

EQUIPT Outcome: Better quality education, especially for girls and approach ready for national scale up

Institutional strengthening: supporting national adoption and scale up

EQUIPT Impact: Better learning outcomes, especially for girls across Tanzania
System-led holistic quality improvement

- Improved quality of learning
- Teacher CPD
- District Planning
- School Leadership
- Community Participation
- School Readiness Programme
- Learning and dissemination

- Sub-National Ownership
- LGA Fund Decentralisation
- Motorbikes to WEC
- WEC grants and increased WEC school visits – partnership with Head Teacher
- School Information System
- School Development Planning
- Performance management
- School Committee Capacity Building
- Pupil Empowerment Clubs
- Parents in classrooms and on school compounds
- Community teaching assistants
- Pre-primary storybooks
- Teacher toolkits
- INSET videos
- Income generating activities
- PTP Grants
- Community commitment
- Enrollment and learning for children not previously in school

Gender Responsive Pedagogy
Evidence of positive impact so far:

- 43% increase in average reading speed – improvements statistically over and above national trend. Girls closing the gap to boys in numeracy and widening their lead in literacy.
- 95% of early grade teachers and 74% of ALL teachers attending school-based training sessions
- Classroom practice now more gender responsive, spatially inclusive and feedback is given to pupils more regularly – progress still needed in other areas
- SRP children significantly more advanced 2 months into primary school than those with no pre-primary and at the same level as those with 1 year of formal pre-primary
- Parents are now much more actively involved in school communities
- Programme influencing national level replication – INSET training approach, pre-primary improvements, adoption of School Information System
ASANTENI

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System-led holistic quality improvement

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Teacher CPD
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- District Planning
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- Learning and dissemination

- Gender Responsive Pedagogy
- All teachers participating in Early Grade INSET school-level learning
- Teacher toolkits
- INSET videos
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A decentralized, cost-effective, school-based INSET model that enables continuous professional development for all teachers

- Residential training (3-4 days 3 times a year)
- School-based INSET (3hrs twice a month)
- Classroom practice (continuous)
- Regular Ward cluster reflection (1 day/month)

Sharing of ideas and further professional support, led by TTC

In-depth professional training from TTC, supported by universities and LGA

Reflection, peer support, monitoring and mentoring based on classroom application

Cost-effective model to include all teachers
Improving teachers performance is not just about CPD and INSET training

Teacher support structures

- Training materials and videos
- Supplementary materials
- Learning from innovative School Readiness Programme
- Teacher toolkits – support local teaching aids
- PTP and parental support
- Collaborative environment among teachers
- Support System – HTs, WECs, DEOs and Tutors
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