



# TANZANIA PRE-PRIMARY TEACHER WORKFORCE

CIES CONFERENCE

APRIL 17, 2019



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# OUTLINE



PRE-PRIMARY  
SYSTEM CONTEXT  
IN TANZANIA



BACKGROUND,  
METHODOLOGY  
AND SAMPLE



PROFILE OF  
TEACHER  
WORKFORCE



RELATIONSHIP OF  
TEACHER  
CHARACTERISTICS  
WITH QUALITY  
AND OUTCOMES



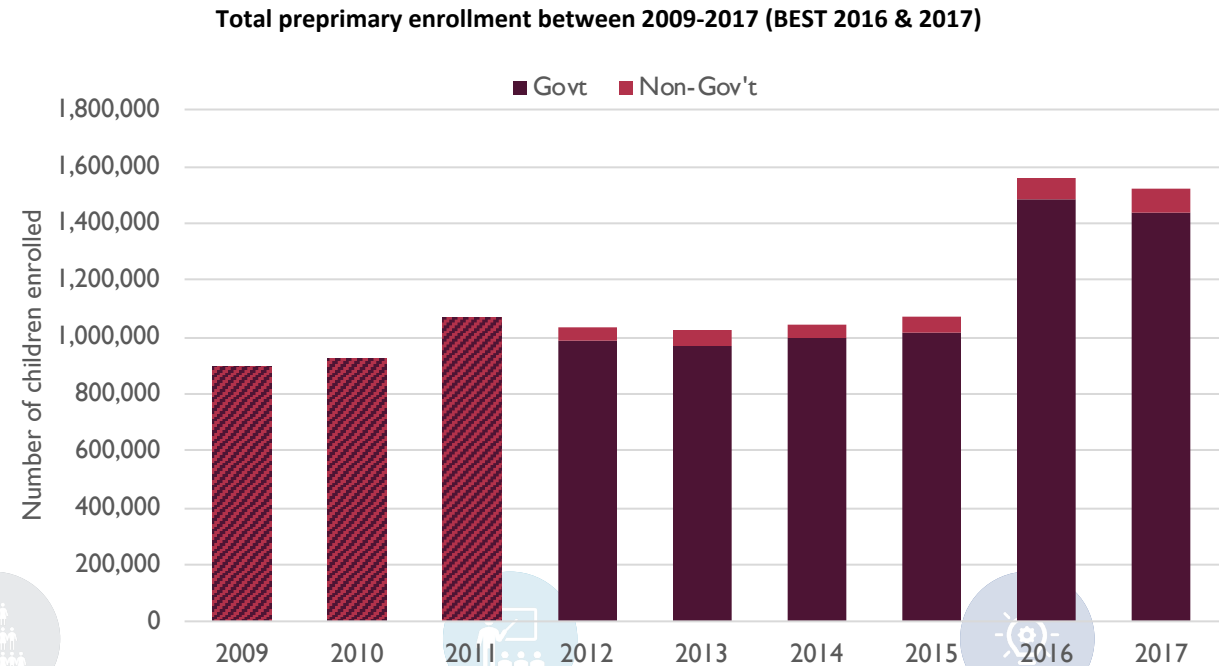
CONCLUSIONS  
AND LOOKING  
FORWARD

# WITH SERIES OF POLICY CHANGES, MAJOR INFLUX OF STUDENTS IN SYSTEM

- Series of policy changes:
  - Lowering entry age to primary school by one year
  - Introducing fee-free pre-primary school
  - Extending capitation grants to pre-primary
  - Introduction of new pre-primary curriculum



