



ARE OUR CHILDREN LEARNING?

Uwezo Tanzania Learning Assessment Report 2019





THE UWEZO INITIATIVE IS SUPPORTED BY:

THE WILLIAM AND FLORA HEWLETT
FOUNDATION, UKAID, DFID TANZANIA,
SIDA TANZANIA AND WELLSPRING
PHILANTHROPIC FUND

To cite this report

Uwezo (2019): *Are Our Children Learning?*
Uwezo Tanzania Learning Assessment
Report. Dar es Salaam: Twaweza East Africa

Note: This report is based on data collected
between September and November 2017

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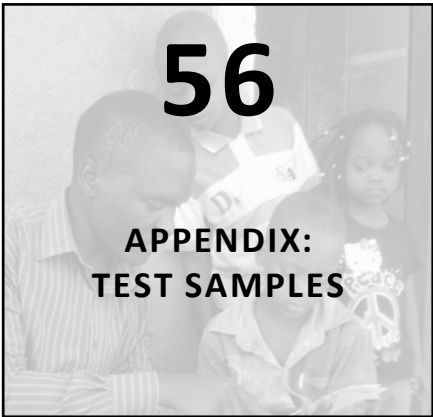
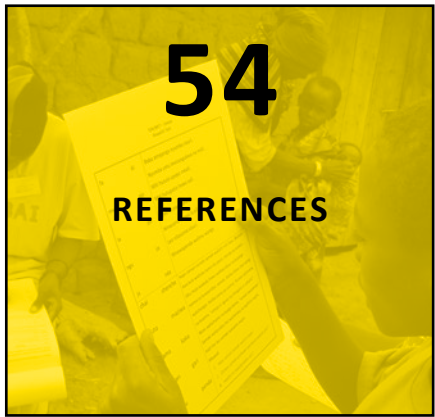
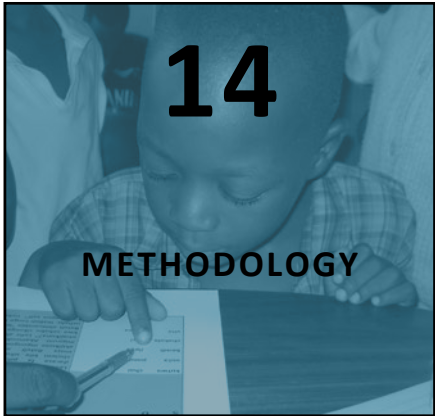
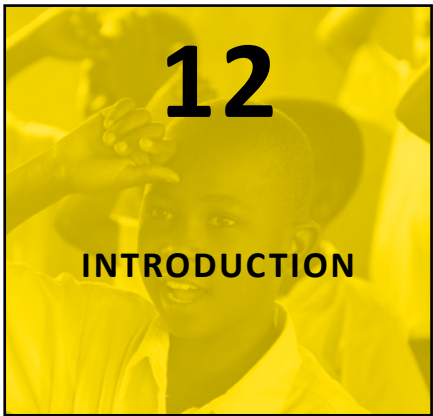
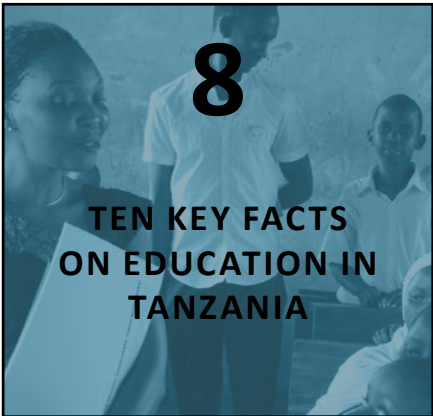
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FOREWORD

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This report is based on the 2017 Uwezo Assessment in Tanzania, which was planned to take place two years after the previous assessment. The general pattern of results is consistent with findings from earlier rounds of the assessment. A continuing trend of improvement in the level of literacy in Kiswahili was observed among children in Standard 3, which reflects the learning that has taken place in Standards 1 and 2. But, in other respects, the results do not generally show any improvement over those of 2015 and highlight the country's ongoing challenges to provide quality education for all children.

In 2015, several policy changes in education were introduced in Tanzania, which are intended to have long-term benefits for literacy, numeracy and other aspects of primary education. These include the lowering of the age of entry to primary school from seven to six years of age, the deferment of starting to teach English from Standard 1 to Standard 3 and the deferment of the teaching of multiplication, in the mathematics curriculum, from Standard 2 to Standard 3. Under the policy, both Kiswahili and English are also now permitted as languages of instruction in secondary schools; previously, secondary instruction was in English only (Ministry of Education and Vocational Training (MoEVT), 2015).

Given the short time since implementation, only limited evidence is available about the outcomes of these changes, hence, close monitoring will be required in the years ahead. The assumption of policy makers that a more intensive focus on literacy in Swahili (in Standards 1 and 2) will bring advantages later for the learning of English is particularly important and will warrant close observation.

This report has explored disparities in certain inputs to the educational process that have not received attention in previous Uwezo reports, such as inspectors' visits to schools and parents' visits to teachers. More research is needed to clarify the relationship between these and other characteristics of schools and households that are known to be associated with learning outcomes. Most important the focus on learning outcomes remain vital in this report.



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ACKNOWLEDGEMENTS

This report is the product of the substantial work done by our partner organizations that coordinated the activities of the 2017 Uwezo Learning Assessment in 56 districts across 26 regions of mainland Tanzania. Our heartfelt acknowledgement goes to the Regional Coordinators for monitoring the assessment, and national facilitators and master trainers for training the trainers and volunteers at different levels to ensure quality data collection.

Our sincere thanks to local leaders in villages and *mitaa*, to head teachers in the primary schools visited, and to parents, guardians and children who participated in the survey. We are also very grateful to the Tanzania Commission for Science and Technology (COSTECH) for providing a research permit and the Ministry of Education, Science and Technology and the President's Office – Regional Administration and Local Government (PO-RALG, more commonly referred to by its Kiswahili acronym, TAMISEMI) for introducing Uwezo representatives to regional and district officials, who, in turn, assisted the team to secure the support of the villages, schools and households visited during the assessment.

We would like to express our deep and sincere gratitude to Aidan Eyakuze, Twaweza's Executive Director, and Dr Mary Goretti, Uwezo Regional Manager, for their insightful leadership and technical guidance throughout the assessment process.

We also wish to thank the Uwezo regional office for their assistance in monitoring the assessment and for providing regional trainers—Jornada Ngissa (Tanzania), Amos Kaburu (Kenya)—who provided great support during trainings.

We would like to extend our sincere thanks to Conrad Watola of Electrodynamics Ltd (Nairobi) for his technical support on data entry and management, and to Dr Mashaka Mkandawile and Dr Sylvester Rugeihyamu at the University of Dar es Salaam (Mathematics Department) for managing the data entry process. Our special gratitude also goes to Risha Chande, Twaweza's Director for Engagement and Advocacy who supported in editing the report, and Dr James Ciera, Twaweza Senior Data Specialist, for his technical support during data entry as well as managing data analysis and cleaning, and generation of a clean dataset for report writing.

We are also grateful to the Uwezo Tanzania Advisory Committee members for providing guidance in the implementation of assessment activities. Committee members include: Demere Kitunga (E&D Readership and Development Agency), Japhet Makongo (Ubunifu Associates), Dr. Wilberforce Meena (curriculum expert), Gracian Mukoba (Tanzania Teachers' Union), Dr. Jerome Machange (Tanzania Institute of Education), James Ngwegwe (freelance consultant), Joel Mwamasangula (Ministry of Education, Science and Technology) and Cathleen Sekwao (Tanzania Education Network).

Our sincere thanks to Dr. Richard Shukia (University of Dar es Salaam) for his great support in the writing of this report. Our appreciation also goes to Twaweza operations and finance teams for all their support during the implementation of the assessment.

Finally we thank our donors—The William and Flora Hewlett Foundation, SIDA, Wellspring Philanthropic Fund, and the United Kingdom Department for International Development (DFID)—for their financial support.



Ninawapenda sana walimu
wangu.
Lella na Batuli ni wanafunzi wa
darasa la pili. Wanakwenda
shuleni kila siku asubuhi. Siku
moja Batuli alimuona Lella
akijikuna mgongoni, kichwani na
miguuni. Akamuuliza "kwa nini
unajikuna?" Lella alimjibu "labda
kwa sababu sikuoga jana usiku".
Batuli alimuambia "hii ni tabia ya
chafu. Inabidi tuoge kila siku. na
vaa ngua safi". Uchafu ni adui
mtu.

This section highlights 10 key facts from the 2017 Uwezo Learning Assessment on children’s learning outcomes, their access to school and important aspects related to their learning environments.

Learning Outcomes

The key facts on learning outcomes focus on pass rates in the **Uwezo literacy** and numeracy tests (**Kiswahili, English** and numeracy at subtraction level) for children in the following categories: **(a)** all children aged 9-13 years (both in and out of school) **(b)** children (in school) in Standard 3 and Standard 7, **(c)** out of school children aged 9-13 years. All children were assessed on Standard 2 level competencies in all three subjects.



FACT 1

Literacy in Kiswahili has improved

The percentage of children in Standard 3 who were able to read a short story in Kiswahili has more than doubled between 2011 and 2017.

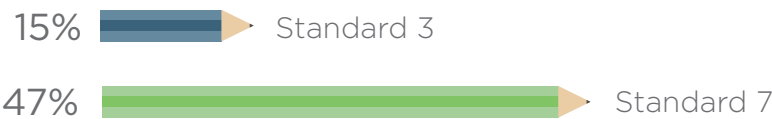


The improvement among children in Standard 7 is less pronounced. The 2017 data indicate that 14% of standard 7 children are leaving primary school unable to read a Standard 2 level story.



FACT 2

Literacy in English is low and declining



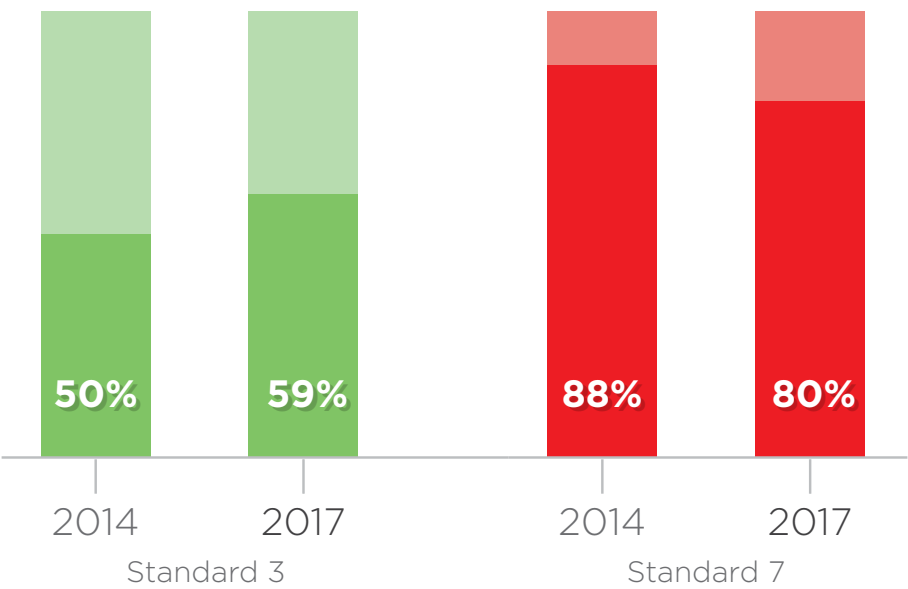
Few pupils were able to read a Standard 2 level story in English. Results from the last three Uwezo assessments show a decline in English pass rates among Standard 7 students and the relative gap in literacy rates for Kiswahili and English has widened over the same period.



FACT 3

Rates of numeracy have fluctuated over time and show little improvement

In this report the highest competence level achieved in numeracy is benchmarked at subtraction level according to the current national numeracy curriculum for Standard 2. The pass rates for the numeracy test among Standard 7 students have gone down from 88% in 2014 to 80% in 2017. A more encouraging result was recorded for children in Standard 3 with an increase in the pass rate.

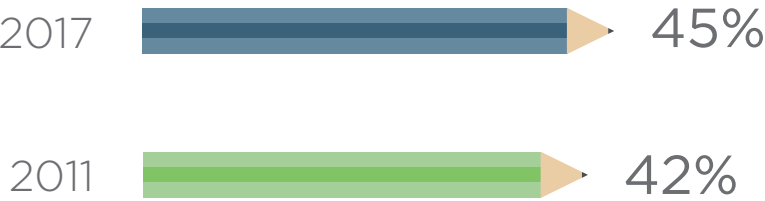


FACT 4

Overall, the rates of literacy and numeracy among children have improved a little between 2011 and 2017



Children ages 9-13 (including out of school children) who passed the three Uwezo tests in literacy and numeracy.



FACT 5

Sharp disparities in learning outcomes were observed between districts

On average,



7 OUT OF 10 CHILDREN

aged 9-13 passed the literacy and numeracy tests in the top ten districts compared with only



3 OUT OF 10 CHILDREN

who passed the tests in the bottom ten districts. Pass rates by district ranged from

73%

IN MERU DISTRICT

TO

24%

IN NZEGA DISTRICT

Access to school

FACT 6

Substantially more children aged 6 years are now enrolled in pre-school or primary school



35% in 2015 (all in pre-school)

78% in 2017 (41% in pre-school and 37% in primary)

FACT 7

More children drop out of school in early primary than in higher grades

70%

of the children who dropped out of school did so in the early years of primary school.

For example average dropout rate of the children in Standards 1, 2 and 3 was around 23.5%, 20% and 27.5% respectively.

In Standard 7, the dropout rate was 4.5%



FACT 8

Rates of school inspections for quality assurance vary widely by district

On average,



3 OUT OF 4 SCHOOLS

in the assessed districts were inspected in 2017. However, inspection rates varied widely by district.

Iringa Urban District

100%

Uyui District

43%

FACT 9

Half of all parents visited their children's teachers in 2017

50% of parents visit their children's teachers. There is substantial variation among districts.



9 out of 10 parents in Iringa Mjini



3 out of 10 parents (32%) in Nzega

FACT 10

Fewer than 1 in 4 schools in Tanzania mainland have meal programmes for children

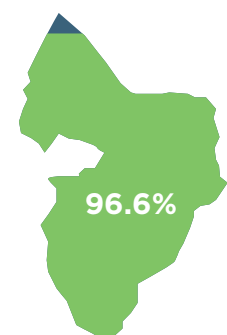


1 out of 4 schools provide meals to children

Variations between districts in the provision of meals to children in schools are alarming

0%

Rorya, Buhigwe, and Ukerewe districts



Moshi district



1. INTRODUCTION

ZAIDA MGALLA, MANAGER UWEZO TANZANIA

Uwezo is one of the flagship programs of Twaweza (www.twaweza.org). It conducts Africa's largest citizen-based assessments of children's learning outcomes in three countries in East Africa: Kenya, Tanzania and Uganda. The aim of the Uwezo learning assessment is to monitor and establish status of actual learning outcomes in literacy and numeracy among children aged 6-16 years in East Africa. Tanzania is among the African countries committed to achieve quality education for all as stipulated in the Education For All goals with emphasis on improving the quality of education and ensuring excellence in literacy, numeracy, and essential skills (EFA 1990, UNESCO 2000, UNESCO 2009), which has also been emphasized in the Sustainable Development Goal on Education (SDG4). The Uwezo learning assessment enables all of us to know if the investment (funds, manpower) in the provision of quality education services to children delivers the desired results. By generating robust evidence on rates of literacy and numeracy among school-aged children, Uwezo assessments provide invaluable data for public and policy discourse on education.

Citizen volunteers are at the heart of Uwezo learning assessments. Citizens are viewed not simply as consumers, but also as generators of knowledge. Uwezo engages district partner organizations to coordinate assessment activities in selected districts across all regions of mainland Tanzania. In turn, the partner organizations recruit 60 volunteers per district to collect data from 30 villages. Twenty households in each village are visited and, with parental consent, all children aged 6 to 16 years in those households are assessed. Data on school-level indicators are also collected from one primary school which most of the children in each area attend. In this way, Uwezo generates locally relevant data through individuals and organizations based in the community, which encourages local ownership of, and engagement with, the results.

In 2017, Uwezo Tanzania conducted the sixth learning assessment in 56 districts of mainland Tanzania. The assessment was conducted in 1,677 enumeration areas sampled by the National Bureau of Statistics (NBS), and reached 25,532 households. About 48,530 children aged 6 to 16 years were assessed on literacy and numeracy competencies.

The core aim of the Uwezo assessment continues to be the collection of independent data on actual competency levels in literacy and numeracy among school-aged children. Given the rapid pace of policy reforms, the need for rigorous data to observe the effects of education programs, policies and budgets on learning outcomes is clear, particularly in light of the renewed global and national focus on ensuring the quality of education. The assessment also captures a range of indicators around learning environments and factors that might be associated with learning outcomes, such as the socio-economic status of households, parents' level of education, parental involvement in the education of their children, and the rate of school inspections for quality assurance.

