

Policy Impact Story

Tanzania | 2024



The Story

PlayMatters Tanzania worked alongside the Government of Tanzania to co-create LtP guides for Pre-primary and Primary school teachers. Together, they developed a range of teacher resources, including: a teacher resource book, a training facilitator guide and a game book. The goal was to standardise these resources and make them adaptable for educational settings in both host communities and refugee environments.

In partnership with



The LEGO Foundation

The Change

In 2021, PlayMatters Tanzania partnered with Tanzania Institute of Education (TIE) to co-create the LtP guides which align with the newly developed pre-primary and primary curriculum. TIE, an institution under the Ministry of Education, Science and Technology, plays a critical role in designing curricula for various educational levels, including Pre-primary, Primary, Secondary, and teacher education. Their key responsibilities include:

- ✓ Designing and developing curricula for various educational stages.
- ✓ Conducting in-service and pre-service teacher training for effective curriculum implementation.
- ✓ Overseeing education quality assurance in teaching methods, objectives, and materials.
- ✓ Providing technical advice to the government and other stakeholders to enhance education quality.

Recognising TIE's expertise and mandate, PlayMatters engaged with them to integrate Learning through Play (LtP) principles into the teachers guides which align with the updated curriculum. The new Education and Training Policy emphasised 21st-Century skills such as communication, collaboration, creativity, and critical thinking, which necessitated an update to existing teaching materials.

TIE welcomed PlayMatters' collaboration as it aligned with their goal of adapting resources to meet the new policy's requirements. This partnership significantly advanced the dissemination of LtP methodologies in PlayMatters' project locations. The newly-developed teacher guides have enhanced teacher training by improving lesson planning, identifying teaching requirements, and using local materials effectively. These guides are designed to be adaptable to various contexts and learning needs, incorporating modules on teacher wellbeing, inclusion strategies, and gender sensitivity.

In 2023, TIE endorsed PlayMatters' teacher training materials for pre-primary and primary levels for piloting in PlayMatters project areas, with collaboration from tutors at Kasulu and Kabanga teacher training colleges. These guides have been recognized by TIE as high-quality and adaptable resources, receiving approval from key Education in Emergencies (EiE) partners for use in refugee camps. This endorsement represents a significant milestone in enhancing and standardising quality education in both host communities and refugee camps across Tanzania.

What did PlayMatters do to make this change happen?

PlayMatters' collaboration with the Tanzania Institute of Education (TIE) was formalised through a Terms of Reference and further reinforced by a MoU with Ministry of Education Science and Technology (MoEST).

A designated focal person from TIE's department was appointed to provide ongoing guidance and support throughout the project. TIE took the lead in identifying and assigning the appropriate technical staff for the development and review of the materials.

The co-creation process involved several key steps:

- ✓ **Stakeholder Engagement:** PlayMatters organized meetings with the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PoRALG) to advocate for integrating the Learning through Play (LTP) approach into the education system.
- ✓ **Consultation:** PlayMatters and TIE, in consultation with MoEST, assessed the need for developing LTP materials and agreed on the approach.
- ✓ **Co-Creation Meetings:** Multiple consultative meetings were held to determine the need for and the approach to co-creating LTP materials. Subsequently, working sessions with TIE led to the development of three primary resources: the Teacher Resource Book, the Teacher Training Facilitator Guide, and the Game Book, among others.
- ✓ **Testing and Piloting:** The teacher training guides were tested and piloted in collaboration with Kasulu and Kabanga teacher training colleges and district school quality assurers to gather feedback and refine the materials.
- ✓ **Refinement and Finalization:** The new teacher guides were collaboratively refined with TIE, incorporating successful elements from the pilot phase and ensuring alignment with the new curriculum's competence-based teaching methodologies, including LTP.

Through these activities, the materials were updated to integrate effective teaching practices and adapt to the needs of the new curriculum.

How Long did this Take?

Here is a brief summary of the process for the development and implementation of Learning through Play (LtP) guides. This process ensures that the guides are carefully developed, tested, and improved based on real-world feedback before they are widely distributed.

Aug 2021	PlayMatters Tanzania approached TIE to explore collaboration on LtP guides.
Sept 2022	An agreement was reached to design new LtP guides.
Oct 2022	The guides were developed.
Jan – Feb 2023	The guides were piloted.
Apr 2023	Gap analysis conducted to assess the usage of the guides.
May 2023	Guides revised and refined based on the gap analysis.
2024	Anticipated mass printing and dissemination of the refined guides.

Other Partners and Institutions Engaged

Although not exhaustive, the following highlights key moments in the development of new teacher guides in partnership with TIE and other stakeholders:

- ✓ The materials created with TIE underwent multiple rounds of piloting and refinement. This process involved input from tutors at Kasulu and Kabanga teacher training colleges, school quality assurers, regional and district academic officials, BAKITA, the Tanzania Library Board, and universities (UDOM & DUCE).
- ✓ PlayMatters played a crucial role in facilitating several revisions of these documents with other partners in the EiE working group. This collaboration not only secured buy-in from EiE partners but also allowed for contextualization and validation of the LtP methods and teacher training approaches.

What Role did PlayMatters Play?