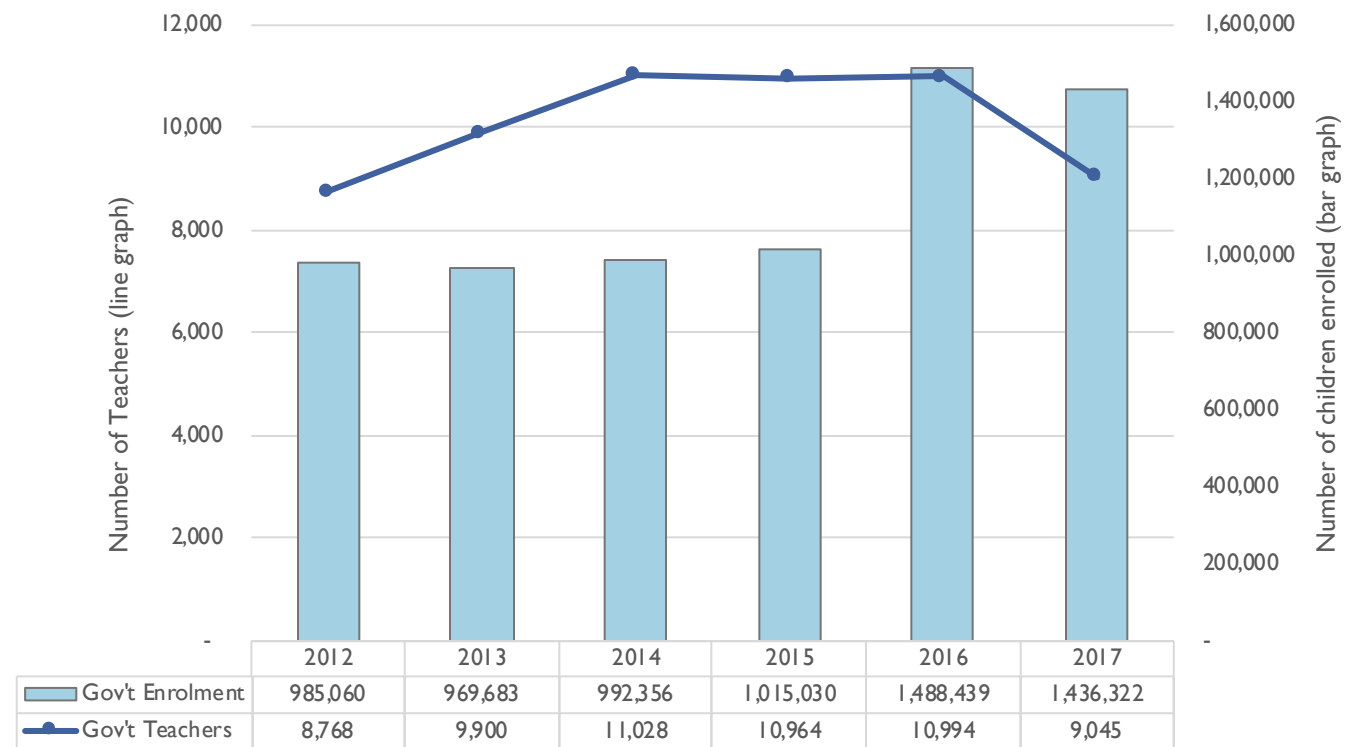
- Strain on system with major influx of students (45% in just one year)



# NUMBER OF TEACHERS DID NOT INCREASE WITH ENROLLMENT

- As of 2017, 1.4 million children enrolled in government preschool, but only 9,045 teachers.

*Comparison of number of Government pre-primary teachers with children enrolled*





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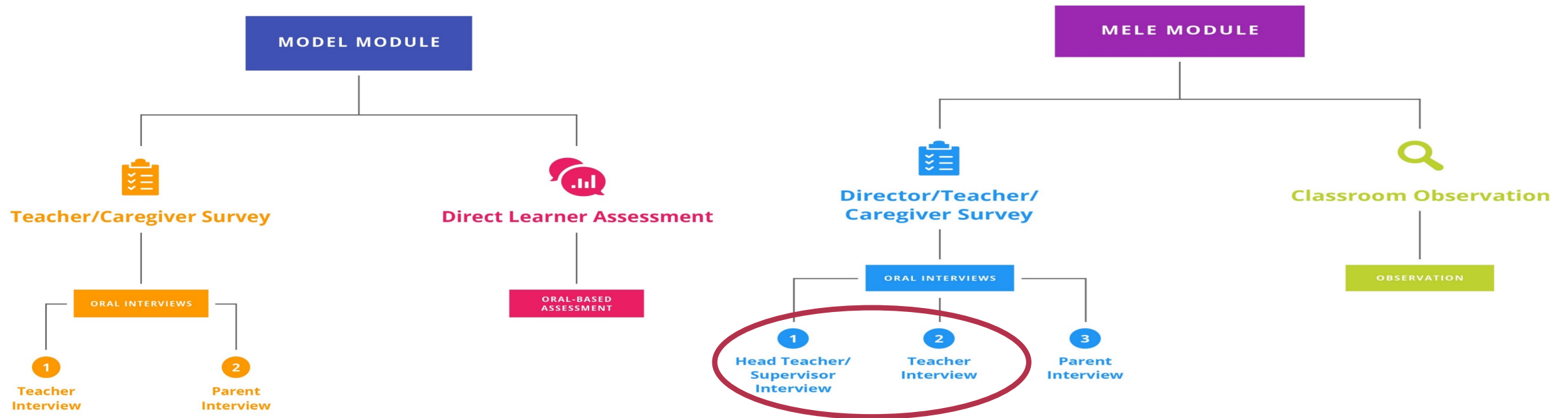
# STUDY INTENDED TO FILL KNOWLEDGE GAP ABOUT WORKFORCE