This year's results need to be interpreted within the context of changes arising from implementation of Tanzania's new Education and Training Policy of 2014. The policy stipulates that children enrolled in the first year of primary school from 2016 onwards will receive ten years of free, compulsory basic education: six years of primary education and four years of lower-secondary education. The policy also includes progressive rollout of one year of compulsory pre-school, the lowering of the age of entry to primary education from seven to six years, the deferment of English teaching from Standard 1 to Standard 3, and the change to a more intensive focus on Kiswahili in Standards 1 and 2 through the teaching of the 3Rs (Reading, wRiting and aRithmetic). (Human Rights Watch report 2017)



This report summarizes results from the 2017 assessment. The report starts with key facts from the findings to enable readers to see a snapshot of the specific issues addressed in the report. The report is further divided into four sections. **Section 1** is the introduction that describes the Uwezo assessment and its goals. **Section 2** provides an overview of the methodology applied for sampling, test development, partner recruitment and training, data collection and analysis. **Section 3** presents key findings from this year's assessment and analyzes trends since 2011 on rates of literacy and numeracy among children both in and out-of-school. The section also examines school enrolments, inequalities in learning by gender, residence and socio-economic characteristics of households, and factors that may influence children's learning outcomes, such as the availability and qualifications of teachers, school facilities and services, school inspections for quality assurance and parents' involvement in their children's education. **Section 4** concludes the report and offers recommendations to inform policy and practices to influence provision of quality education for all. Sample tests, lists of partners, regional coordinators and trainers who supported implementation of the Uwezo 2017 learning assessment and district ranking are included as appendices.

It is our hope that the findings in this report provide valuable insights on the status of learning outcomes in Tanzania for leaders in education and the public at large. The data challenge all stakeholders to reflect on what can be individually and collectively done to improve the education of our children. The report also points to the need for government action to address inequalities in learning outcomes by identifying those areas where increased public resources are urgently needed to ensure that every Tanzanian child has the opportunity to go to school and learn.

2. METHODOLOGY

2.1 RESEARCH DESIGN

The goal of the 2017 Uwezo Tanzania learning assessment was to complete interviews and assess children in 33,600 selected households within 1,680 enumeration areas (EAs) from 56 districts. In each EA, 20 households were to be selected. The assessment design estimated to reach more than 67,200 children on their literacy and numeracy competencies. Apart from the assessment of children, the study collected data from the village office and from one public primary school which most children in the area attend, to collect additional data on school indicators such as enrolment, school facilities and teacher establishment. Data collection also included other Sustainable Development Goal (SDG) indicators that have impact on learning outcomes such as access to meals at school, and the availability of safe drinking water and washing facilities in schools and in households.

2.2 SAMPLING FRAME AND SAMPLE SELECTION

The sampling design for Uwezo Tanzania 2017 was developed to allow reliable estimation of key education variables, including levels of literacy and numeracy among school-aged children, for the following domains of analysis:

- Tanzania mainland
- Urban and rural areas (national level only)
- Poor and non-poor households (national and district levels)
- District level
- Gender of child (male/female)

The National Bureau of Statistics (NBS) supported Uwezo in designing the sampling procedures. Administratively, mainland Tanzania is divided into 26 regions. Each administrative region is divided into districts, each district into wards, and then each ward is divided into enumeration areas (EAs). As in previous Uwezo assessments, the sampling frame for the 2017 assessment was based on the 2012 Tanzania Population and Housing Census frame.

A stratified, multi-stage, random sample design was used to identify districts and EAs. In the first stage, 56 districts were randomly selected. In the second stage, 30 EAs were selected from each selected district. A total of 1,680 EAs were randomly sampled by NBS using Probability Proportional to Size (PPS) and spread within the 56 districts selected from 26 regions. For the third stage, 20 households were selected systematically from each selected EA, making a total of 33,600 selected households for the survey.

2.3 ASSESSMENT TOOLS

As in previous years, Uwezo 2017 was designed to assess basic literacy in Kiswahili and English, and numeracy skills of children aged 6 to 16 years. However, the benchmark for numeracy in this year's assessment was at subtraction level rather than multiplication level as in previous assessments, due to changes in the curriculum for Standard 2. According to Uwezo standards, the assessment tests each year are benchmarked against the Standard 2 level national curriculum in Tanzania.

The 2017 tests were developed in collaboration with experts in teaching and curriculum development from Tanzania Institute of Education (TIE), the National Examinations Council of Tanzania (NECTA), University of Dar es Salaam (language and mathematics departments) and primary school teachers with specialties in Kiswahili, English and mathematics. Four test sets were

prepared for each subject and a pilot of tools completed. As a result, three test samples for each subject were retained.

2.3.1 LITERACY TESTS

The English and Kiswahili tests were developed and validated using a test development framework for 2017, which provided guidelines on letter frequency and level of difficulty. This framework shows how frequently a particular letter appears in English texts. According to the framework, the letter “e” is the most frequently appearing letter in English and “q” is the least frequently appearing letter and the most difficult one. In testing children for their knowledge of alphabets, seven letters that appear frequently were included along with three that appear less frequently.

The literacy tests used five competency levels: i) non-reader; ii) able to read letters/sounds; iii) able to read words; iv) able to read paragraphs; and v) able to read and comprehend a short story. For the comprehension level, children were asked two comprehension questions to verify that they understood the story they read aloud.

2.3.2 NUMERACY TESTS

The numeracy tests were also prepared using the test development framework for 2017 which provided guidelines on items for numeracy assessment. The numeracy test assessed four competency levels: i) item counting; ii) number recognition; iii) addition; and iv) subtraction.

2.3.3 VALIDATION OF THE ASSESSMENT TOOLS

The assessment tools were validated in several ways. To start, all items included in the three test sets were based on the Standard 2 curriculum, textbooks and Uwezo test development framework. Second, the tests went through a rigorous pre-test in three communities with different socio-economic characteristics around Kibaha Urban, Kibaha Rural and Chalinze districts. After the pre-tests, the tools were revised and piloted in Moshi Rural District for validation and quality assurance.

2.3.4 SURVEY QUESTIONNAIRES

In addition to the literacy and numeracy tests, survey questionnaires were developed and administered to primary schools and households.

The school questionnaire captured data on school-level indicators including enrolment, staffing, teacher attendance, infrastructure, facilities and resources.

The household questionnaire captured household information, such as household assets, size of household, economic activities, and parents’ own level of education as well as participation in their children’s schooling.

The survey forms / questionnaires were validated and harmonized with similar tools in the other East African countries (Kenya and Uganda) where the Uwezo assessments are implemented under Twaweza.

2.4 DATA COLLECTION

As in previous years, a combination of data collection techniques were used to conduct the assessment. As described earlier, Uwezo assessments are community/citizen-based. This year, data were collected by volunteers in two rounds: in 54 districts between 23 and 29 November 2017, and the 2 remaining districts in January 2018.

In each EA, a trained pair of citizen volunteers visited the village/*mtaa*¹ office, one public primary school, and 20 selected households. To begin, the Uwezo volunteers met with the village/*mtaa* chairperson and introduced the assessment exercise. They then visited the public primary school that was sampled to administer the school questionnaire. Finally, they visited participating households where they interviewed the heads of households and assessed all children aged 6 to 16 years on literacy and numeracy at Standard 2 level, regardless of age, schooling status or grade. However, each child in the household was given a different test set so as to avoid one child overhearing the answers of another.

For the Kiswahili and English literacy tests, children were asked to undertake tasks of increasing difficulty sequentially. To begin, they were asked to read a letter (or letter sounds) from the alphabet then read words, read one of two paragraphs, and read a short two-paragraph story and answer two comprehension questions. The pass rate for the literacy tests refers to the percentage of children that were able to fluently read the short story.

Likewise for numeracy test children were asked to perform tasks of increasing difficulty. These were: counting items, recognizing numbers, and performing basic operations of addition and subtraction. In the context of numeracy test, the pass rates refer to the proportion of children able to correctly complete all tasks up to subtraction level.

During the assessment at the household level, parents were able to engage in the assessment process by observing the testing of their children and receiving instant feedback about their children’s performance.

2.5 DATA ENTRY AND ANALYSIS

Data entry was managed by the Mathematics Department of the University of Dar es Salaam, supported by Twaweza’s Senior Data Analyst and a consultant from Nairobi, who has managed Uwezo data processing for the past six years. Thirty data entry clerks were recruited. Data cleaning, weighting and analysis was overseen and conducted by the Senior Data Analyst. Cleaned data sets and codebooks were produced and are available for reference.

TABLE 1: SUMMARY OF UWEZO SURVEY ROUNDS AND COVERAGE 2011-2017

YEAR	REGIONS	DISTRICTS	EAS	HOUSEHOLDS	CHILDREN REACHED
2011	21	132	3,825	57,945	110,435
2012	20	125	3,752	56,106	105,352
2013	25	131	3,844	52,808	104,162
2014	25	45	1,313	16,013	32,694
2015	25	159	4,750	68,588	197,451
2017	26	56	1,677	25,532	64,639

Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo ALA

¹ The *mtaa* (plural *mitaa*) is the lowest unit of government in urban areas in Tanzania. Each urban ward is divided into *mitaa* or neighbourhoods consisting of a number of households, which the urban council may determine.



3. KEY FINDINGS AND DISCUSSION

This chapter summarizes key findings from the 2017 assessment. Results are presented in the following six sections:

- Section 3.1 describes the coverage of this year’s assessment.
- Section 3.2 analyzes trends in learning outcomes from 2011-2017 among children aged 9-13 (in and out of school), the school pupils in Standard 3 to 7, and out of school children aged 9-13 years.
- Section 3.3 examines inequalities in learning outcomes.
- Section 3.4 focuses on access to school and enrolment trends between 2011 and 2017.
- Section 3.5 investigates the socio-economic characteristics of out-of-school children and their pass rates on the Uwezo literacy and numeracy tests.
- Section 3.6 presents findings on a range of school-based factors that may influence children’s learning outcomes including the availability and qualifications of teachers, school inspections for quality assurance, and school facilities and services. It also looks at whether parents’ involvement in their children’s education is related to learning outcomes.

3.1 ASSESSMENT COVERAGE

As described in the methodology, the 2017 Uwezo assessment was carried out in 56 districts of mainland Tanzania. Data collection was completed in 1,677 enumeration areas and 25,532 households. In total, 64,639 children aged 3-16 years were reached. Of these, 48,530 children were school-aged (6 to 16 years) and assessed on their literacy and numeracy skills. The age and gender of the school aged children assessed are shown in Table 1. Uwezo volunteers also visited 1,677 public primary schools and administered the school questionnaire.

TABLE 2: AGE AND GENDER OF CHILDREN ASSESSED IN UWEZO 2017

AGE	GENDER		TOTAL
	BOYS	GIRLS	
6	2,523	2,651	5,174
7	2,573	2,729	5,302
8	2,248	2,277	4,525
9	2,370	2,486	4,856
10	2,611	2,580	5,191
11	2,046	2,110	4,156
12	2,527	2,539	5,066
13	2,168	2,110	4,278
14	2,035	1,944	3,979
15	1,729	1,571	3,300
16	1,391	1,312	2,703
TOTAL	24,221	24,309	48,530

Source: Calculated from data from the 2011 to 2015 rounds of the Uwezo ALA



3.2 TRENDS IN LITERACY AND NUMERACY

This section analyzes the trends in literacy and numeracy pass rates among assessed children from the six rounds of the Uwezo assessment conducted from 2011 to 2017. Results for 2016 are interpolated to give realistic view of the performance trend in literacy and numeracy across the years. In particular, the section examines pass rates for pupils in Standard 3 and Standard 7. Data are also presented for all children aged 9-13 years, who, by policy, are expected to be in school and enrolled in Standards 3 to 7.

The pass rates for the literacy tests refer to the percentages of children who were able to read Standard 2 level short stories in Kiswahili and English. For numeracy, the pass rate refers to the percentage of children who were able to correctly answer all numerical tasks up to subtraction level. In previous assessments (2011-2015), the highest competency level in numeracy was multiplication. In 2017, subtraction is the highest competency level as per the new national curriculum for Standard 2. Therefore, the trend analysis for numeracy consistently focuses on pass rates at subtraction level, which was assessed in all Uwezo rounds from 2011 to 2017.

3.2.1 AVERAGE PASS RATE ACROSS ALL THREE SUBJECTS

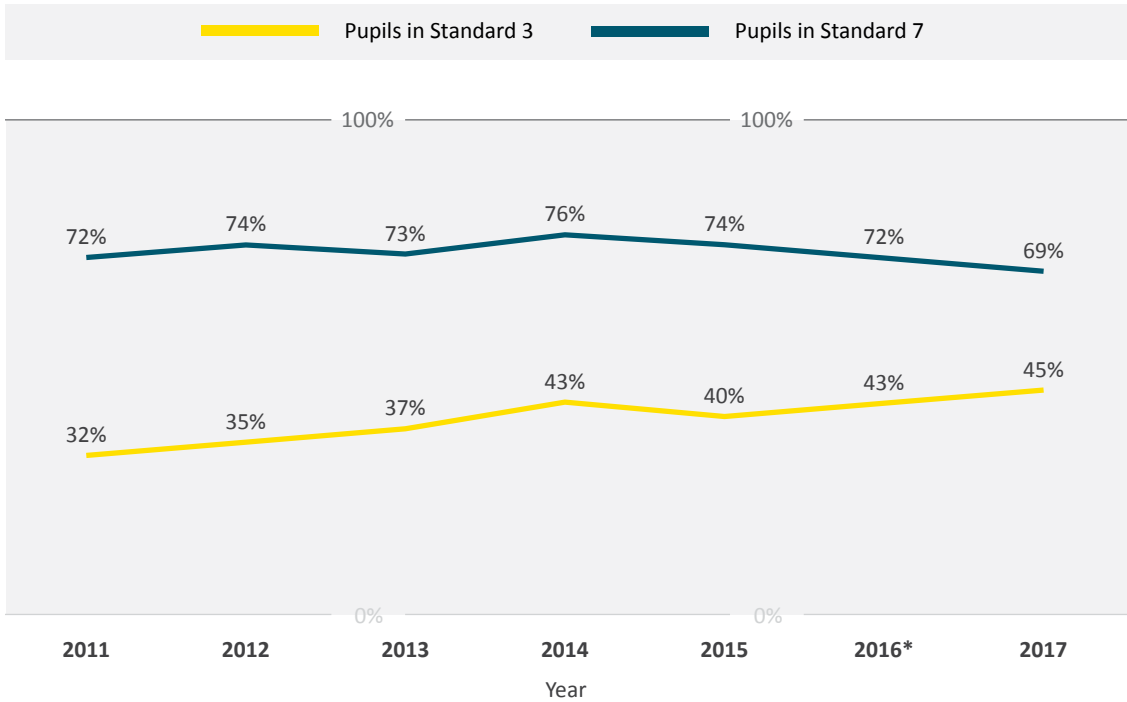
Results for students in Standards 3 and 7

Pupils in Standard 3 and above should be able to fluently read a simple story in Kiswahili and English, and correctly answer subtraction tasks which are set at Standard 2 level. Standard 7 marks the end of the primary cycle; thus, pupils in Standard 7 are expected to be competent at much higher levels than Standard 2 and should, therefore, be able to correctly perform all tasks in the Uwezo assessment.

However, the results indicate that rates of literacy and numeracy among some children in Standards 3 and 7 are still low. Figure 1 presents data on the average pass rate across all three subjects (Kiswahili, English and numeracy at subtraction level) from the six rounds of Uwezo assessment conducted from 2011 to 2017.

The data show a gradual increase in the average pass rate among children in Standard 3 from 32% in 2011 to 45% in 2017. Positively, the average pass rate among this cohort has risen 5 percentage points from 40% to 45% since the last Uwezo assessment in 2015. However, the average pass rate for children in Standard 7 over the same period has fluctuated around 70% and shows no general improvement. Around 3 out of every 10 pupils (31%) who graduated from primary school in 2017 lacked basic reading and numeracy skills. That can limit their future educational and livelihood opportunities.

FIGURE 1: AVERAGE PASS RATE FOR ALL THREE SUBJECTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) AMONG PUPILS IN STANDARDS 3 AND 7, 2011-2017



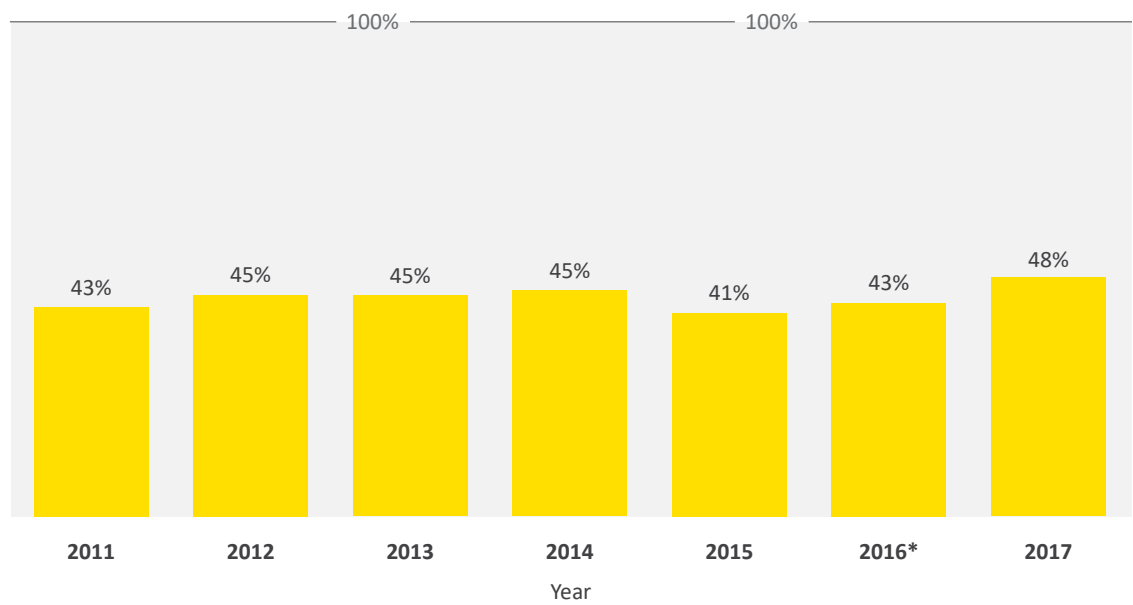
*Notes: The average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.
Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.*

Results for all children aged 9 to 13 years

The average pass rate for all children assessed (both in and out-of-school) aged 9-13 years has largely remained stagnant over the six rounds of the Uwezo assessment from 2011 to 2017. Figure 2 shows that less than half of all children in this age cohort were able to read and complete numeracy tasks at Standard 2 level.

