



## Equity and Agency in Technology-Supported Teacher Professional Development in Tanzania

Research Instruments Pack

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## About This document

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# Equity and Agency in Technology-Supported Teacher Professional Development in Tanzania: Research instruments pack (English)

This pack contains research instruments developed by EdTech Hub, University of Dodoma, Aga Khan University, and Tanzania Institute of Education for the second phase of a study investigating the scale-up and local contextualisation of a national teacher professional development programme known as MEWAKA (Mafunzo Endelevu kwa Walimu Kazini, which translates as ‘teacher continuous professional development’ [TCPD] in English). The instruments draw on previously published research instruments used in Phase 1 of our research, plus examples from other sources.<sup>1</sup> For further information about the research project, please visit our project webpage.<sup>2</sup>

The research questions that guided this second phase of the project were:

- RQ1: How is the MEWAKA programme content, structure, and modality designed for adaptation to local needs? How are adaptations made across the multi-level MEWAKA ecosystem in practice?
  - RQ1A: What mechanisms exist in practice to support adaptation to teachers’ needs during implementation at the national, district, school, and CoL levels (e.g., through module choices or peer facilitation during CoL sessions)? Are the aspirations concerning adaptability within the MEWAKA programme design being realised at each level?

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<sup>1</sup> See Koomar, S., Massam, W., Jacob, W., Gervace, A., Adam, T., Hennessy, S., Chachage, K., Malibiche, M., Mutura, E., Mtenzi, F., & Mwakabungu, F. (2023). *Technology and Teacher Professional Development in Tanzania: Research instruments pack [Research Instruments and Tools]*. EdTech Hub. <https://doi.org/10.53832/edtechhub.0148>. Available at <https://docs.edtechhub.org/lib/GXM765F3>.

<sup>2</sup> See <https://edtechhub.org/evidence/edtech-hub-research-portfolio/impact-of-tech-supported-tpd-model-on-learning-tanzania/>. Retrieved 5 June 2025.

- RQ1B: Do new, unanticipated local adaptations arise? How are adaptations recorded, fed back, and acted on through the decentralised structure of the TPD ecosystem?
- RQ1C: Is there an appropriate balance between standardisation and agency for adaptation at school and teacher levels?
- RQ2: How adequately does MEWAKA support diverse needs and equitable participation of different teacher groups (gender, disability, rurality, and tech access, teaching experience, level of education/qualification)?
  - RQ2A: In what ways is the programme meeting different teachers' needs equitably? (e.g., are all teachers accessing MEWAKA and participating meaningfully in CoL sessions?)
  - RQ2B: Are any changes observed (associated with scaling MEWAKA) in teaching and learning practices or in teachers' knowledge and attitudes differentiated by teacher group?
  - RQ2C: What are the success factors and barriers across the MEWAKA ecosystem in supporting all teachers? (e.g., MEWAKA material access, sustained peer facilitator support or informal learning through social media)?
- RQ3: What are the successes and challenges experienced when implementing MEWAKA at national scale (including in comparison to the preceding small-scale trial).

We are making these instruments available to other researchers and practitioners and hope that they will prove useful. They are provided in editable format so that users can modify them as they see fit. However, some references to our own project activities will not be relevant to others.

We are open to feedback on any of the instruments listed.

The following pages contain links to the instruments. Click the links to view the instruments.

# Links to research instrument templates and packs

## [Participant Consent Forms Pack](#)

### **The pack contains:**

- Teacher verbal consent script
- Teacher written consent template
- Head teacher verbal consent script
- Head teacher written consent template
- Parent / caregiver consent and learner verbal consent script
- Parent / caregiver consent and learner written consent template
- Research participant verbal consent script
- Research participant written consent template
- Photography/Filming — Individual consent form
- Withdrawal of Consent

## [Classroom Observation Template](#)

## [TCPD Community of Learning \(CoL\) Observation Template](#)

## [Focus Group Discussion and Key Informant Interview Protocols Pack — Round 1](#)

### **The pack contains guidance and instruments for:**

- Guidance for the researcher
  - Adaptations for teachers with disabilities
  - Guidance on participatory FGD and KII activities (Round 1)
  - Guidance on collecting documentation from FGDs and KIIs
  - Guidance on taking photos of FGD or KII participatory products
- Participatory Teacher FGD Round 1
- Key Informant Interviews Round 1
  - National-level officer interview
  - Regional Education Officer Interview
  - District School Quality Assurance Officer Interview
  - Ward Education Officer interview
  - Teacher Resource Centre Coordinator interview
  - Headteacher interview
  - Peer Facilitator & Academic Teacher (Post-CoL) Interview

## **Focus Group Discussion and Key Informant Interview Protocols Pack — Round 2**

### **The pack contains instruments for:**

- Participatory Teacher FGD Round 2
- Small group interview with teachers with disabilities or chronic illness
- Participatory FGD for Peer Facilitator, Academic Teacher, and Headteacher
- Key Informant Interviews Round 2
- National-level officer interview
- Regional Academic Officer Interview
- District Special Needs Officer Interview
- Ward Education Officer interview
- KII for complementary TPD programmes

### **Surveys**

### **The pack contains templates for:**

- School survey for Headteachers
- Teacher survey

### **Analytical Memo and Transcription Templates**

### **The pack contains templates for:**

- School Memo
- LGA Officers Regional Memo
- KII Transcription Template
- FGD Transcription Template