

PlayMatters

Policy Impact Story

Tanzania | 2024



The Story

PlayMatters partnered with the Agency for The Development of Educational Management (ADEM) to review and update the school leadership training manual, incorporating the Learning through Play (LTP) approach.

In partnership with



The LEGO Foundation

The Change

In September 2023, PlayMatters Tanzania reached out to the Agency for the Development of Educational Management (ADEM) to activate the Teachers Continuous Professional Development (TCPD) committees. This initiative required a review of the existing School Leadership Manual to better equip the committees for supporting the Learning through Play (LtP) approach in their schools. ADEM, an Executive Agency established under the Executive Agencies Act Cap.245, focuses on enhancing education management in Tanzania through training, research, and consultancy services. ADEM agreed to collaborate with PlayMatters to revise the manual and develop a TCPD guide aimed at training these committees and empowering them to assist teachers with LtP lesson delivery.

In November 2023, PlayMatters, alongside ADEM, engaged the Tanzania Institute of Education (TIE), the Ministry of Education Science and Technology (MoEST), the President's Office Regional Administration and Local Government (PO-RALG), Regional Education Officers (REOs), and District School Quality Assurers (DSQAs) to review the School Leadership Guide and incorporate Learning through Play strategies and practices.

The PlayMatters consortium, with technical expertise from ADEM, TIE, and PO-RALG, supported the development of the TCPD guides. These guides emphasized peer coaching and mentoring, supportive supervision, classroom observation, and leading communities of practice. PlayMatters also trained District Academic Officers (DAOs) and District School Quality Assurers (DSQAs) as Trainers of Trainees (ToTs), who subsequently provided training to the TCPD committees in refugee camps in December 2023 and in host community schools in March 2024.

Prior to the revision, the Community of Practice (CoP) served as the TCPD support mechanism, but this role was reassigned to the TCPD committees, which were now responsible for organizing and leading the CoP. The review process clarified these roles and integrated Learning through Play strategies, gender inclusion, and teacher/learner wellbeing as essential components of the guidelines.

The trained TCPD committees have played a crucial role in developing action plans for school-based CoP implementation, peer coaching, and improvement plans for teachers facing challenges with LtP strategies. School leaders are now actively encouraging and supporting teachers in implementing LtP, collaborating with school management to engage parents in this effort. This support has enhanced teachers' motivation to deliver LtP lessons and increased their receptiveness to coaching and mentorship.

What did PlayMatters do to make this change happen?

In November 2023, PlayMatters collaborated with ADEM in the following activities.

- ✓ Engaged TIE, MoEST, PO-RALG, Regional Education Officers (REOs), and District Quality Assurers (DSQAs) to co-create the school leadership materials which incorporate LTP intervention.

- ✓ PlayMatters provided financial, logistical and technical support on; development of the guide for the TCPD committee, ToT training and training of the TCPD committees in refugees camps and surrounding host communities.

- ✓ PlayMatters also worked with DSQAs and District Academic Officers (DAOs) to organize the quarterly reflection meetings with the committee to discuss their support to LTP implementation in their respective schools. Through these meetings TCPD committees are advised and supported to resolve challenges, by their peers from other schools, PlayMatters and government officials at the district level (DSQAs & DAOs).



How Long did this Take?

PlayMatters approached ADEM in September 2023 and discussed the possibility of activating the school level TCPD mechanisms by creating guides and capacitating the committees on how to support LTP implementation in their respective schools, realizing that the existing school leadership and management guides did not incorporate LTP approaches. In October 2023 ADEM agreed to work with PlayMatters in the co-creation of the guides. In November 2023, PlayMatters collaborated with ADEM and engaged other government institutions such as TIE, MoEST and PO-RALG in the development/co-creation of the LTP-incorporated school leadership (SMC) and training guides. ADEM facilitated the Training of DSQAs and DAOs as ToT in December 2023. The TOT cascaded the training to the TCPD committees and SMCs from both refugees' and host community schools in December 2023 and March 2024 respectively.

Other Partners and Institutions Engaged

While ADEM was the lead for the collaboration with PlayMatters by virtue of its mandate, other institutions were also involved in this process.

These included:

- ✓ Ministry of Education Science and Technologies (MoEST)
- ✓ President's Office Regional Administration and Local Government (PO-RALG)
- ✓ Tanzania Institute of Education (TIE) who technically supported the development of the training guides and allowed PlayMatters project to operate in the public schools within the project locations
- ✓ District Academic Officers (DAO) and District school quality assurers (DSQA) from the project area (Kibondo and Kasulu Districts) who were trained by ADEM as the ToT who further delivered training to the TCPD committees.

What Role did PlayMatters Play?