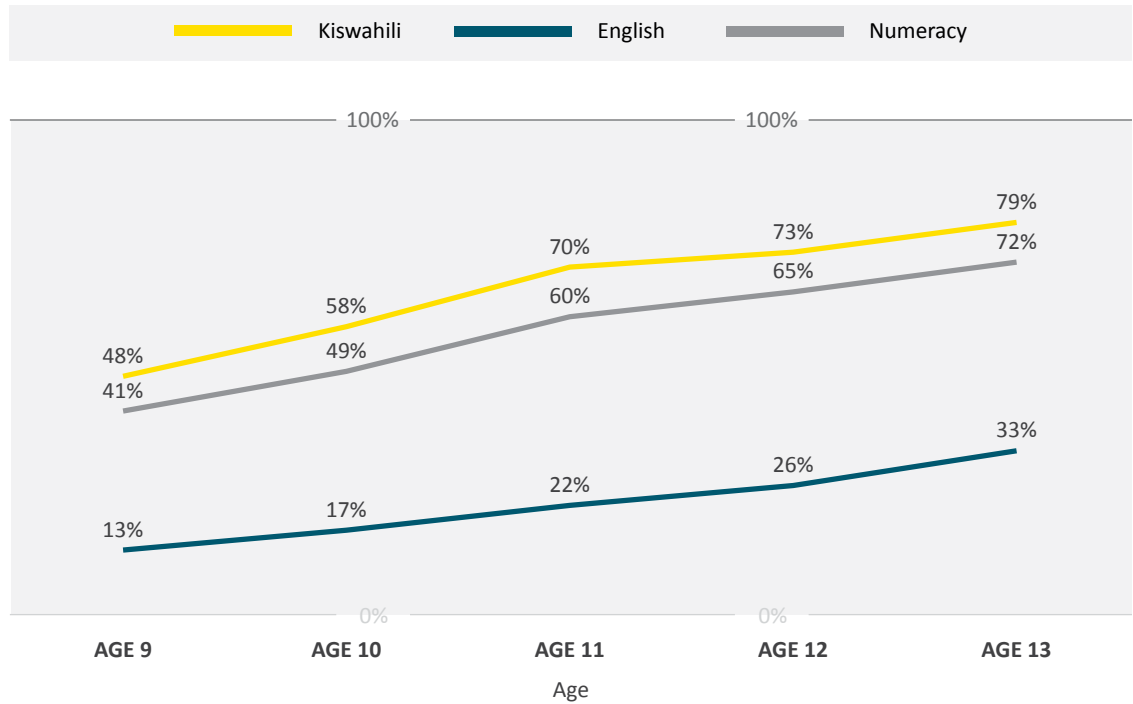
Looking at the results by individual ages, the data for 2017 indicate that the pass rate among all children (in and out of school) aged 9-13 years, in each of the three tests steadily increases with the age of the child. See Figure 3. However, the results also show that pass rates in the English test are consistently poor compared to pass rates in Kiswahili and numeracy. For example, in 2017, only 33% of children aged 13 years were able to read a Standard 2 level story in English compared with 79% of children of the same age who were able to read a Standard 2 level story in Kiswahili.

FIGURE 2: AVERAGE PASS RATE FOR ALL THREE SUBJECTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) AMONG ALL CHILDREN AGED 9-13 YEARS, 2011-2017



Notes: The average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.
Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.

FIGURE 3: PASS RATES FOR INDIVIDUAL TESTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) BY AGE OF CHILD, 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.

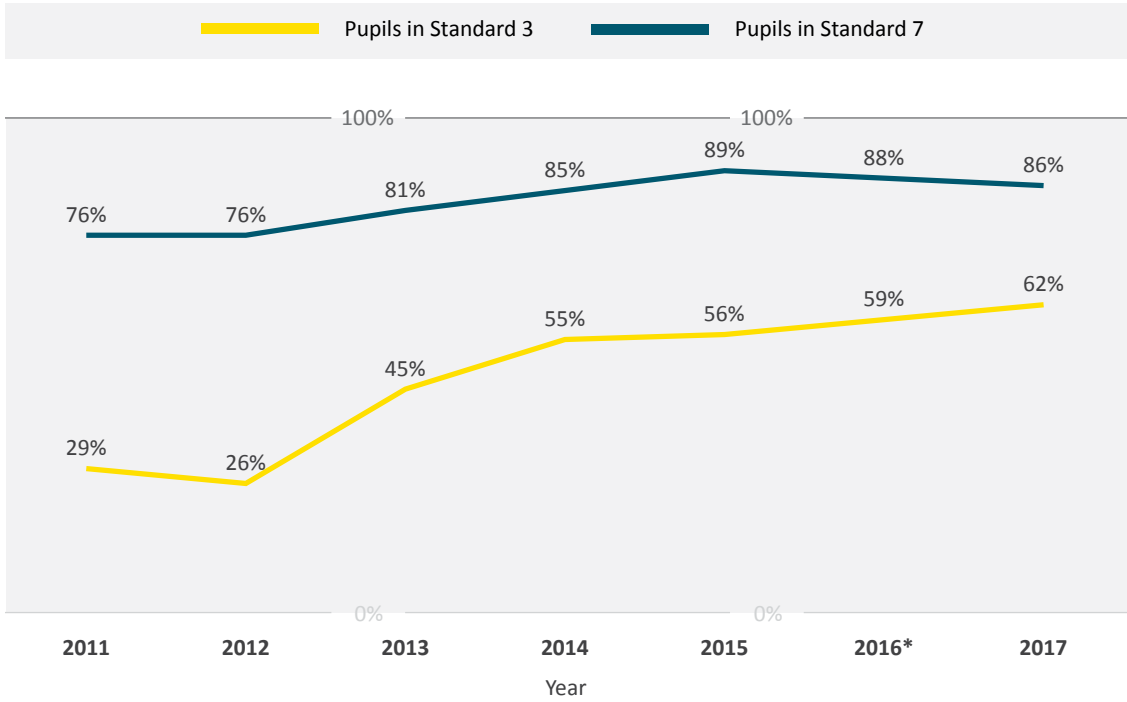
3.2.2 KISWAHILI LITERACY

Results for students in Standards 3 and 7

Findings reveal positive progress in Kiswahili literacy among Standard 3 pupils since 2011. The percentage of children in Standard 3 who were able to read a short story in Kiswahili has more than doubled from 29% in 2011 to 62% in 2017, which will hopefully translate into higher pass rates in coming years. See Figure 4. However, after strong early gains in 2012 and 2013, the rate of improvement in literacy among children in Standard 3 has slowed; the pass rate has increased by only 7 percentage points over the three-year period from 2014 to 2017.

The data also indicate a worrisome trend for literacy in the higher grades of primary school. Despite an additional four years of schooling, the Kiswahili pass rate for Standard 7 children (86%) is only 24 percentage points higher than the rate in Standard 3 (62%). This implies that a significant percentage of children (14%) are leaving primary school unable to read at a basic level.

FIGURE 4: PASS RATE FOR KISWAHILI TEST AMONG PUPILS IN STANDARDS 3 AND 7, 2011-2017

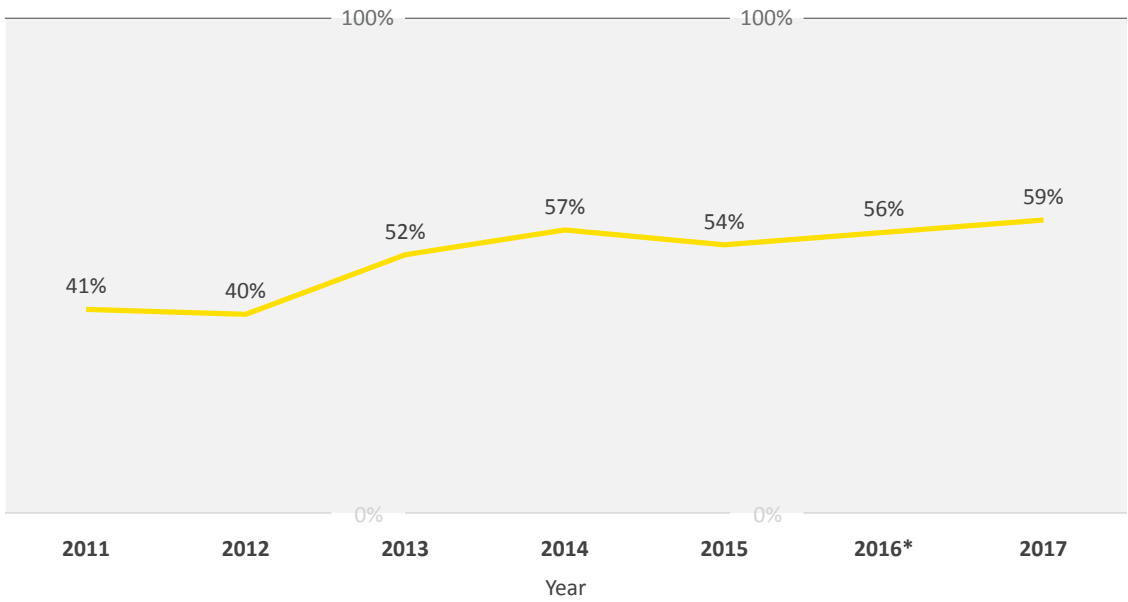


Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.

Results for all children aged 9 to 13 years

Uwezo data by age confirm the improvement in literacy rates in Kiswahili. Among all children aged 9-13 years (both in and out-of-school), the Kiswahili pass rate has increased by 18 percentage points from 41% in 2011 to 59% in 2017. See Figure 5. However, as for the data for students in Standards 3 and 7, the rate of improvement has slowed in recent years.

FIGURE 5: PASS RATE FOR KISWAHILI TEST AMONG ALL CHILDREN AGED 9-13 YEARS, 2011-2017



Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.



3.2.3 ENGLISH LITERACY

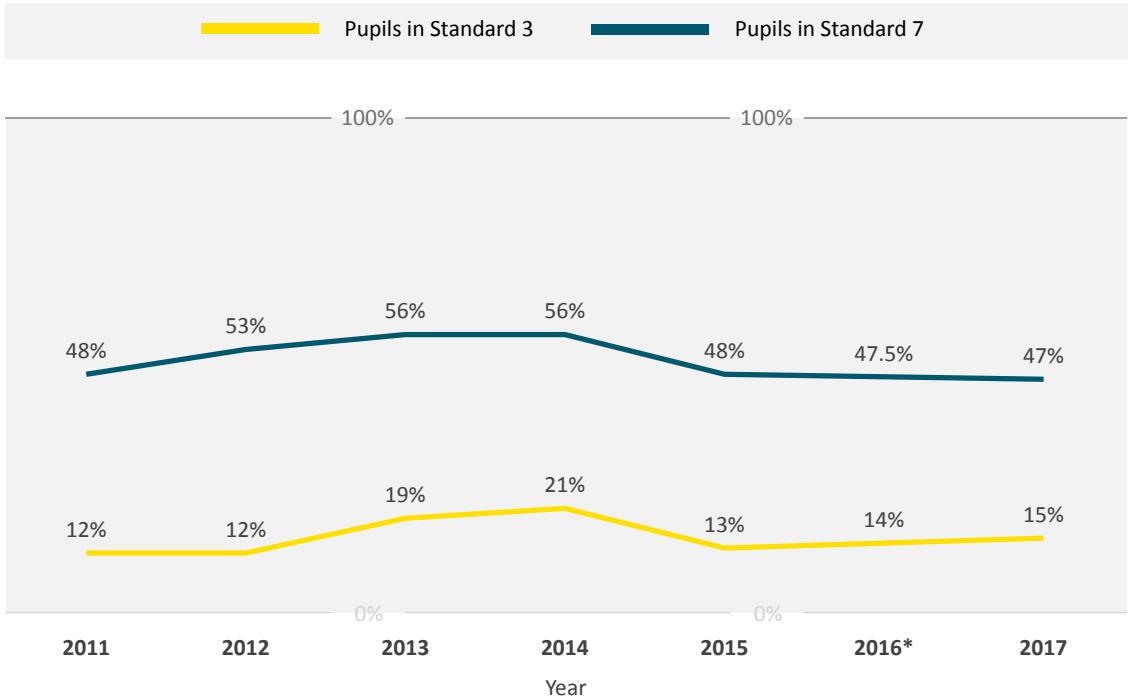
Results for students in Standards 3 and 7

Findings reveal that basic proficiency in English remains low among children in primary school. Data for 2017 show that only 15% of Standard 3 pupils and 41% of Standard 7 pupils were able to read a Standard 2 level story in English. Furthermore, results from the last three Uwezo assessments show a sharp decline in English pass rates for Standard 7 from 56% in 2014 to 41% in 2017. See Figure 6.

In comparison, performance of pupils in Kiswahili was far better than in English. In 2017, the percentage of pupils in Standard 7 who were able to read in Kiswahili (86%) was more than double the percentage of children who were able to read in English (41%). Moreover, since 2014, the relative gap in literacy rates for Kiswahili and English has widened significantly. See Figure 7.

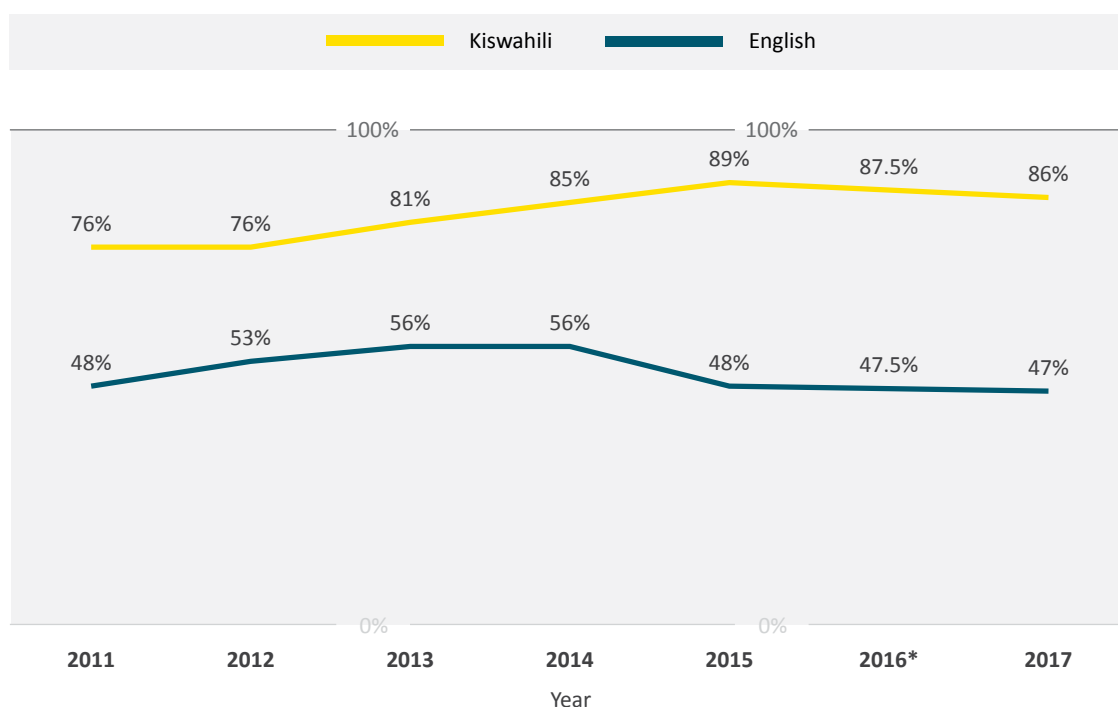
This deteriorating trend in English requires further examination in light of the policy and curriculum changes at school level. One could expect that pass rates in English may fall for children in Standard 3 as they would be exposed to English lessons for only one year under the new curriculum. But the drop in English performance among students in Standard 7 is less easily explained. Is the deferment of the start to the teaching of English from Standard 1 to Standard 3 having the unintended effect that some primary schools are reducing or dropping English teaching altogether? Whatever is happening, at this early juncture, it appears that the uptake of English in primary school is going backwards (and quite rapidly), which deserves close attention.

FIGURE 6: PASS RATE FOR ENGLISH TEST AMONG PUPILS IN STANDARDS 3 AND 7, 2011-2017



Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.

FIGURE 7: PASS RATES FOR KISWAHILI AND ENGLISH TESTS AMONG PUPILS IN STANDARD 7, 2011-2017



Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.

Results for all children aged 9 to 13 years

Data by age confirm the drop in English literacy among primary school-aged children in recent years. From a relative peak of 27% in 2013, the percentage of children aged 9-13 years who were able to read in English has fallen to 22% in 2017. In other words, 8 out of 10 children in this age bracket were unable to read a Standard 2 level short story in English.

