

Uwezo Tanzania Prepares for National Large-Scale Learning Assessment



Uwezo Tanzania is preparing to conduct its 2026/27 National Large-Scale Assessment to measure foundational learning competencies in literacy, numeracy and life skills(Social-emotional Learning) among children aged 5–17 years across Mainland Tanzania and Zanzibar.

For Mainland Tanzania the assessment is expected to cover approximately 34434 children and 23,078 households across 1,155 sampled Enumeration Areas (EAs) from 31 regions of Tanzania mainland and Zanzibar. The exercise aims to generate evidence on children's learning outcomes and provide insights into the factors influencing their acquisition of foundational skills.

As a citizen-led assessment, the Uwezo Assessment 2026/27 depends on strong collaboration with more than 13 CSO implementing partners and over 1,155 volunteer enumerators from local communities. Together, these will support well-coordinated, high-quality household data collection across all participating districts.

What Is the Uwezo Assessment?

The Uwezo Assessment is a citizen-led, household-based assessment designed to generate evidence on foundational learning competencies among children aged 5–17 years. Unlike assessments conducted exclusively in schools, the household-based approach captures information on both school-going children and those who are out of school.

The assessment examines children's foundational literacy and numeracy skills, as well as life skills and other competencies covered by the approved assessment instruments. It also collects contextual information about households, schools and communities to help provide a broader understanding of the factors influencing the learning outcomes .

How Does the Assessment Contribute to Education in Tanzania?

learning outcomes.

Specifically, the assessment helps stakeholders understand the status of foundational learning among children across Tanzania and identify disparities in learning outcomes among different groups and communities. This evidence can inform education policies, planning processes and discussions on priorities for improving the quality and equity of education.

The assessment also promotes citizen participation in education accountability by generating accessible evidence on children's learning. Furthermore, its findings complement existing school-based assessments and administrative education data, providing additional insights into learning outcomes, including among children who are not enrolled in school.

Through these contributions, the Uwezo Assessment supports evidence-informed decision-making at both national and subnational levels, helping education stakeholders identify learning gaps and develop appropriate responses to improve children's foundational competencies.

The forthcoming assessment is therefore expected to provide valuable evidence to inform ongoing efforts to strengthen foundational learning and ensure that children acquire the essential skills they need for continued learning and future opportunities.

Uwezo ED Joins African Education Leaders at FLEX 2026 in Malawi



Uwezo Tanzania Executive Director participated in FLEX 2026 in Lilongwe, Malawi, joining education leaders, government officials, researchers, practitioners, and development partners from across Africa to explore strategies for strengthening foundational learning.

Representing Uwezo Tanzania, Executive Director Baraka Mgohamwende contributed to discussions under the theme **“**Scaling What Works: Evidence, Alignment and National Roadmaps for Foundational Numeracy.**”** The discussions highlighted the importance of using evidence to identify effective approaches, aligning education priorities and developing national roadmaps to improve foundational numeracy skills among children.

The Tanzania delegation also included the Minister of Education and other senior government officials, demonstrating the country's commitment to advancing foundational learning and improving education outcomes.

FLEX 2026 provided an opportunity for stakeholders across the continent to exchange experiences, share evidence-based practices and explore ways to scale successful

Through its participation, Uwezo Tanzania continued to champion the generation and use of evidence to inform education policy and practice. By working alongside government and development partners, the organisation reaffirmed its commitment to supporting efforts that ensure every child acquires the foundational literacy and numeracy skills needed to learn, grow and thrive.

My Village launches a new phase of learning support across six councils



Uwezo Tanzania, in collaboration with the Njombe Regional Government, launched Phase IV of the My Village (Kijiji Changu) programme, expanding the approach to 50 schools across six councils. The training in Makete brought together teachers, volunteer teachers, school leaders and education personnel to prepare for implementation of the Jifunze approach. A cohort of 100 teachers and volunteer teachers was prepared to support children's foundational reading, writing and numeracy through practical, assessment-informed learning activities.

Jifunze places children's actual learning levels at the centre of instruction, enabling teachers to adapt activities to children's needs while nurturing communication, collaboration and problem-solving skills. Following the training, baseline assessment activities began to establish the starting point for the new

follow-up to establish its results.