PlayMatters spearheaded discussions with ADEM to revise the school leadership guides, concentrating on enhancing the capacity of TCPD committees to support LtP implementation in schools. The revised TCPD mechanism by MoEST in 2023 highlighted the crucial role of school-based TCPD committees. TIE endorsed the use of LtP content co-created with PlayMatters, noting its alignment with the updated curriculum. Consequently, MoEST, TIE, and Po-RALG agreed to collaborate with PlayMatters and ADEM to develop school leadership and TCPD training guides. These guides are designed to empower TCPD committees with the necessary resources, skills, and motivation to effectively implement LtP. As a result, the TCPD mechanism has been successfully activated in the project area.

What is the Evidence of this Contribution?

The ultimate evidence is the developed TCPD guides with LtP methodologies integrated, reflecting key elements and approaches from PlayMatters Core Package. Currently the school TCPD committees in the project area have started to function and there is an emphasis on LtP lesson delivery, peer coaching and mentorship, as well as supportive supervision and regular community of practice meetings. Besides this, reports and minutes from the meetings with ADEM and key stakeholders including the TCPD activation process are testimony to the achievements.

What is the Potential Impact of this Change?

The impact is significant since there is an element of activated TCPD mechanisms and improved schools and classroom LtP practices in the project area benefitting all pre-primary and primary teachers.

Who Benefits?

The following groups will benefit from the changes relating to the activation of the TCPD committee as below.

School Leadership:

With skills on leading of CoP sessions, supporting peer classroom observations, peer coaching and mentorship as well as supportive supervision. The TCPD committees are in a better position to support teachers in schools and ensure delivery of quality instruction which will result in learners wellbeing and their holistic development.

National Primary Teachers:

School leaders were trained using the new TCPD guides hence, host community pre-primary and primary school Teachers will benefit from mentorship, coaching and peer support offered by their leadership at school.

Refugee Teachers:

Majority of TCPD committees in schools in Nduta and Nyarugusu Camp are already trained and leading the teachers' learning cycles in their respective schools. The guides are particularly useful because they focus on the use of LtP to ensure wellbeing, gender, inclusion and holistic development skills of refugee children. These are areas that are highly needed in the camps. All teachers from refugee schools supported by the project will be trained on supervision of TCPD activities so that they can support teachers to implement LtP.

Children:

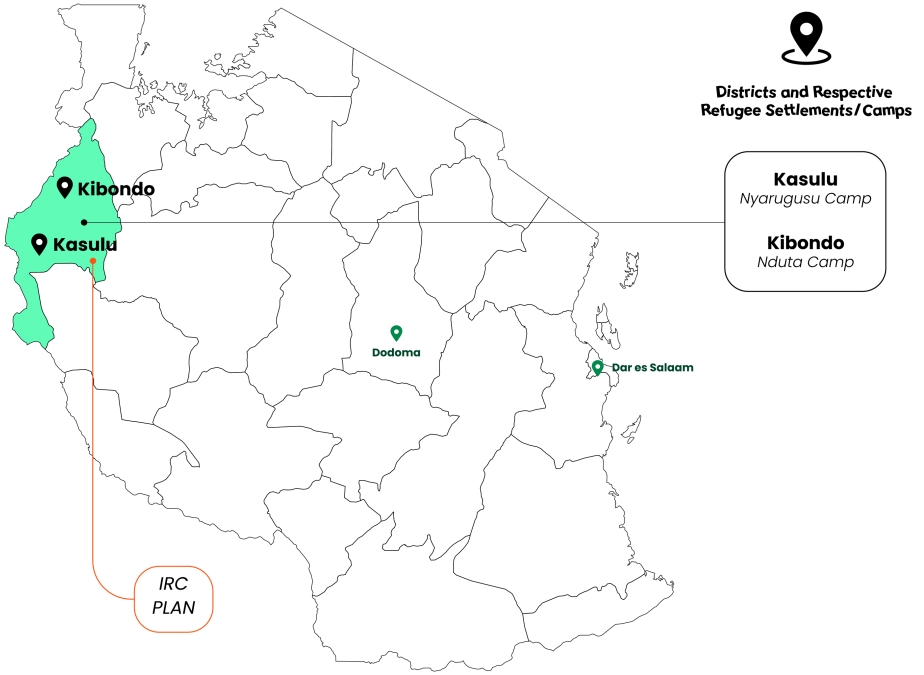
Refugees and host community children in the project location in Tanzania Will experience better Play-based learning, improved wellbeing, inclusive quality education and holistic development which strengthen 21st Century skills.

What's Next:

PlayMatters is looking forward to continuing to engage ADEM and TIE to ensure the TCPD guides are made available in the Learning Management Information System (LMIS) and can be accessible to all TCPD committees in schools across the country.



Tanzania



International Rescue Committee (IRC)
Plan International (PLAN)





For more information, please contact:

PlayMatters Regional Office,
Plot 8, Lower Naguru East Road, Kampala, Uganda
Tel: +256 (0) 394 822 224, +256 (0) 200 900 697
www.playmatters.org