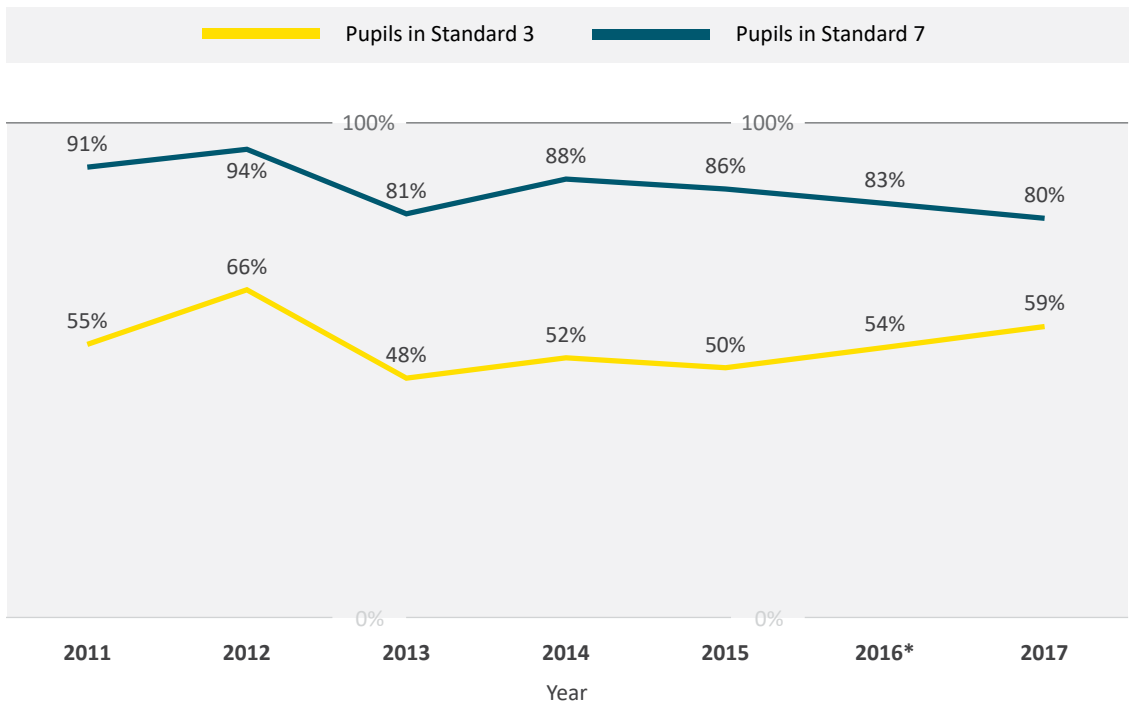
3.2.4 NUMERACY AT SUBTRACTION LEVEL

Results for students in Standards 3 and 7

The trend in pass rates for the numeracy test has fluctuated over time. In the 2011 and 2012 rounds of the assessment, over 90% of the children in Standard 7 passed the numeracy test at subtraction level. But, since 2014, the pass rates have been lower, from 88% to 80%. A similar trend is noted for children in Standard 3. For example, the pass rate among Standard 3 children declined from 66% in 2012 to 50% in 2015. Encouragingly, a moderate improvement in the numeracy pass rate was recorded in the 2017 assessment, up from 50% to 59%. See Figure 8.

Overall, the more intensive focus on teaching basic numeracy skills for Standards 1 through 3 may be contributing to recent improvements in numeracy performance. However, the deteriorating numeracy pass rates among children in Standard 7 reveal the vital importance of learning foundational numeracy skills in the early years of schooling.

FIGURE 8: PASS RATE IN NUMERACY TEST (AT SUBTRACTION LEVEL) AMONG PUPILS IN STANDARDS 3 AND 7, 2011-2017

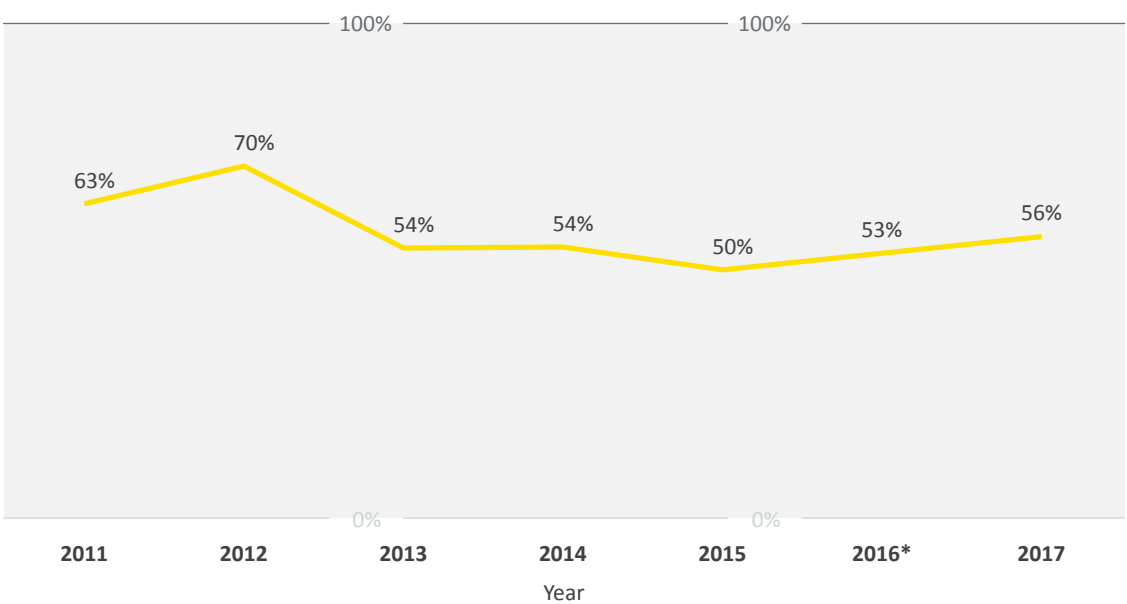


Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.

Results for all children aged 9 to 13 years

The data for numeracy at subtraction level among children aged 9-13 years similarly show a downward trend from 2012 to 2015. Positively, the results for 2017 indicate a reversal of this decline with the percentage of children who passed the test increasing from 50% to 56.7%. See Figure 9.

FIGURE 9: PASS RATE TREND IN NUMERACY TEST (SUBTRACTION LEVEL) AMONG ALL CHILDREN AGED 9-13 YEARS, FROM 2011-2017

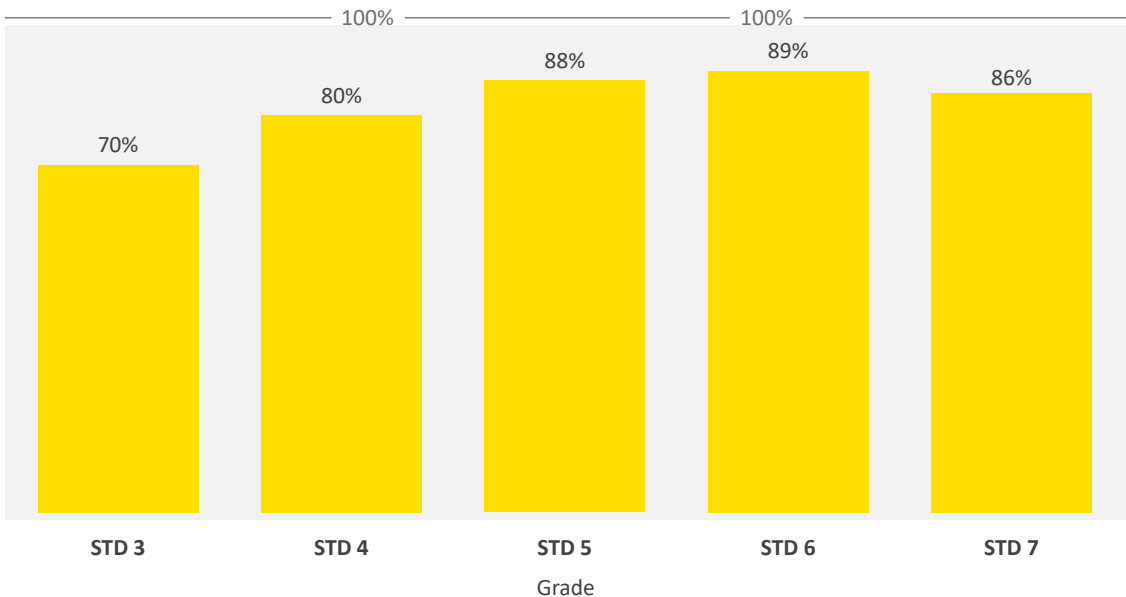


Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.

3.2.5 CHANGES IN LITERACY AND NUMERACY RATES BY GRADE LEVEL

The data for 2017 show that significant numbers of children in higher grades (Standards 3 to 7) have still not acquired basic literacy and numeracy skills. Figure 10 presents the proportion of pupils in Standards 3 through 7 who can read a Standard 2 level Kiswahili story. As shown, the pass rate for Kiswahili increases until Standard 6 but barely changes in the final year of primary school.

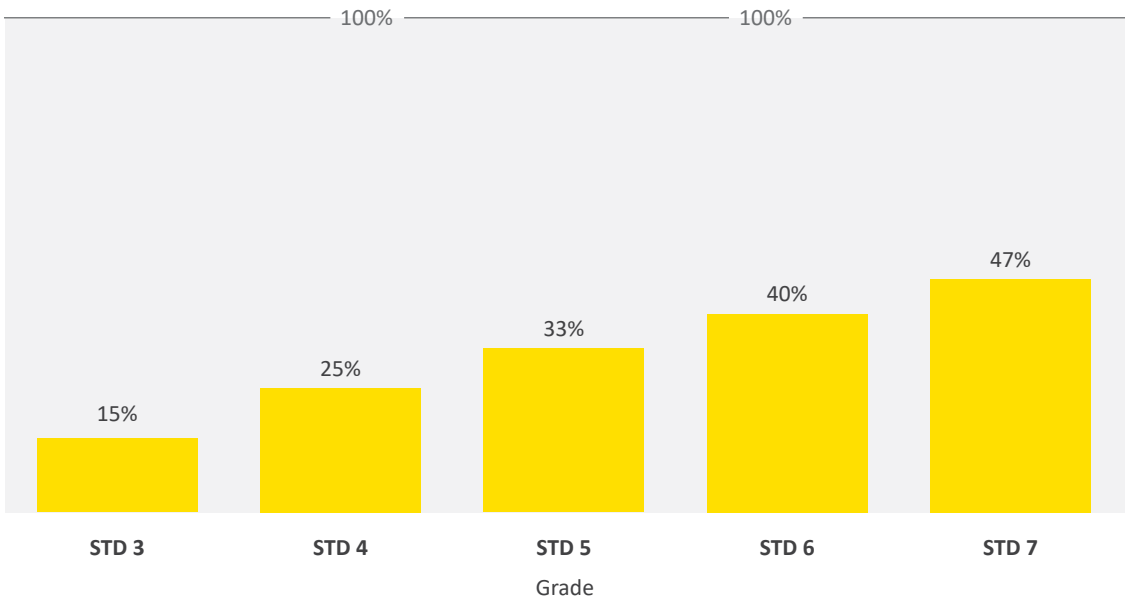
FIGURE 10: PASS RATE IN KISWAHILI TEST, BY GRADE, 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.

For English, the data by individual grades show a gradual increase in English literacy from Standard 3 through Standard 7. But the results further confirm that the percentage of children possessing basic English proficiency is low. On average, 2 out of 10 pupils in Standard 3 (15%) and 5 out of 10 Standard 7 pupils (47%) were able to correctly read and comprehend a Standard 2 level English story. See Figure 11. In other words, almost half of Standard 7 pupils complete primary school without obtaining basic reading skills in English.

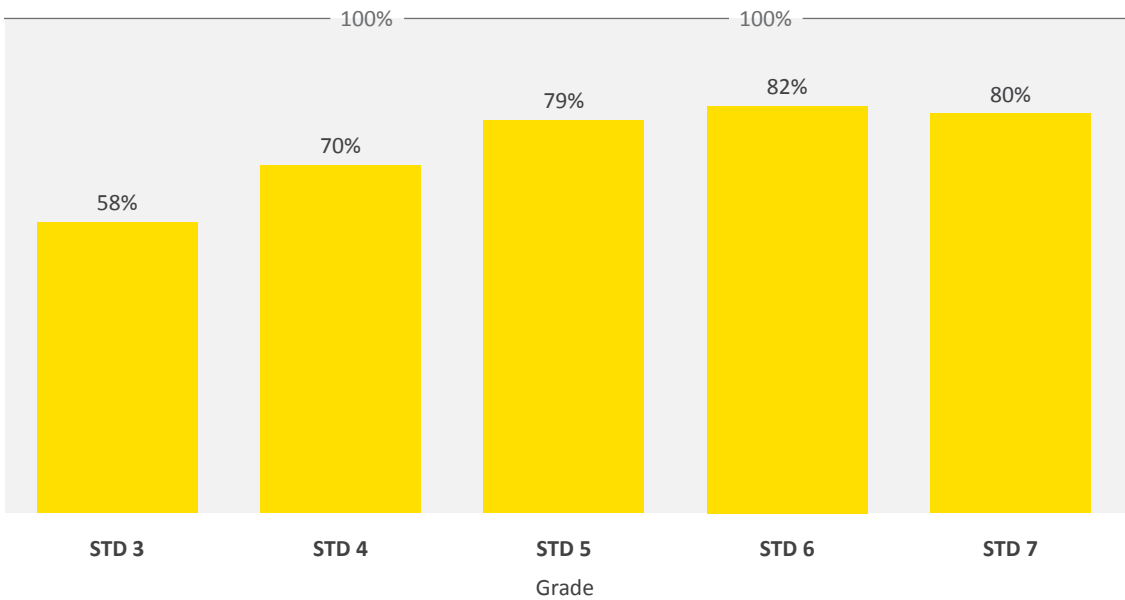
FIGURE 11: PASS RATE IN ENGLISH TEST, BY GRADE, IN 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.

The 2017 data for numeracy by individual grades indicate an initial improvement in pass rates from Standard 3 to Standard 5 but almost no improvement in numeracy over the final two years of primary school. For example, in the 2017 assessment, the pass rate among Standard 3 pupils was 59%, rising to 79% among Standard 5 students. Thereafter, despite two additional years of schooling, the pass rate in numeracy increased by only a single percentage point to 80% among Standard 7 pupils. See Figure 12. This means that 2 out of 10 (20%) children leaving primary school were unable to correctly perform Standard 2 subtraction problems.

FIGURE 12: PASS RATE IN NUMERACY TEST (SUBTRACTION LEVEL), BY GRADE, 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.

Taken together, the results indicate the importance of children acquiring reading and numeracy skills as early as possible, and that gaining basic language and number skills becomes more difficult the older a child becomes. In turn, this points back to the importance of the recent policy change to lower the age of children to be enrolled in primary school from 7 to 6 years of age (MoEVT, 2015).

3.3 INEQUALITIES IN LEARNING OUTCOMES

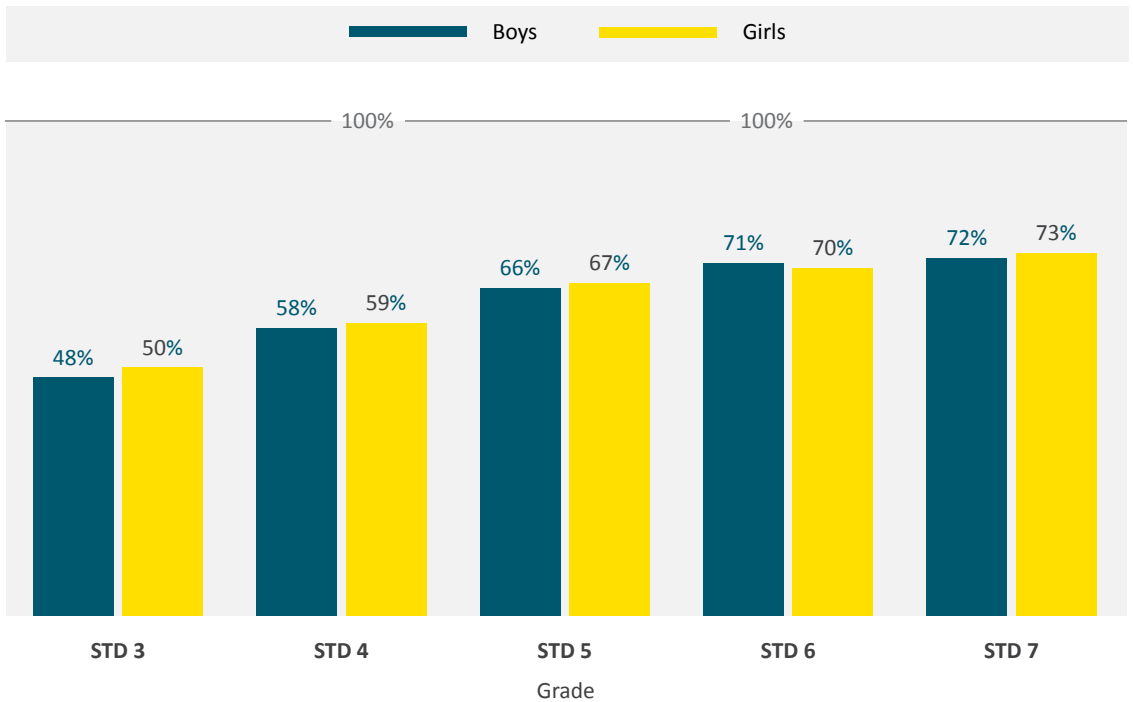
This section of the report examines differences in children’s literacy and numeracy by gender of the child and by the location and socio-economic characteristics of their households.

3.3.1 RESULTS BY GENDER

Overall, the 2017 assessment data indicate no significant difference in rates of literacy and numeracy between boys and girls. Data for the average pass rate across all three subjects for children enrolled in Standards 3 to 7 show that girls marginally out-performed boys.

In general, the pass rates for girls and boys performance were extremely similar across all grades. See Figure 13. The differences observed are not statistically significant.