- As of 2015, little known on Tanzania's pre-primary workforce
- With lofty goals of expanding pre-primary, GoT faced with challenge of operationalizing these plans to ensure quality at scale
- MoEST Short-term Action Plan for ECE
  - Study sought to help Government examine current situation of the existing pre-primary teaching workforce



# DATA WERE DRAWN FROM 2017 NATIONAL MELQO STUDY

- MoEST (partnership with UNICEF, WB, RTI, DataVision) conducted national study on average levels of school readiness and overall level of pre-primary classroom quality.



**Focus on teacher characteristics and relationship of teacher characteristics with classroom quality and learning**

# SAMPLE

Overview of teacher and pre-primary school sample, by location and gender

	Rural	Urban	Total
<b>Pre-primary schools</b>	48	22	70
<b>Teachers</b>	43	22	65
<b>Head Teachers</b>	48	21	69

- Nationally representative sample of 70 pre-primary schools from 7 regions in Mainland Tanzania
  - 73% female
  - Mean-age 43 years old [23-50]







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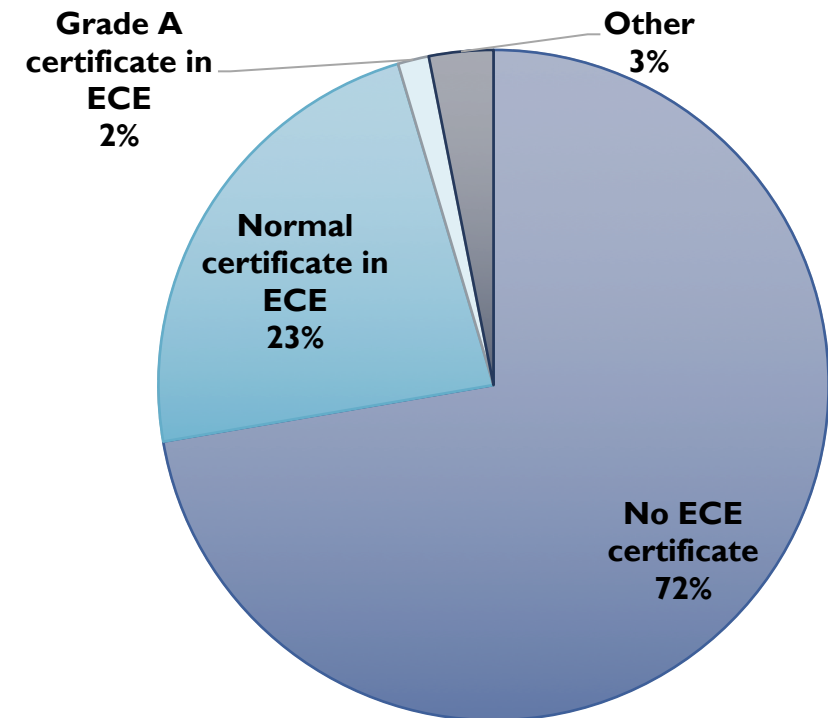


CONCLUSIONS  
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# MOST PRE-PRIMARY TEACHERS HAVE NOT RECEIVED SPECIALIZED TRAINING IN ECE

- EMIS (2017): 87% of teachers in government schools considered qualified.
- Most pre-primary teachers hold official qualifications to teach general primary, **majority of pre-primary teachers have not completed specialized pre-service training.**