PlayMatters spearheaded discussions with TIE to highlight gaps and needs arising from the new curriculum, leading to the co-creation of new teacher guides with TIE. Consequently, the teacher guides now incorporate PlayMatters' definition of LtP, along with essential elements from the PlayMatters Core Package, including 'play-based pedagogy,' 'inclusive learning strategies,' and 'gender-sensitive approaches.' The materials will be uploaded to LMIS where teachers can access them via their tablets.

What is the Evidence of this Contribution?

The primary evidence of the integration of LtP methodologies is the teacher guides themselves, which incorporate key elements and approaches from the PlayMatters Core Package. Additionally, reports and meeting minutes from discussions with TIE and other key stakeholders, as well as the review process of the strategy, further serve as evidence.

What is the Potential Impact of this Change?

The anticipated impact of this initiative is substantial, as it is set to enhance pedagogical practices nationwide for all primary teachers. With approval for adaptation in refugee education, the potential effects are expected to be significant both in the national education sector and in refugee schools and learning centers. The Tanzanian education curriculum recognises LtP as a key teaching and learning method that supports learners' well-being, holistic development, and 21st-Century skills, facilitating PlayMatters' collaboration with TIE and MoEST in co-creating these guides.

It's important to note that while the introduction of play-based learning into teacher guides initially involved other partners, new approaches aligned with the latest Education and Training Policy were necessary. The revised teacher guides now enhance LtP methodologies, offering a more modular approach that helps teachers design their own activities and lesson plans. They also emphasise the importance of teacher well-being to create a conducive learning environment where children can thrive through play.

Who Benefits?

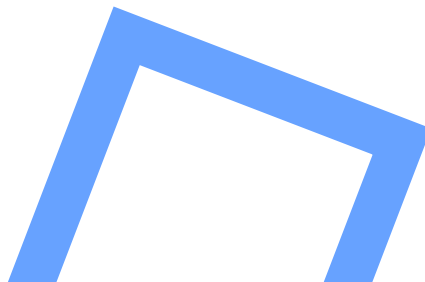
National primary teachers in the project areas have been trained in the application of LtP methodology and have access to LtP methodology guides, enhancing their teaching skills through professional development sessions conducted at the school level. Additionally, it is anticipated that all primary teachers across Tanzania will be able to access these guides via the LMIS.

Refugee teachers will utilize the LtP methodology guides in their professional development training during TLC sessions at their schools to enhance their teaching practices.

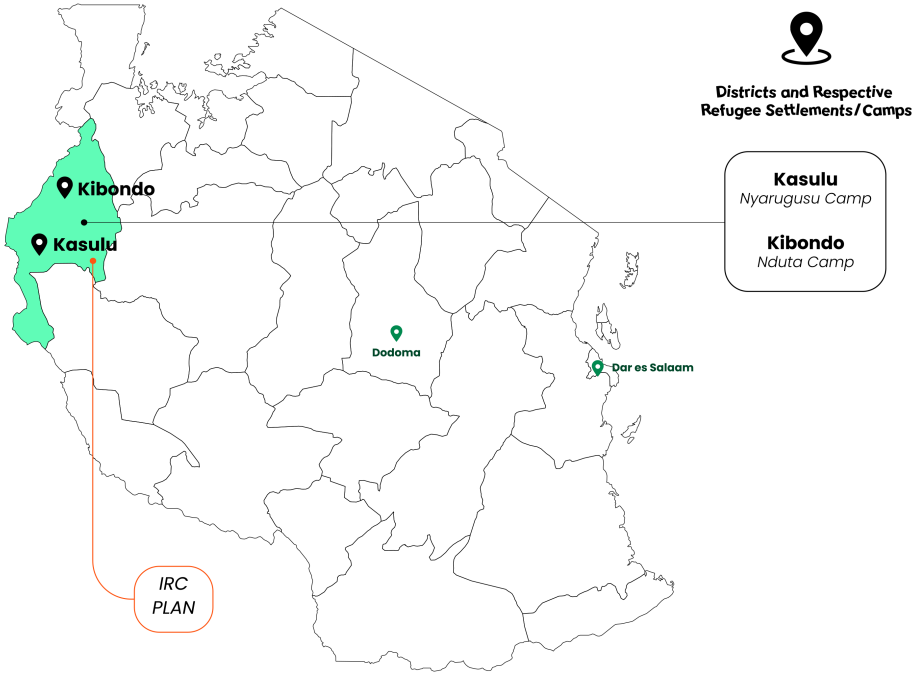
For children, both in refugee communities and Tanzanian host communities within the project areas, the benefits include improved playful learning, enhanced well-being, inclusive quality education, and holistic development, which will strengthen their 21st-Century skills.

What's Next:

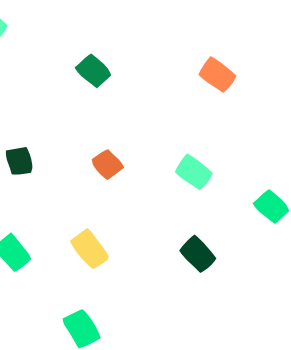
- ✓ PlayMatters will continue to collaborate with TIE through standard processes required to upload the materials in the National Learning Information Management System (LMIS).
- ✓ PlayMatters is exploring the possibility of providing support to TIE by utilizing digital technologies to optimize LtP teaching methods.



Tanzania



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