FIGURE 13: AVERAGE PASS RATE FOR ALL THREE SUBJECTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) BY GENDER OF CHILD AND GRADE, 2017



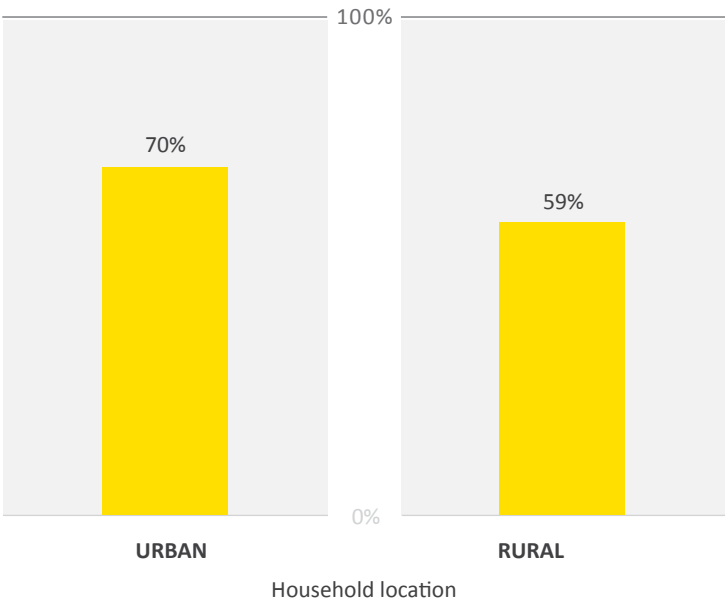
Notes: The average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.
Source: Calculated from data from the 2017 Uwezo learning assessment.



3.3.2 RESULTS BY LOCATION OF THE HOUSEHOLD: RURAL VERSUS URBAN AREAS

The 2017 assessment findings show that children in urban areas outperformed their counterparts in rural areas. As Figure 14 shows, 7 out of 10 children (70%) attending Standards 3 to 7 in urban areas were able to read a short story in English and Kiswahili and perform subtraction at Standard 2 level, compared with almost 6 out of 10 (59%) of their peers in rural areas. This disparity is consistent with previous Uwezo assessment rounds. For example, in 2015, about 65% of pupils in Standards 3 to 7 in urban areas passed all three tests compared with 51% of children in rural areas.

FIGURE 14. AVERAGE PASS RATE FOR ALL THREE SUBJECTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL), AMONG STUDENTS IN STANDARDS 3 TO 7, BY HOUSEHOLD LOCATION (URBAN/RURAL), 2017



*Notes: The average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.
Source: Calculated from data from the 2017 Uwezo learning assessment.*

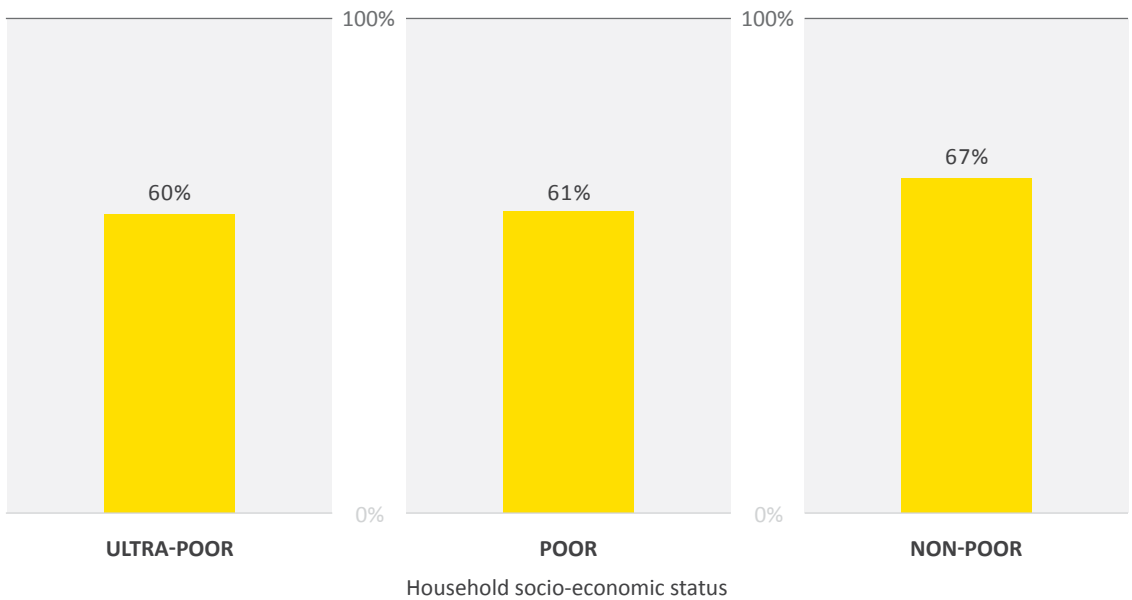


3.3.3 RESULTS BY HOUSEHOLD WEALTH STATUS

The 2017 assessment categorized the socio-economic status of households in three levels: non-poor, poor and ultra-poor. To do so, the household questionnaire captured data on households’ access to selected basic services (water and electricity) as well as their ownership of the following assets: mobile phone, radio, television, and means of transport (bicycle, motorbike or car).

The findings reveal differences in rates of literacy and numeracy among children from poor and non-poor families, but they are not significant. For example, the average pass rate among pupils attending Standards 3 to 7 from non-poor households was 67% compared with 60% of their counterparts from ultra-poor families. See Figure 15.

FIGURE 15: AVERAGE PASS RATE FOR ALL THREE SUBJECTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) AMONG STUDENTS IN STANDARDS 3 TO 7, BY HOUSEHOLD WEALTH STATUS, 2017



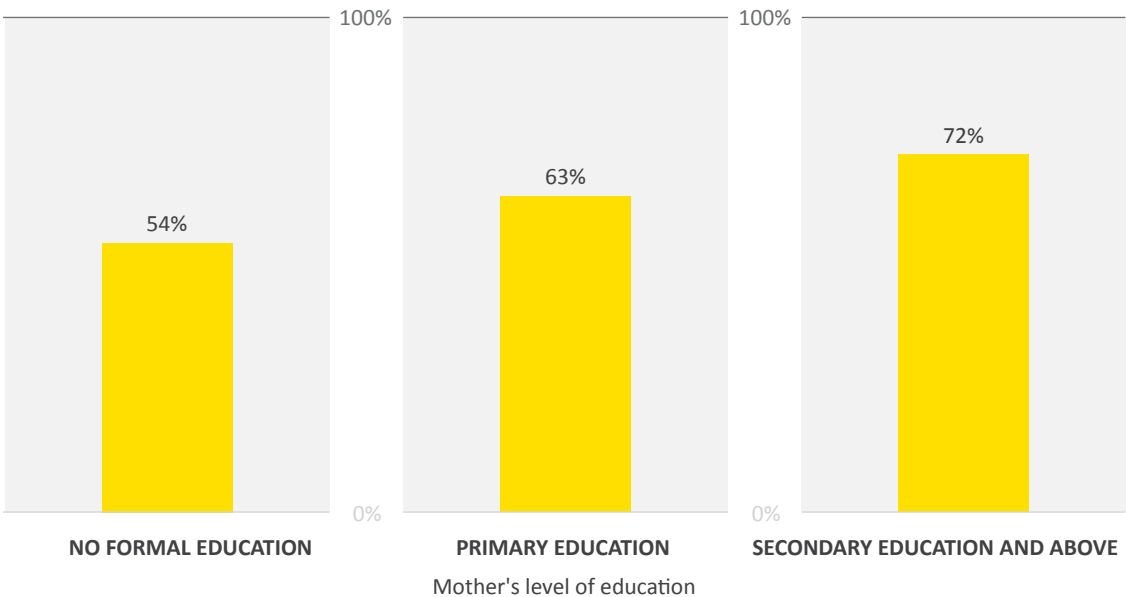
Notes: The average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.
Source: Calculated from data from the 2017 Uwezo learning assessment.



3.3.4 RESULTS BY MOTHERS' LEVEL OF EDUCATION

Findings revealed a strong association between the mother's level of education and her children's competencies in literacy and numeracy. On average, 7 out of 10 children (72%) attending Standards 3 to 7 whose mothers had secondary education or higher passed the Uwezo literacy and numeracy tests compared with 54% of their peers whose mothers had no formal education. See Figure 16. As in previous years, the results suggest the existence of an inter-generational effect on children's learning outcomes.

FIGURE 16: AVERAGE PASS RATE FOR ALL THREE SUBJECTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) AMONG STUDENTS IN STANDARDS 3 TO 7, BY MOTHER'S LEVEL OF EDUCATION, 2017



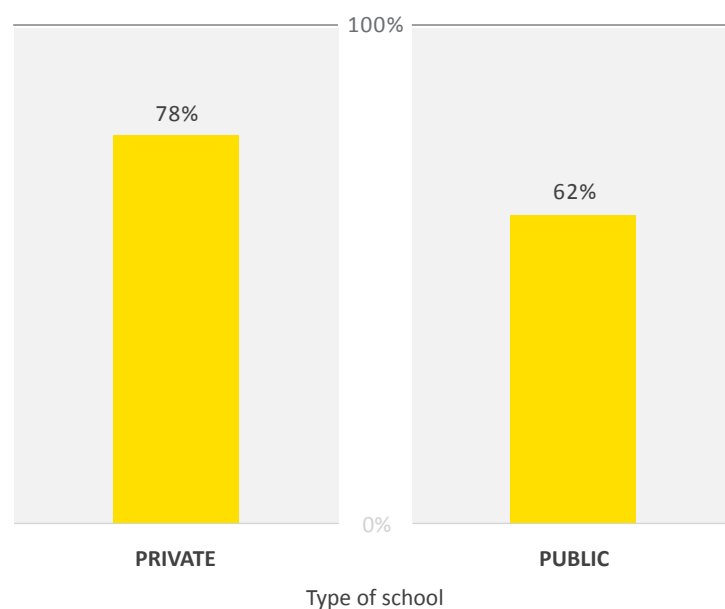
Source: Calculated from data from the 2017 Uwezo learning assessment.



3.3.5 RESULTS BY TYPE OF PRIMARY SCHOOL ATTENDED: PRIVATE VERSUS PUBLIC

For the past two decades, students in private schools in Tanzania have demonstrated better performance in national examination results than their peers in public schools. Data captured by the Uwezo assessment indicate a similar situation. In 2017, on average, 8 out of 10 children (78%) attending Standards 3 to 7 in private primary schools possessed Standard 2 level numeracy and literacy competencies compared with 6 out of 10 of their peers (62%) in public primary schools. See Figure 17.

FIGURE 17 AVERAGE PASS RATE FOR ALL THREE SUBJECTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) AMONG STUDENTS IN STANDARDS 3 TO 7, BY SCHOOL TYPE (PRIVATE OR PUBLIC), 2017



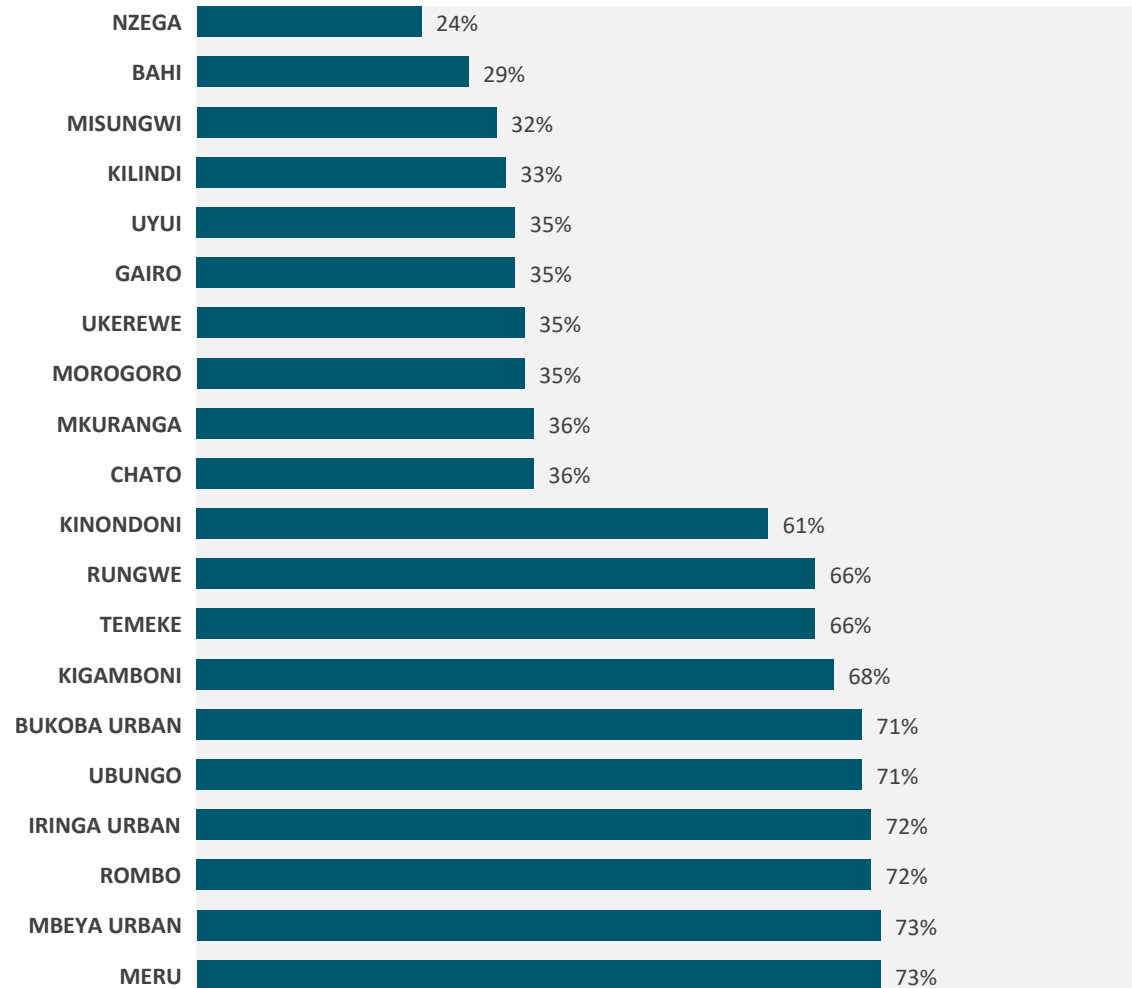
Source: Calculated from data from the 2017 Uwezo learning assessment.

3.3.6 RESULTS BY DISTRICT

The Uwezo 2017 assessment findings reveal marked disparities in learning outcomes between children aged 9-13 years by district. Figure 18 presents the average pass rates for all three subjects in the 10 highest-performing and the 10 lowest-performing districts in this year’s assessment. As illustrated, the average pass rates for the bottom 10 districts were all below 40% compared with above 60% for the top 10 districts. Meru District recorded the highest pass rate (73%) while Nzega District recorded the lowest (24%).

On average, 7 out of 10 children (70%) passed the literacy and numeracy tests in the top ten districts compared with only 3 out of 10 children (34%) who passed the tests in the bottom ten districts. This disparity is more alarming than the differences associated with lower household wealth or residence in rural areas. See Figure 18.

FIGURE 18: AVERAGE PASS RATE FOR ALL THREE SUBJECTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) AMONG CHILDREN AGED 9-13 YEARS, IN 10 HIGHEST AND 10 LOWEST PERFORMING DISTRICTS, 2017



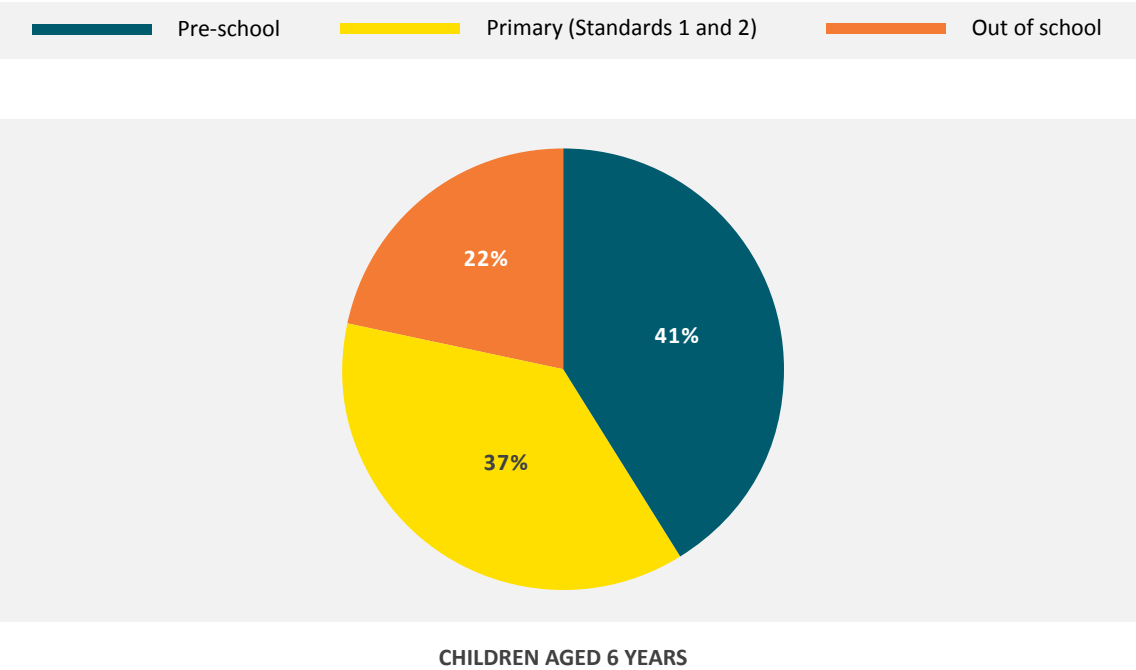
Source: Calculated from data from the 2017 Uwezo learning assessment.

3.4 ACCESS TO SCHOOLING

3.4.1 ENROLMENTS FOR CHILDREN AGED 6 YEARS

The new education policy in Tanzania requires that all children aged 6 years should be enrolled in Standard 1, after attending pre-school at 4 and 5 years of age (Tanzania Education and Training Policy, 2014). Results from Uwezo are encouraging. In the 2017 assessment, 41% of children aged 6 years were attending pre-school and 37% were in primary education (Standards 1 and 2). Therefore, in total, 78% of children aged 6 were attending an educational institution. See Figure 19. In comparison, the Uwezo 2015 assessment found that only 35% of 6 year-olds were enrolled in school. Therefore, in two years, the enrolment rate has more than doubled (an increase of 122%). Aside from the change of policy on the age of entry, fee-free education could also have contributed to this improvement by making schooling more accessible for many parents.