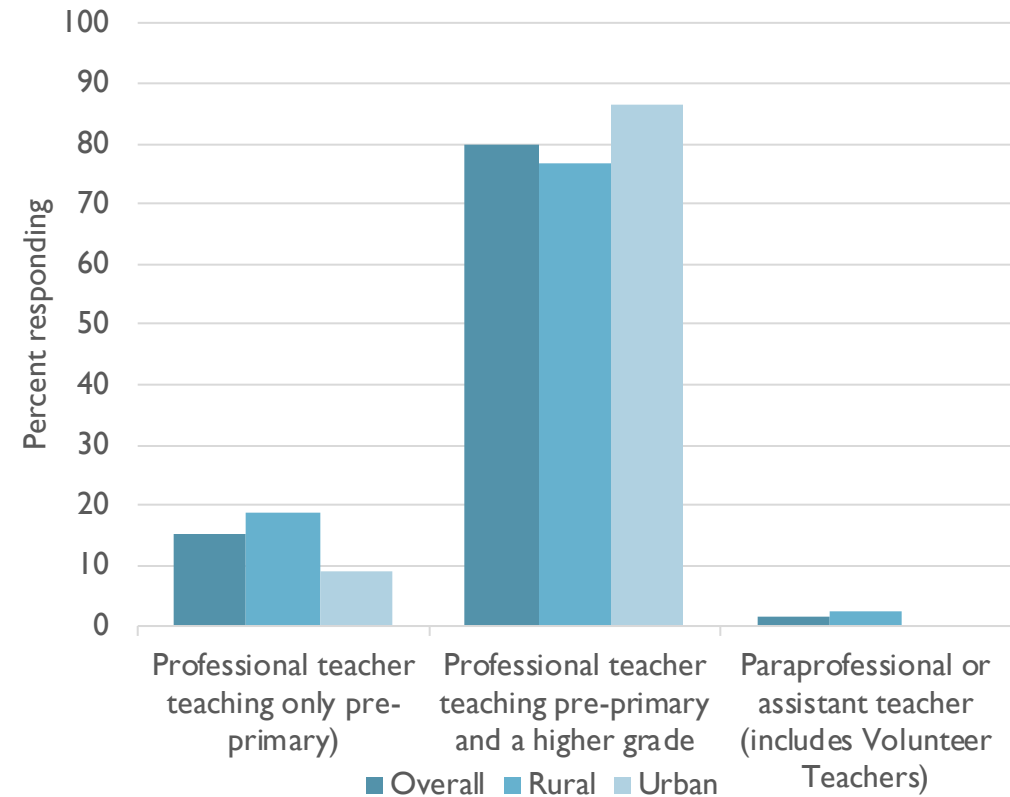
*Specialized certification in ECE*



# MAJORITY OF PRE-PRIMARY WORKFORCE TEACH ANOTHER GRADE IN ADDITION TO PRE-PRIMARY

- Teachers who taught exclusively pre-primary were more likely to hold ECD certificate
- Teachers teaching pre-primary and a higher grade more likely to have diplomas.

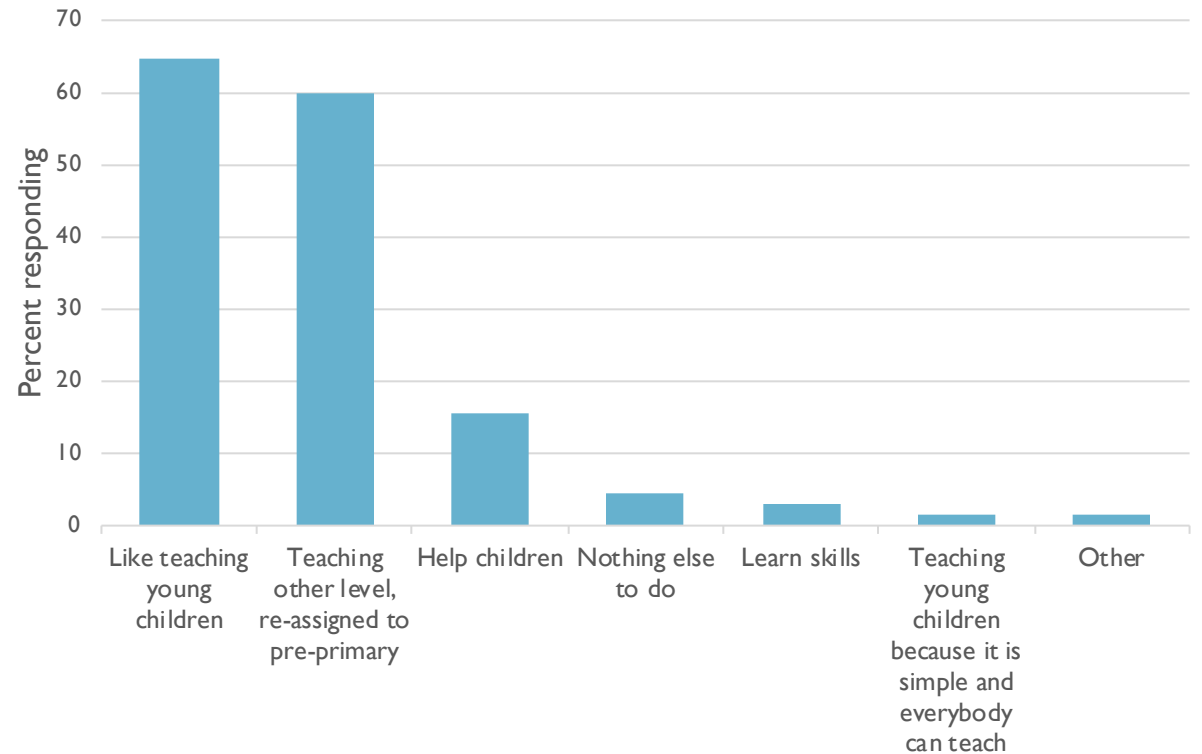
*Pre-primary teacher professional status*