Uwezo,Njombe region Trains 100 Teachers on Jifunze Teaching Methods in Njombe



Uwezo Tanzania, in collaboration with the Njombe Regional Government, has trained 100 teachers in Jifunze teaching methods to strengthen foundational literacy and numeracy skills among children across the region.

The week-long capacity-building training was conducted in September 2026 at Tandala Teachers' College in Makete District. It brought together teachers from six local government authorities: Ludewa District Council, Njombe Town Council, Njombe District Council, Makete District Council, Wanging'ombe District Council and Makambako Town Council.

The training was facilitated by two master trainers and Uwezo Tanzania staff members with extensive experience in the Jifunze model and teacher capacity development. Jifunze is the accelerated learning model which focuses on identifying children's learning levels and

The training marks the beginning of Phase IV of the **Uwezo My Village Project**, implemented through a partnership between Uwezo Tanzania and the Njombe Regional Government. The project aims to support children across the region to improve their foundational literacy and numeracy skills.

In addition to the teacher training, Uwezo Tanzania conducted a one-day orientation workshop for head teachers and District Academic Officers (DAOs) from the region. The workshop aimed to familiarise participants with the My Village Project and their respective roles in monitoring and supporting its implementation in schools.

Beyond the Jifunze teaching methods, participating teachers received training on child assessment procedures. Whereby they were also tasked to conduct the household baseline assessments in their respective villages to identify children who have not yet acquired foundational reading and numeracy skills.

The assessment findings are expected to help guide the implementation of targeted learning interventions, enabling teachers and other education stakeholders to better understand children's learning needs and provide appropriate support.

Through the My Village Project, Uwezo Tanzania and the Njombe Regional Government continue to strengthen collaborative efforts to improve learning outcomes and ensure that children across the region develop the foundational skills they need to progress in their education.

FLARA Contributes to Regional Education Dialogue at the EAC Regional Conference on Education



At the Second East African Community (EAC) Regional Education Conference, held in Nairobi from 25–28 August 2026, FLARA convened a spotlight session on **“Promoting Cross-Border Data Sharing and Joint Research Initiatives Within East Africa.”** Chaired by Uwezo Tanzania Executive Director Baraka Mgohamwende, the session contributed to regional discussions on data-driven decision-making and evidence-based education policies.

The session brought together Dr Aimtonga Amani and Daud Siwalaze of Uwezo Tanzania, Dr Zachary Kwena of Usawa Agenda Kenya, and Faridah Nassereka of Uwezo Uganda, alongside perspectives from the EAC and the Association for the Development of Education in Africa (ADEA). Dr Sara Ruto of Echidna Giving served as discussant, enriching the dialogue on regional research cooperation and the responsible use of education data.

FLARA (Foundational Learning Assessments for a Regional Agenda) is a consortium of Uwezo Tanzania, Uwezo Uganda and Usawa Agenda Kenya working to strengthen credible, comparable evidence on children’s foundational literacy and numeracy, while exploring selected life skills and values. Through its citizen-led, household-based assessment approach, FLARA helps generate insights into children’s learning that may not be fully captured by school-based information systems.

A central message from the discussion was that cross-border data sharing is about more than comparing learning outcomes between countries. It is about enabling governments and partners to better understand learning disparities, identify children who need additional support, and use evidence to inform

FLARA assessments are intended to complement, rather than replace, government-led assessments and education information systems.

The conference's preliminary communiqué further highlighted the importance of stronger evidence sharing, a regional community of practice on education data, and closer links between assessment findings, resource allocation and classroom practice. It also underscored the need to progressively align domestic education financing with the 20 per cent benchmark, with greater attention to foundational learning.

Through FLARA, Uwezo Tanzania and its regional partners continue to champion collaboration, shared learning and evidence-informed decision-making, helping place children's foundational learning at the centre of education priorities across East Africa.

Uwezo Tanzania Joins the ALiVE Programme Tanzania Summit to Advance Life Skills and Values



Uwezo Tanzania participated in the ALiVE Programme Tanzania Summit, held on 3–4 September 2026 in Dar es Salaam under the theme **"One Vision, Collective Action, Collective Impact."**

ALiVE Phase III and strengthen collaboration towards a shared ambition: ensuring that by 2030, **10 million children aged 4–17 demonstrate meaningful levels of life skills and values.**

For Uwezo Tanzania, the Summit provided an important opportunity to share perspectives, reflect on evidence and learning from its work, and explore ways to strengthen the integration of life skills and values into Tanzania's education system. These discussions are particularly relevant to efforts to ensure that education goes beyond academic achievement to support children's holistic development, equipping them with the skills and values they need to navigate everyday life and contribute positively to their communities.