FIGURE 19: PERCENTAGE OF CHILDREN AGED 6 YEARS ENROLLED IN PRE-SCHOOL OR PRIMARY SCHOOL AND OUT OF SCHOOL, 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.

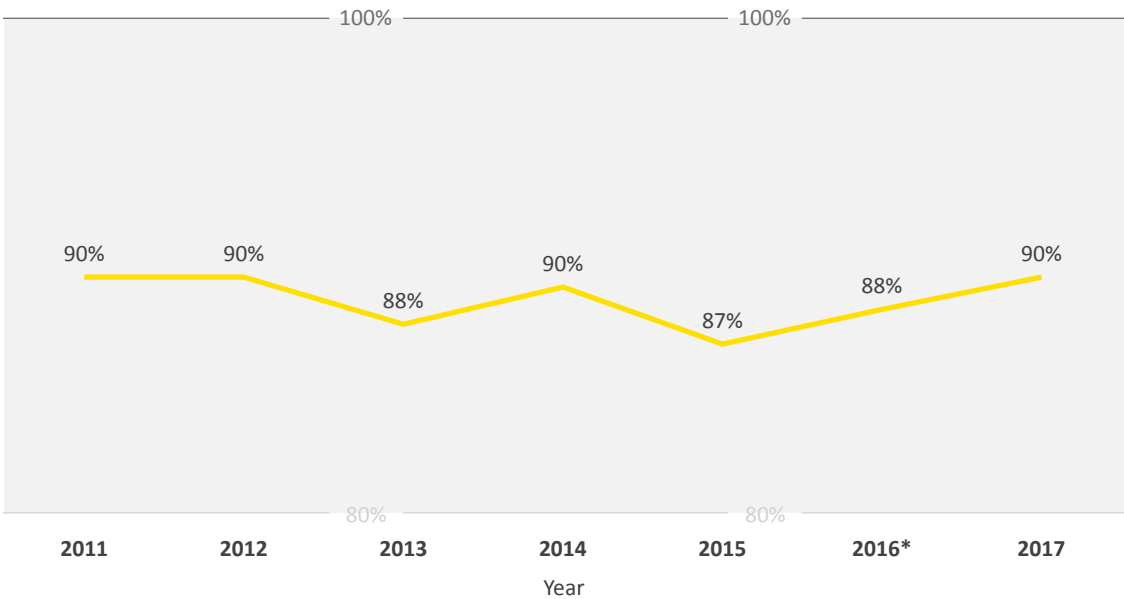
3.4.2 ENROLMENT RATES FOR CHILDREN AGED 7-16 YEARS

The overall enrolment rate for children aged 7 to 16 years of age increased slightly from 86.8% in 2015 to 89.5% in 2017. See Figure 20.

Enrolment rates for younger children (aged 7-9 years) have all improved, none more so than for 7 year-olds (81% to 88%), 8 year-olds (87% to 91%) and 9 year-olds (90% to 92%) which bodes well for future years. After several years of enrolment rates flat-lining or trending down into the mid-80s, enrolment rates appear to be rebounding. Again, these increases may be attributed to the government’s introduction of fee-free basic education.² However, getting the final 11% of children into school appears to be a stubborn challenge.

² In November 2015, the Tanzanian government issued Circular 5 as part of implementation of the 2014 Education and Training Policy. It directed all government schools to ensure that along with primary school, lower-secondary education (Forms 1 to 4) is free for all children.

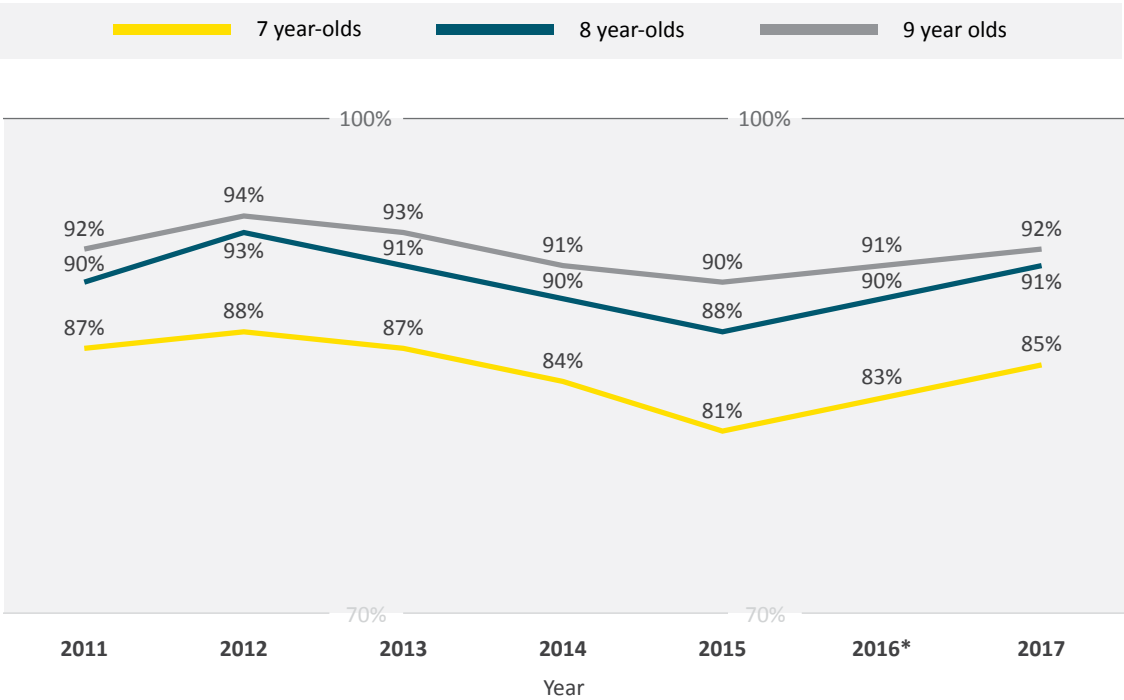
FIGURE 20: ENROLMENT RATE AMONG CHILDREN AGED 7-16 YEARS, 2011-2017



Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.

Together with the rapid growth in 6-year-old enrolments, further “access-over-quality” pressures are being placed on the public pre-primary and primary systems. However, the early evidence of gains in Kiswahili and numeracy among pupils in Standard 3 indicate that the rise in access is not being matched by a fall in learning. Figure 21 presents data on the proportion of children who were enrolled in school, by age, for six rounds of the Uwezo assessments.

FIGURE 21: ENROLMENT RATES FOR CHILDREN AGED 7, 8 AND 9 YEARS OF AGE, 2011-2017

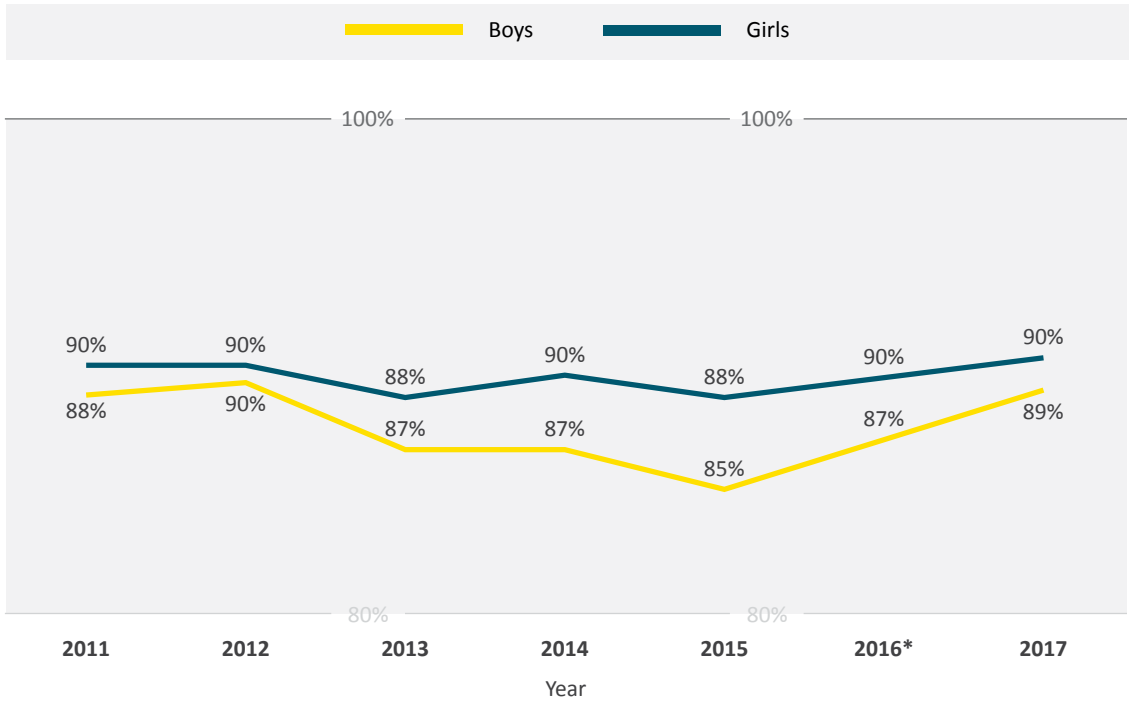


Source: Calculated from data from the 2011, 2012, 2013, 2014, 2015, and 2017 rounds of the Uwezo learning assessment.

3.3.3 ENROLMENT RATES BY GENDER

The enrolment rate for girls has shown minimal variation, fluctuating in a narrow range around 90%. The enrolment rate for boys showed a slight downward trend from 2012 to 2015 but rebounded between 2015 and 2017. See Figure 22.

FIGURE 22: ENROLMENT RATE AMONG CHILDREN AGED 7-16 YEARS, BY GENDER OF CHILD, 2011-2017



Source: Calculated from data from the 2011 to 2017 rounds of the Uwezo learning assessment.



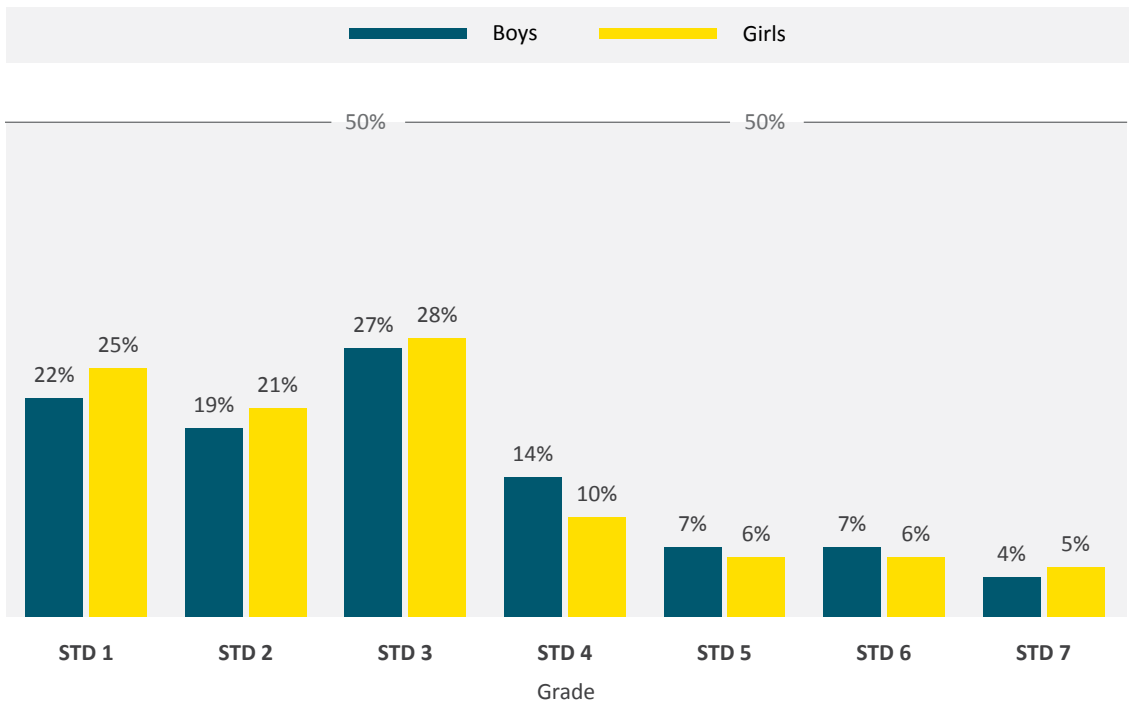
3.5 OUT-OF-SCHOOL CHILDREN

A significant number of school-aged children are still left out of the schooling system. On average, Uwezo 2017 recorded that out of the total number of children aged 6-16 years who were reached, around 11.2% of them were out-of-school, whereby 5.1% dropped out of school at different class levels while 6.1% were never enrolled to any schooling institution. No significant gender difference was noted. There was a huge difference among children aged 6-16 years who were never enrolled in school between rural and urban locations. For example 8.1% of children aged 6-16 years from rural areas were never enrolled to school compared with only 1.5% of their peers from urban areas. A similar scenario is revealed when comparing children from rich and poor households. About 8.3% of children aged 6-16 years from very poor households were never enrolled to school compared with 3% of their peers from the non- poor families.

3.5.1 DROP-OUT RATES IN PRIMARY SCHOOL

For children who dropped out at primary school level, the drop-out rates were much higher among pupils in early primary. See Figure 23. For example, the average dropout rate of the children in Standards 1, 2 and 3 was around 23.5%, 20% and 27.5% respectively. In comparison, the drop-out rate for children in Standard 7 was about 4.5%. There was no significant difference in dropout rates among boys and girls.

FIGURE 23: DROP-OUT RATES, BY GENDER OF CHILD AND GRADE, 2017



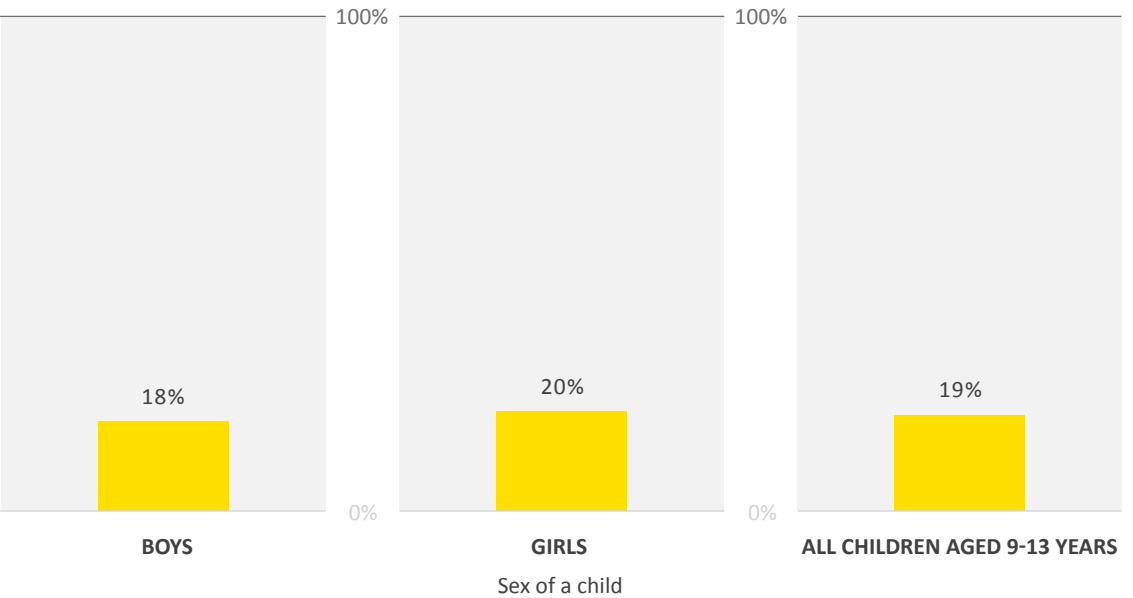
Source: Calculated from data from 2017 Uwezo learning assessment.

3.5.2 RATES OF LITERACY AND NUMERACY AMONG OUT-OF-SCHOOL CHILDREN

The findings strongly indicate that out-of-school children are significantly disadvantaged in acquiring basic literacy and numeracy skills. Nationally, only 2 out of 10 out-of-school children (19.2%) aged 9-13 years passed all three Uwezo tests. In comparison, the average pass rate for all three tests among children enrolled in Standards 3 to 7 (most of whom are aged 9-13 years) was 60%, three times higher than the rates among their out-of-school peers. This result clearly emphasizes clearly the importance of sending children to school.

The percentage of out-of -school girls who passed the Uwezo tests was slightly higher (20%) than boys (18%). See Figure 24. A bigger disparity was recorded between out-of-school children in urban areas and their peers in rural areas. About 4 out of 10 out-of-school children in urban areas passed the literacy and numeracy tests compared to only about 2 out of 10 children in rural areas.