# MORE THAN HALF OF PRE-PRIMARY TEACHERS DID NOT CHOOSE TO TEACH PRE-PRIMARY

- Most cited reason for working in pre-primary is enjoyment of working with children.
- Second most cited reason: simply assigned to level

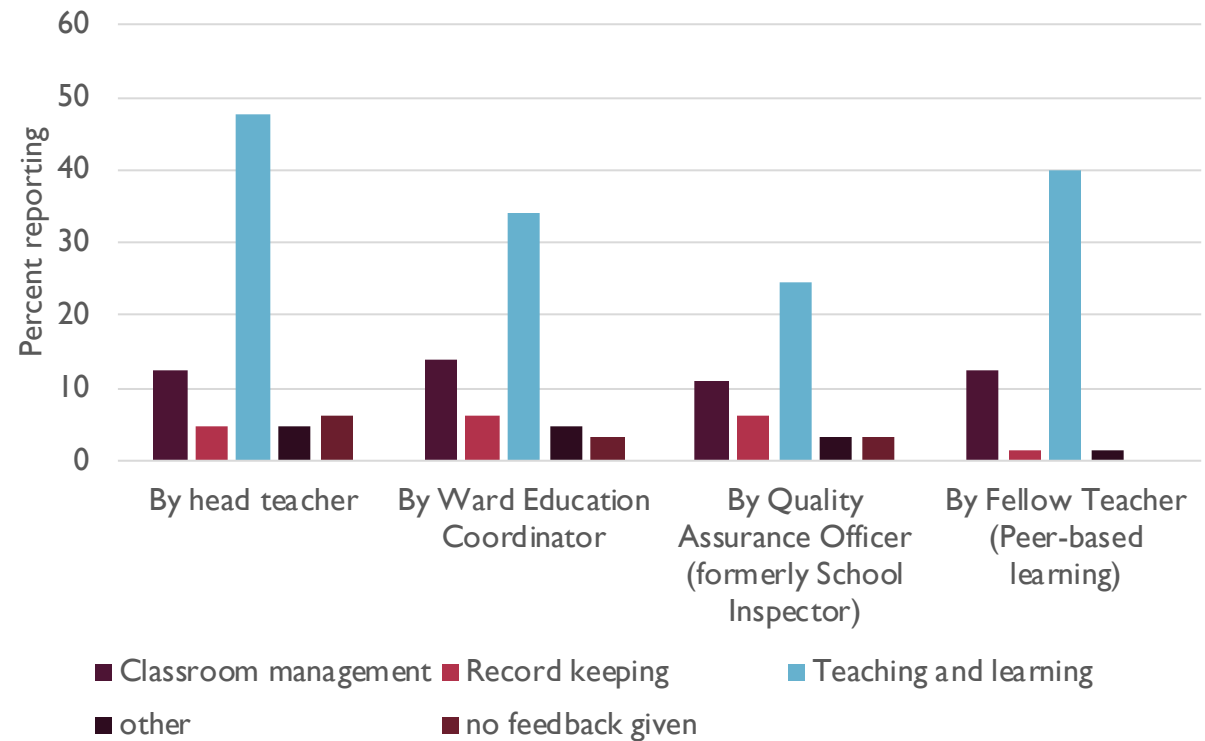
**Reasons for becoming a pre-primary teacher (not mutually exclusive)**



