

Empowering Local Educators:

Instructional Coaching for Sustained School Improvements in Rural Tanzania

School Spotlights | Monduli District, Arusha Region, Tanzania | 2021 - 2022

Ensuring children receive an equitable, quality education starts with having great teachers. Teacher quality is the single biggest school-related factor in student success (Oppen, 2019). However, in underserved and rural communities, due to limiting factors like isolation and constrained budgets, schools lack access to the one tool that reliably impacts student achievement: high-quality teacher training.

TeachUNITED bridges those gaps by combining community-based teacher coaching with evidence-based pedagogical training in a scalable package that allows local education leaders to own, co-design, and adapt context-specific strategies to increase academic achievement.

In the 6 years since TeachUNITED started working in Monduli District, they have reached 2,156 educators in 75 schools, who in turn have served 89,925 students.

Of seven districts in Tanzania's Arusha Region, Monduli District is one of the most rural. Teachers and schools in the district face daunting challenges in ensuring students have access to quality education, as many children must labor in fields, and teachers are working with few resources and very large class sizes. We highlight two special schools from the Monduli District making great strides to improve teaching practices and student outcomes.



ENGUTOTO SECONDARY



6

Participating Teachers

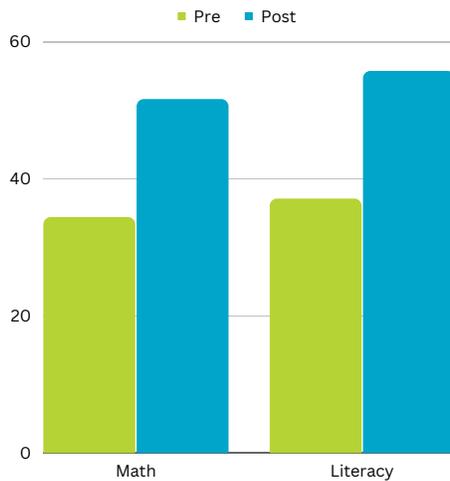


1,018

Students

Engutoto Secondary School is a boys and girls school that has been in operation since 2004. The school faces challenges ranging from connectivity issues to a lack of comprehensive teaching methods. TeachUNITED began working with teachers and leaders at Engutoto Secondary School in 2021 to improve both teaching practices and student outcomes.

Engutoto students improved 50% on both Math and Literacy assessments from pre to post program.



Simon Chipya, Math Teacher

Not only are teachers learning how to apply the strategies they are coached in, but they are also replicating the model in the classroom itself.

Engutoto Secondary mathematics teacher, Simon Chipya, adapted the TeachUNITED train-the-trainer model to use with his students.

Students who have already mastered content serve as “experts” who help teach and support their peers. Given that class sizes in Tanzania can be as high as 80-100 students, having support from these students allows Chipya to ensure more students are receiving direct support.



After TU, “it is now our responsibility to do our best teaching and learning in order to bring positive results.”
- Humphrey John Salila, Engutototo Secondary Teacher

OLARASH PRIMARY

Olarash Primary School students come from largely agricultural villages. Though mandatory enrollment laws have increased the number of students in school, schools in these rural villages often lack the family support and school materials to produce high student outcomes. TeachUNITED began working with teachers and leaders from Olarash Primary in 2021 to improve both teaching and learning in the community.



5
Participating
Teachers



585
Students

Percent Increases During TU Training



Literacy: +25

Math: +14

EGRA Scores: +77



Learning about and implementing data-driven instructional practices has had a transformative impact on student academics at Olarash Primary. Elinuru Sumari described how teachers used to depend solely on end-of-year evaluations. Now, with the use of formative assessment strategies learned from the TeachUNITED program, teachers can see how well students are grasping the material and follow up with individual students, ensuring none are falling behind.



“The results of TeachUNITED can be seen in students, in classes. Instead of the teacher talking for a very long time, you can see the students actively participating in class. This is because teachers are not the only source of knowledge, even the children learn things in their daily lives that can be applied in their school subjects. Through this TeachUNITED project, the children can now show us what they know. When you combine the child’s knowledge and that of the teacher, the child ends up getting a lot more from the class than usual.” -**Philipo Anthony Kadege, Headmaster at Olarash Primary**



“By using these techniques, I have started to see results. Children now love subjects that they had given up hope on, thinking that they are hard. These included Mathematics and Science.”

- **Sarah Michael Kinyanguli,**
Olarash Primary