FIGURE 24: AVERAGE PASS RATE ON ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY AT SUBTRACTION LEVEL) AMONG OUT-OF-SCHOOL CHILDREN AGED 9-13 YEARS, BY GENDER OF CHILD, 2017



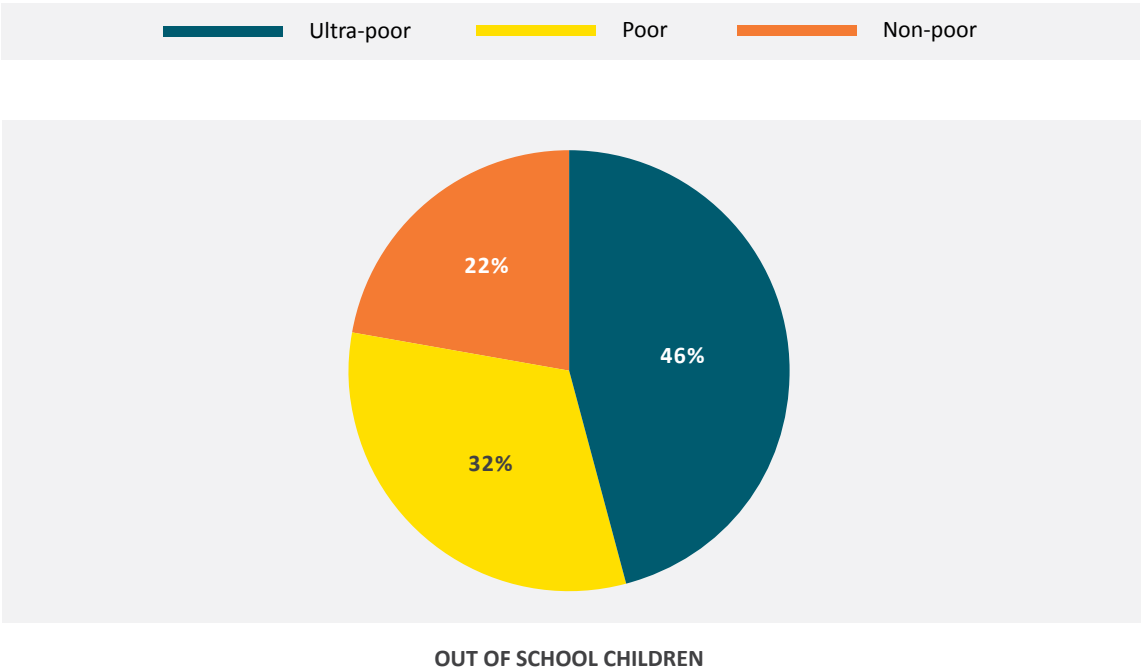
Source: Calculated from data from the 2017 Uwezo learning assessment.

3.5.3 HOUSEHOLD CHARACTERISTICS OF OUT-OF-SCHOOL CHILDREN

Figure 25 shows that more out-of-school children were from poorer families than non-poor families; about 78% of out-of-school children were from poorer families (ultra-poor and poor combined) compared with only 22% from non-poor families. See Figure 25.

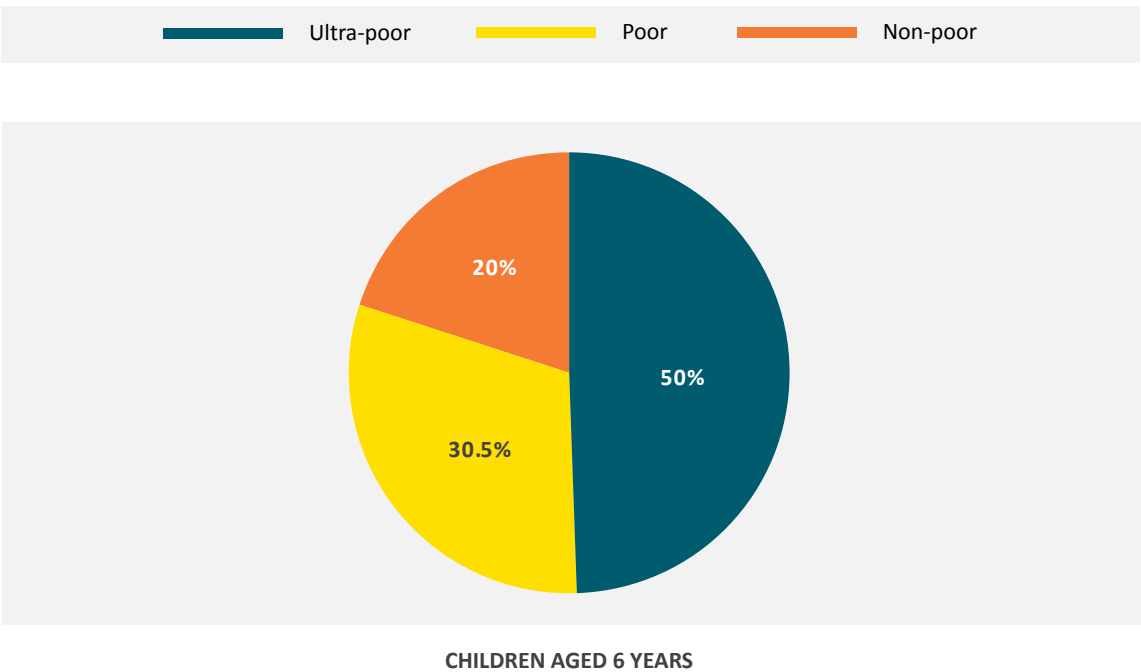
Similarly, among young children, 22% of children aged 6 years were out of school. Of these, the majority (80%) were from poorer households (ultra-poor and poor combined). Only 2 out of 10 children (20%) were from non-poor families. See Figure 26.

FIGURE 25: PERCENTAGE OF OUT-OF-SCHOOL CHILDREN, BY HOUSEHOLD WEALTH STATUS, 2017



Source: Calculated from data from 2017 Uwezo learning assessment.

FIGURE 26: PERCENTAGE OF CHILDREN AGED 6 YEARS WHO WERE OUT-OF-SCHOOL, BY HOUSEHOLD WEALTH STATUS, 2017



Source: Calculated from data from 2017 Uwezo learning assessment.



3.6 SCHOOL CONDITIONS, RESOURCES AND PARENTS' PARTICIPATION

As in previous assessments, Uwezo 2017 captured data on factors that may influence children's learning outcomes, such as the availability and qualifications of teaching staff, and school facilities and services. However, this year's assessment also explored certain inputs to the educational process that have not received attention in previous Uwezo rounds, including school inspections and parents' involvement in their children's education. Results are summarized in the sub-sections below.

3.6.1 TEACHER AVAILABILITY AND QUALIFICATIONS

Pupil-teacher ratio

The availability of appropriately skilled teachers is one of the most important determinants of student learning. One common indicator to assess teacher numbers is the pupil-teacher ratio (PTR). In Uwezo 2017, the pupil-teacher ratio was calculated by taking the total number of enrolled pupils in a given school and dividing by the number of teaching staff employed by the government.

On average, the pupil-teacher ratio (PTR) for pre-school was 86:1, which is over three times higher than the recommended national ratio of 25:1.³ In stark contrast, the average pupil-teacher ratio for primary school (Standards 1 to 6⁴) was 44:1 which is slightly below the recommended standard of 45:1. This is consistent with previous Uwezo assessments which recorded 46:1 and 44:1 in 2014 and 2015, respectively.

Once again, wide variation in ratios were found between assessed districts. Kibondo District recorded the highest ratio (65:1) while Songea Rural recorded the lowest (14:1). About 54% of the districts recorded a pupil-teacher ratio above the national standard, the remaining 46% recorded a ratio at or below the recommended national standard. Table 2 presents the results for the top five and bottom five districts.

³ Operational Guidelines and Minimum Standards for Integrated Early Childhood Development in Tanzania (URT, 2008).

⁴ In this year's assessment, the PTR was calculated based on total enrolment of pupils in Standards 1 to 6 given that the assessment was conducted in October-November 2017, when Standard 7 pupils had completed their primary education and left school.

TABLE 3: PUPIL-TEACHER RATIO BY DISTRICT (5 HIGHEST-RANKED AND 5 LOWEST-RANKED DISTRICTS), 2017

RANK	DISTRICT	PTR
LOW PUPIL-TEACHER RATIOS		
1	Songea Rural	14:1
2	Meru	26:1
3	Moshi Rural	28:1
4	Rombo	33:1
5	Iringa Urban	33:1
HIGH PUPIL-TEACHER RATIOS		
52	Uyui	60:1
53	Chamwino	61:1
54	Buhigwe	62:1
55	Sumbawanga Rural	64:1
56	Kibondo	65:1

Source: Calculated from data from the 2011 to 2015 rounds of the Uwezo ALA

Qualifications of pre-primary teachers

In Tanzania, qualified pre-primary teachers must hold at least a certificate of teacher training education and are classified under the Grade III A level on the government teacher pay scale. In addition, a pre-primary teacher is expected to hold a one-year certificate in early childhood development. The current Uwezo assessment found that, of the 1,986 pre-primary teachers assessed, 81% were qualified to teach at pre-primary level. Therefore, about 20% or 1 in 5 of the pre-primary teachers assessed had no training in pre-primary education, which undermines the quality of the education provided.

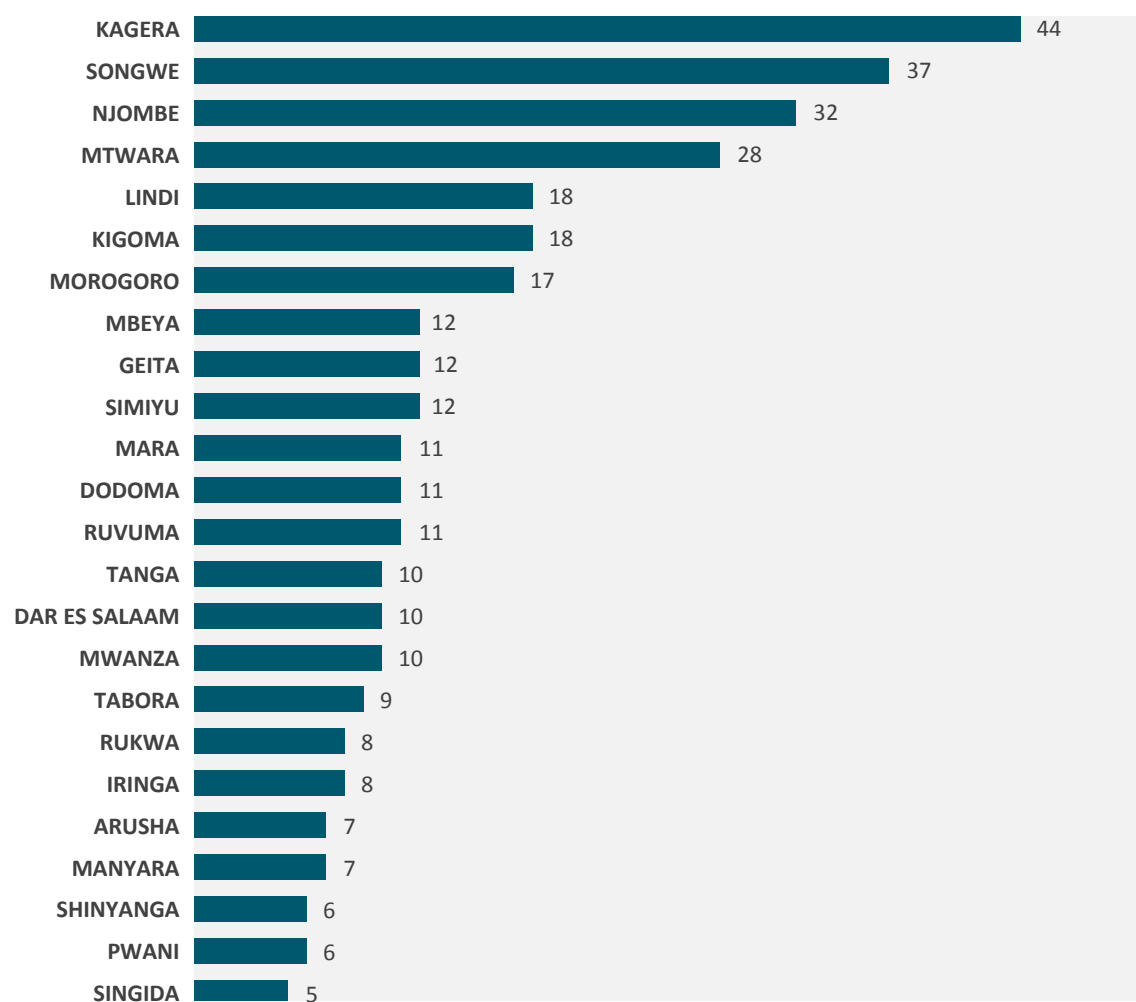
Teachers trained on special needs education

Recently, there has been renewed national interest in inclusive education and particularly how school environments can accommodate children with disabilities, as well stated in the national strategy for inclusive education (MOEST 2017). Nonetheless, children with disabilities face substantial obstacles to education—and substantially lower participation in school. One of the major challenges is the lack of teachers trained on special needs education, for example, for children with sight or hearing problems.

The Uwezo assessment found that only 13% of all teachers who were interviewed were trained in any kind of special needs education. Further analysis reveal that this proportion varied by regions. Kagera region recorded the highest pupil-teacher ratio for special needs education, 44:1 while Singida Region recorded the recommended ratio of 5:1. See Figure 27. This implies that despite a strong call to promote inclusive education in the public school system, very few teachers have the professional training to teach all children in the inclusive classroom.



FIGURE 27: PUPIL-TEACHER RATIO FOR CHILDREN WITH SPECIAL NEEDS, BY REGION, 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.⁵

⁵ Teacher-Pupil Ratio was calculated based on total population of children with disability in schools per district/region and number of teachers trained on special needs education

3.6.2 SCHOOL INSPECTIONS FOR QUALITY ASSURANCE

On average, 77% of the schools in the assessed districts were inspected in 2017. This percentage indicates an increase of 11% of the primary schools (21,829) inspected in 2015/2016 (MoEST 2012 – 2016). However, the Uwezo assessment noted wide disparities in school inspections by district. For instance, more than 95% of schools in four districts—Ngorongoro (97%), Meru (97%), Tabora Urban (100%) and Iringa Urban (100%)—were inspected in 2017 compared with only 41% of schools in Ubungo and 43% in Uyui. See Table 3.

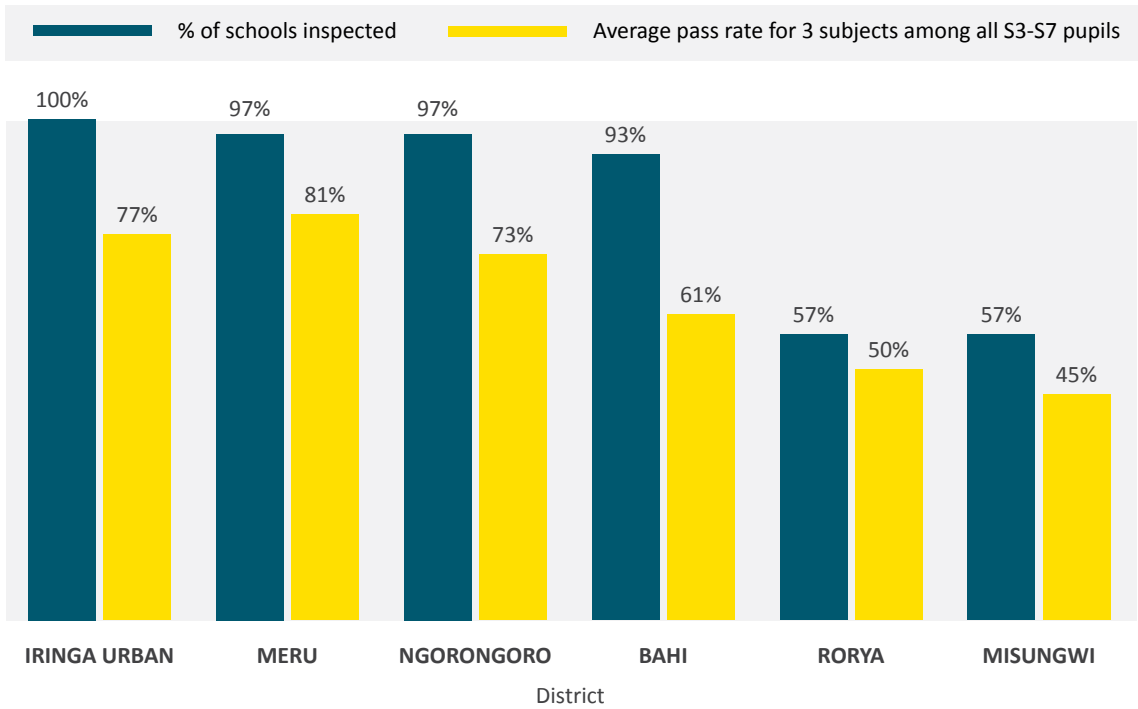
TABLE 4: PERCENTAGE OF SCHOOLS INSPECTED BY DISTRICT (5 HIGHEST-RANKED AND 5 LOWEST-RANKED DISTRICTS), 2017

RANK	DISTRICT	PERCENTAGE OF SCHOOLS INSPECTED
TOP FIVE DISTRICTS		
1	Iringa Urban	100%
2	Tabora Urban	100%
3	Meru	97%
4	Ngorongoro	97%
5	Bahi	93%
BOTTOM FIVE DISTRICTS		
52	Misungwi	57%
53	Rorya	57%
54	Kilwa	53%
55	Uyui	43%
56	Ubungo	41%

Source: Calculated from data from the 2017 Uwezo learning assessment

Of further note, results indicate an association between the percentage of schools inspected and the average pass rate for the Uwezo literacy and numeracy tests among pupils in Standards 3 to 7. The higher the percentage of school inspections in a district, the higher the average pass rate. See Figure 28. For example, 81% of children in Standards 3 to 7 in Meru District passed all three Uwezo tests compared with only all 4 out of 10 children (45%) in Misungwi District. Further investigation will be required to establish the strength of this relationship.

FIGURE 28: COMPARISON OF SCHOOL INSPECTION RATE AT DISTRICT LEVEL AND AVERAGE PASS RATE FOR ALL THREE SUBJECTS AMONG PUPILS IN STANDARDS 3 TO 7, IN SELECTED DISTRICTS, 2017



Notes: The average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.
Source: Calculated from data from 2017 Uwezo learning assessment.