# TEACHERS WANT MORE SUPPORT ON PEDAGOGICAL APPROACHES FOR YOUNG CHILDREN

- Most teachers have received support or supervision from either head teachers, ward education coordinators, or fellow teachers.
- If they received support, most feedback focused on teaching and learning issues.
- Main area where teachers would like additional guidance is in pedagogical approaches for young children.**

*Type of support and feedback provided to teachers*



# MOST PRE-PRIMARY TEACHERS SATISFIED, BUT MAJORITY ALSO FEEL OVERWHELMED

## Teacher motivation and attitude

I feel I have the training I need to be an effective pre-primary teacher

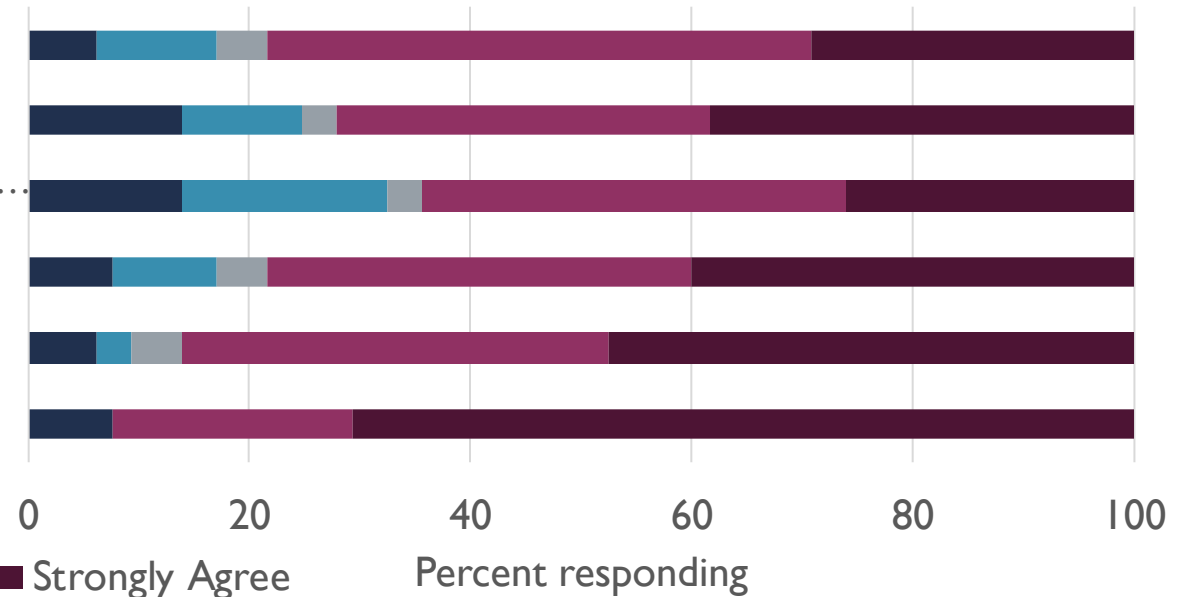
→ I feel the role of pre-primary teacher is valued

→ I have adequate support and resources from the school in carrying out my...

→ I am overwhelmed with the amount of work I have

→ I receive adequate support from my Head Teacher

→ I am satisfied with my job



■ Strongly disagree
■ Disagree
■ Neutral
■ Agree
■ Strongly Agree

Percent responding

### Additional data available on other teacher characteristics:

- Compensation
- Years of experience
- In-service training
- Motivation/career plans
- Support and supervision





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# ARE THERE CERTAIN TEACHER CHARACTERISTICS ASSOCIATED WITH BETTER CLASSROOM QUALITY AND CHILD OUTCOMES?