Key discussions focused on the new distributed leadership model, government-led approaches, stronger collaboration across the six ALiVE pillars, and resource mobilisation to sustain and advance implementation during 2026 and 2027. These priorities underscore the importance of coordinated action, shared responsibility, and stronger partnerships in advancing the life skills and values agenda.

As an active contributor to the ALiVE agenda, Uwezo Tanzania remains committed to working alongside government institutions, partners, teachers, and other stakeholders to promote the integration of life skills and values into education and ensure that children have opportunities to learn, grow, and thrive.

Through a shared vision and collective action, we can build stronger education systems that nurture not only what children know, but also who they become.

Looking closely at the child, the classroom and the home



In September, Uwezo Tanzania hosted Professor Martha, a visiting early childhood education scholar, for a programme and field-learning exchange focused on Jifunze and the development of life skills and values. The visit began with discussions of Uwezo's assessment evidence, the Jifunze implementation cycle and the teaching choices intended to make learning responsive to children's needs.

At Kiwambo Primary School in Mkuranga, the visit provided an opportunity to observe Jifunze activities and reflect with implementers on children's participation, teacher–child interaction and the use of playful and assessment-informed learning. A second visit to Dakawa in Mvomero, Morogoro, explored how children, parents, teachers and community leaders understand life skills and values beyond the classroom.

The conversations showed why learning from lived experience matters. A parent described using ideas such as self-awareness, confidence and problem-solving at home. A learner spoke about confidence and independence. Community discussions also revealed that the term "life skills" is sometimes understood mainly as vocational training, underscoring a need for clearer, locally meaningful communication about the wider competencies children develop at school and at home.

These were qualitative reflections from a small set of conversations, not representative impact findings.They nevertheless sharpened practical questions: how are joyful-learning practices taken up by teachers;how can families reinforce children's social and emotional development; and what longer-term changes

Further More

Edu Impact Series Program

As part of its commitment to promoting evidence-informed education practices, Uwezo Tanzania continued to advance the **Edu Impact Series** in Q3, bringing together over 90 participants, including journalists, education stakeholders,CSO's and policymakers, to discuss critical issues affecting foundational learning in Tanzania. The webinar series provided a platform for sharing evidence, exchanging experiences, and exploring practical approaches to improving children's learning outcomes. Discussions focused on two key themes: *"The Children a School Test Never Sees: Invisible Learners, Out-of-School Children, and Disability in Tanzania's Foundational Learning Data,"* drawing on evidence from the ICAN and ICARE 2025 Assessment and *"My Village Report 2022–2025: The Impact of Jifunze Targeted Instruction on Improving Children's Learning Outcomes in Tanzania."*
Through these engagements, Uwezo Tanzania continues to strengthen dialogue around inclusive education, the importance of reaching children often missed by conventional learning assessments, and the use of evidence to inform education policies and programmes. The series also creates opportunities for stakeholders to reflect on successful interventions and identify practical ways to ensure that every child has the opportunity to develop essential literacy and numeracy skills.

Success Stories



"The 'Jifunze' Class Has Helped My Child Master Foundational Skills,Bonifas Mtulo, a resident of Ludewa Village in the Ludewa District of the Njombe Region and parent to Alistaliko Mtulo, a student at Kimbila Primary School states that the 'Jifunze' class, implemented under the 'Kijiji Changu' (My Village) project, has helped his child effectively master reading and arithmetic skills.." Read more

Boniface - Parent.



Primary School in Mawengi Ward, Ludewa District, Njombe Region, expresses her joy and pride in being among the teachers who received training." Read more

Atu Yohane Mgaya- Teacher

Copyright (C) 2026
Uwezo Tanzania. All rights reserved.
Our mailing address is:
admin@uwezotanzania.or.tz

Want to change how you receive these emails?
You can update your preferences or unsubscribe

View in your browser