## Quality domains and items used in factor analysis

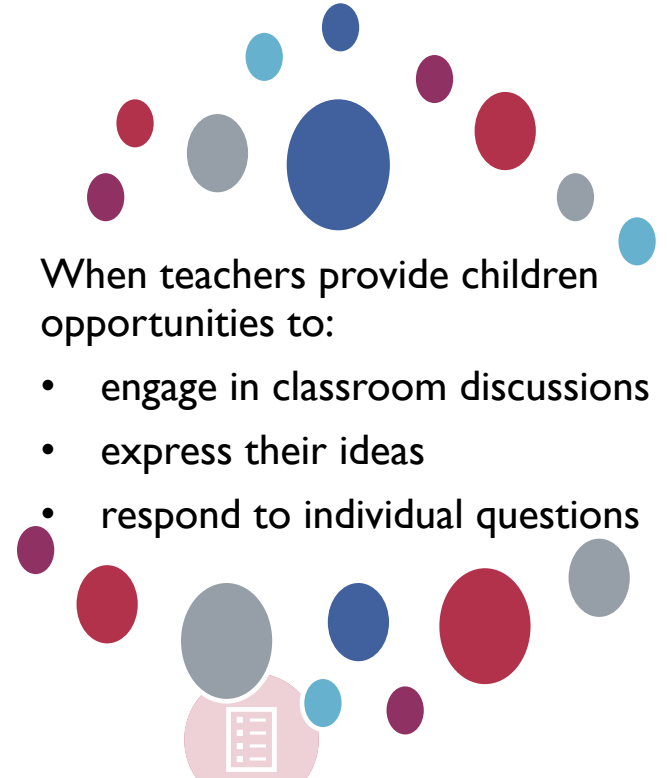
Domain	Quality Expectations	Item
Child Participation	Teachers give children many opportunities to participate in classrooms, and engage children individually to promote their learning	Teachers give children opportunities to answer questions individually
		Children ask questions or express ideas
		Teacher individualizes her instruction and interactions to meet the needs of students
Sophisticated Pedagogy	Teacher supports children's development and understanding, by engaging children in dialogue, building on previous knowledge, and offering examples and materials to supplement teaching	Age-appropriate instruction of numbers
		Age-appropriate instruction of concepts of time
		Age-appropriate instruction of concepts of characters
		Age-appropriate instruction of pre-reading
		Age-appropriate instruction of pre-writing





# POSITIVE TEACHER PRACTICES ARE ASSOCIATED WITH BETTER CHILD OUTCOMES

- **Participatory teaching** and better **overall pedagogy** associated with better child outcomes (literacy, numeracy, executive function)



When teachers provide children opportunities to:

- engage in classroom discussions
- express their ideas
- respond to individual questions



better child  
learning  
outcomes



# POSITIVE TEACHER PRACTICES ARE ASSOCIATED WITH BETTER CHILD OUTCOMES (CONT.)

- Teachers' use of sophisticated pedagogy (age-appropriate instruction of curriculum competencies and several elements of supportive teacher/child interactions) is associated with children's social skills

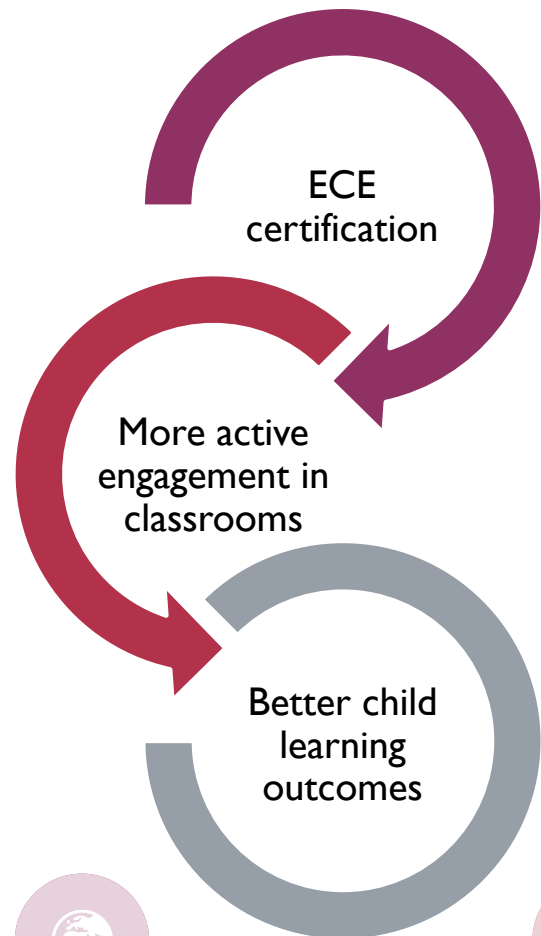
When teachers..

- Use more descriptive language
- Build on children's knowledge
- Give children many opportunities to participate

Better  
social skills  
in children



# SPECIALIZED TRAINING IS ASSOCIATED WITH HIGHER QUALITY TEACHING PRACTICES AND BETTER CHILD LEARNING



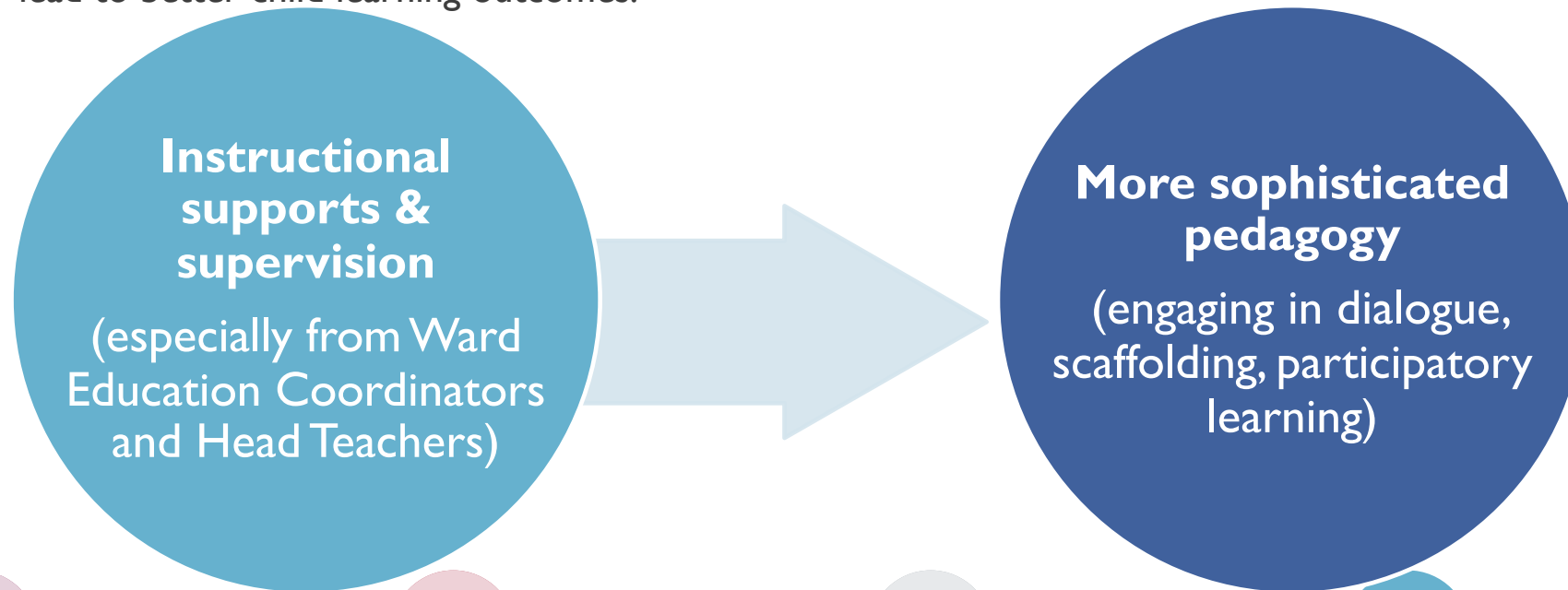
- Specialized training in ECE, is associated with higher quality teaching practices
- ECE certification is also associated with better learning outcomes (math and numeracy)
- Level of education (defined as “qualified” vs. “not qualified”) is not associated with child learning outcomes.

**Providing specialized training in ECE, to all teachers regardless of overall education and training, may improve ECE quality and children’s learning outcomes.**



# ONGOING SUPPORT AND SUPERVISION FOR TEACHERS IS ASSOCIATED WITH BETTER QUALITY TEACHING

- One-off in-service training is not associated with better teaching practices
- However, ongoing support does show promising associations with better pedagogy
  - Teachers who receive more instructional supports and supervision tend to demonstrate stronger teaching practices that lead to better child learning outcomes.





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# POLICY IMPLICATIONS

- Promising direction for specialized training in ECE.
- Training should emphasize quality teaching practices including supportive teacher/child interactions, age-appropriate instruction, asking open-ended questions, giving children opportunities to participate and engage in discussions and express their own ideas.
- Investing in continuous professional development and reducing existing fragmented efforts for in-service training is needed.
- Mechanisms should be considered for alternate training and certification to need for an expanded pre-primary workforce.



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