3.6.3 SCHOOL INFRASTRUCTURE AND SERVICES

Schools with electricity

Nationally, 34% of the schools assessed have access to electricity. Again, this varies considerably by district. For instance, in Temeke and Kinondoni districts over 90% of the schools involved in the 2017 Uwezo assessment have electricity compared to only 3% in Namtumbo and 7% in Serengeti districts. See Table 5.

TABLE 5: PERCENTAGE OF SCHOOLS WITH ELECTRICITY, BY DISTRICT (5 HIGHEST-RANKED AND 5 LOWEST-RANKED DISTRICTS), 2017

RANK	DISTRICT	PERCENTAGE OF SCHOOLS WITH ELECTRICITY
TOP FIVE DISTRICTS		
1	Temeke	97%
2	Kinondoni	97%
3	Ilala	83%
4	Ubungo	83%
5	Iringa Urban	79%
BOTTOM FIVE DISTRICTS		
52	Kibondo	7%
53	Kigoma Rural	7%
54	Mkuranga	7%
55	Serengeti	7%
56	Namtumbo	3%

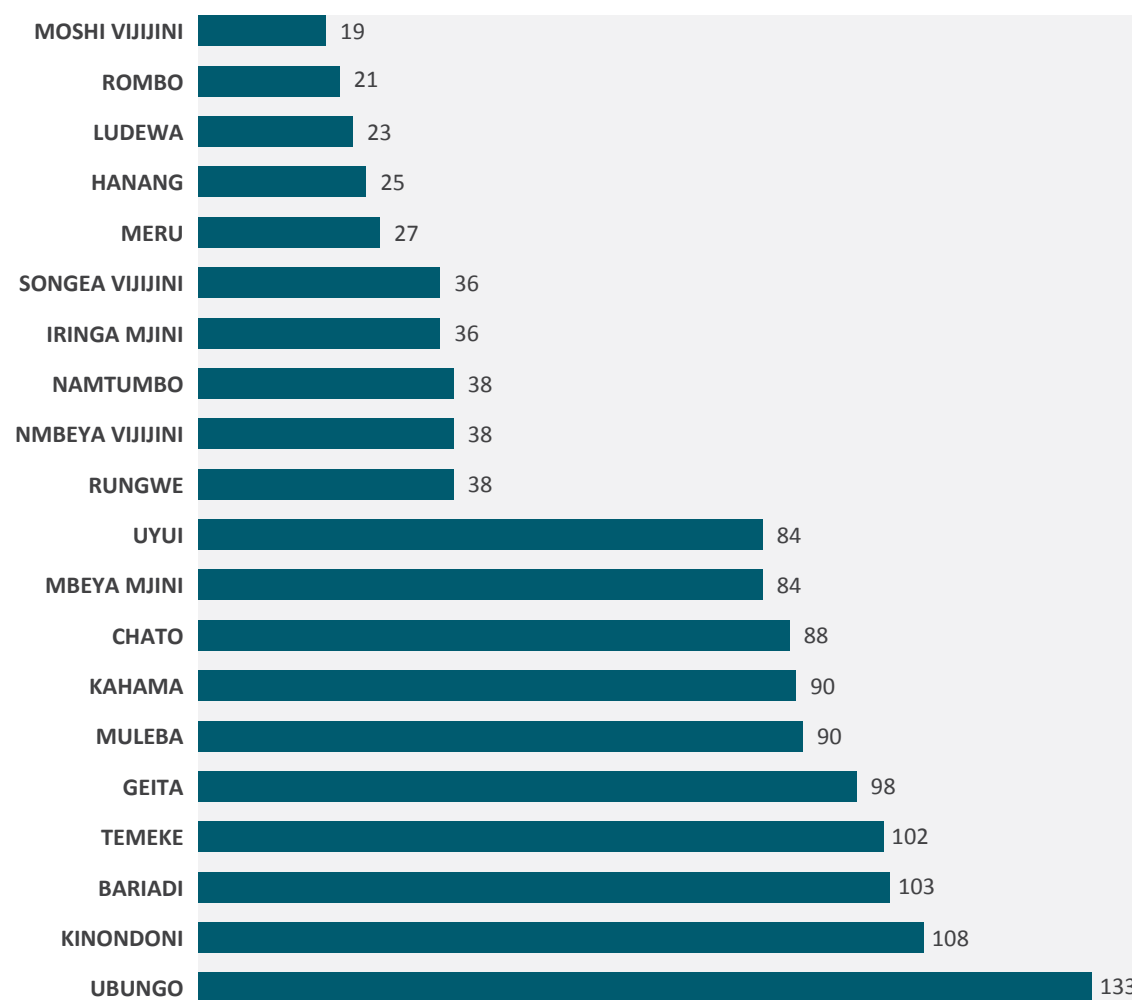
Source: Calculated from data from the 2017 Uwezo learning assessment

Pupil-toilet ratio

The official Government standard in Tanzania for latrines in schools is one pit latrine/toilet per 20 girl pupils (1:20) and one per 25 boy pupils (1:25), (MOEST Guideline School WASH, 2016). This is also in line with World Health Organisation (WHO) guidelines for School WASH (2009). The situation in schools that were surveyed shows that this target is far from being met (see Figures 29 and 30).

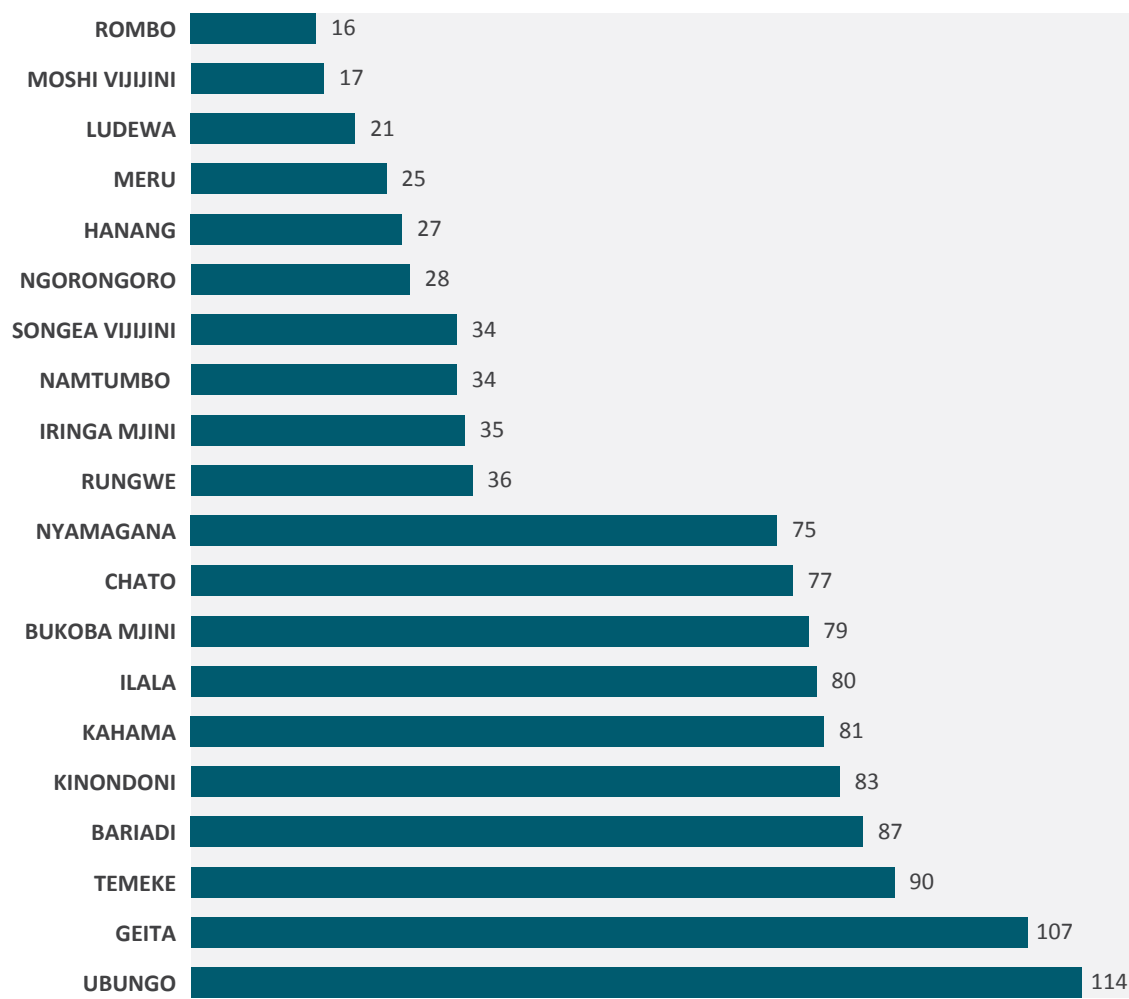
The average pupil to latrine ratio in the surveyed primary schools is 58:1. The ratios for boys and girls were 60:1 and 56:1, respectively. District disparities were also noted. The lowest pupil-toilet ratio for boys was 19:1 in Moshi districts and the highest ratio was in Ubungo Municipality (133:1). As for the girls the lowest toilet ratio was 16:1 in Rombo district and the highest ratio was 114:1 in Ubungo Municipality. Figures 29 and 30 present ten districts with the highest Pupil-Toilet ratio for boys and girls, and the 10 districts with the lowest Pupil-Toilet ratio for both girls and boys respectively. Inadequate access to clean toilets can seriously interfere with children’s education as it can accelerate the spread of infectious diseases such as diarrhea and fungal infections which in turn makes many children sick and can cause them to miss school regularly. Girls often may miss school when they are in their menstrual period because of embarrassment and the lack of private places to change and maintain their hygiene/cleanliness.

FIGURE 29: HIGHEST AND LOWEST TOILET RATIO FOR BOYS BY DISTRICT, 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.

FIGURE 30: BOTTOM AND TOP TEN DISTRICTS HIGHEST AND LOWEST TOILET RATIO FOR GIRLS BY DISTRICTS, 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.

Provision of meals to children at school

Research on nutrition and academic learning has shown that programmes for the provision of school meals are a vital way to not only increase school enrolments, but also sustain attendance and improve school performance (Ng’ong’a 2014).

Results from the Uwezo 2017 assessment reveal that, nationally, only 23.4% of primary schools in Tanzania provide children with meals. This is a low proportion considering the importance of nutrition to children’s general well-being and their capacity to concentrate in class. Variations between regions and districts in the provision of meals to children in schools are alarming. For example, 100% of public primary schools in Moshi Vijijini District and 96.7% of the schools in Ludewa District provide meals to children whereas none of the primary schools in Buhigwe, Nyamagana, Ukerewe, Kondoa, and Rorya districts provide meal to pupils. Table 5 summarizes these findings.

The shortfall in school meal programmes needs immediate attention by all stakeholders including the government, parents and the entire community. As per policy and practice, parents/communities are expected to organize themselves and ensure children get meals at school, but in many schools children stay at school hungry. When parents were asked (Uwezo assessment 2017):

TABLE 6: PERCENTAGE OF PUBLIC PRIMARY SCHOOLS WITH MEAL PROGRAMMES, BY DISTRICT, 2017

TOP FIVE DISTRICTS		BOTTOM FIVE DISTRICTS (NO MEALS) ⁶	
DISTRICT	PERCENTAGE OF SCHOOLS PROVIDING MEALS	DISTRICT	PERCENTAGE OF SCHOOLS PROVIDING MEALS
Moshi Vijijini	100	Buhigwe	0.0
Ludewa	96.6	Nyamagana	0.0
Rombo	93.3	Ukerewe	0.0
Mbozi	93.3	Kondoa	0.0
Songea Vijijini	80.0	Rorya	0.0

Source: Calculated from data from the 2017 Uwezo learning assessment

Who is responsible to provide meals to children at school?, almost 50% responded that it is the role of parents while 18% said it was the role of the central government, and 12% said it is the role of both parents and village government. Surprisingly 13% did not know who is responsible to feed their children at school. Considering that the capitation grant provided to schools by the government does not cater for meals at school, the role of parents and community to contribute to provision of meals to school children should be emphasized in line with other education policy guidelines such as fee-free education.

Things can be made worse if children do not have breakfast at home and then have no meal at school. Data from Uwezo 2017 found that only 2 out of 5 households (39.9%) in Tanzania provide breakfast to their children before they go to school. Results also reveal that most of the districts with high proportions of households that do not provide children with breakfast are the same districts with many schools that do not provide meals to children. For example, 95% of households in Moshi rural and Rombo districts provide breakfast to pupils and almost all primary schools (100%) in Moshi and 93.3% of schools in Rombo districts provide children with meals at school. In comparison only 4.7% of households in Buhigwe District, 6.5% in Kigoma Rural and 8.1% in Meatu District provide breakfast to children before they go to school, and none of the primary schools in these districts provide meals to children at school.

3.6.4 PARENTS' PARTICIPATION IN THEIR CHILDREN'S SCHOOLING

Active participation of parents in education is consistently found to be positively associated with their children's academic performance (Hara & Burke, 1998; Hill & Craft, 2003). To assess their involvement, parents were asked whether they had checked their children's exercise books or had read books with their children during the previous week, and whether they had visited teachers to follow up on their children's progress in school.

Checking exercise books and reading with children

About 6 out of 10 parents (66%) reported that they had read a book with their children while only 2 out of 10 (21%) had checked the exercise books of their children during the week prior to the Uwezo assessment.

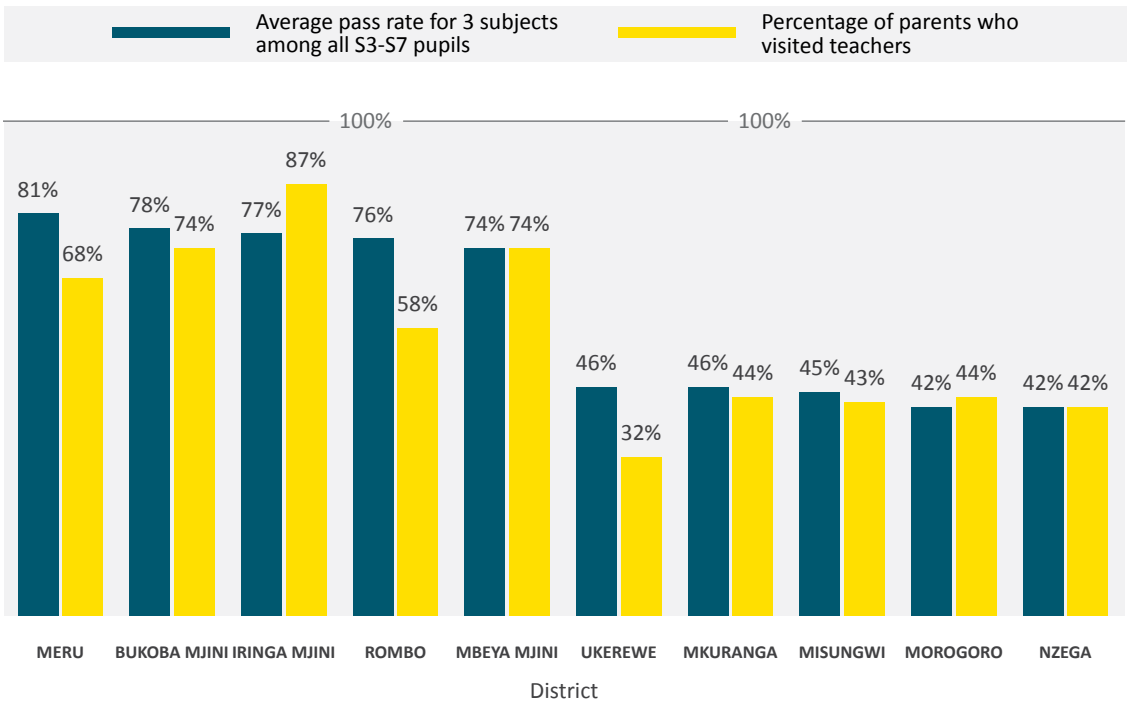
⁶ Findings revealed that none of the visited primary schools in the 10 bottom districts were providing meals to children, that is why they scored 0.0%.

Visits to children’s teachers

Nationally, only 50% of parents reported visiting their children’s teachers to check on their children’s progress at school. Parental visits also varied by district. For example, 81% of parents in Meru District reported visiting their children’s teachers compared with 32% of parents in Ukerewe District.

As for the rate of school inspections, the 2017 Uwezo results indicate a degree of association between parents’ visits to teachers and the average pass rate in the three Uwezo tests. See Figure 29. For example, in Iringa Urban District, 9 out of 10 parents (87%) of parents visited teachers and nearly 8 out of 10 children (77%) in Standards 3 to 7 passed all three tests. In comparison, in Ukerewe District, only 1 in 3 parents (32%) visited teachers and less than 5 out of 10 children (46%) passed the Uwezo tests (Figure 31). However, further study is necessary to test this association.

FIGURE 31: COMPARISON OF PERCENTAGE OF PARENTS’ VISITS TO TEACHERS AND AVERAGE PASS RATE FOR ALL THREE SUBJECTS AMONG PUPILS IN STANDARDS 3 TO 7, BY DISTRICT (FOR 5 HIGHEST AND 5 LOWEST-RANKED DISTRICTS), 2017



Source: Calculated from data from the 2017 Uwezo learning assessment.



UNESCO Toronto: Maths

2 8 9 1 4 3

$59 + 32 =$
 $41 + 72 =$
 $29 + 18 =$
 $75 + 24 =$
 $62 + 40 =$

$23 + 68 =$
 $15 + 25 =$
 $45 + 48 =$

$58 - 13 =$
 $62 - 37 =$
 $45 - 17 =$
 $97 - 13 =$
 $48 - 13 =$
 $39 - 13 =$
 $62 - 13 =$

$29 + 18 =$
 $41 + 72 =$
 $29 + 18 =$
 $75 + 24 =$
 $62 + 40 =$

$23 + 68 =$
 $15 + 25 =$
 $45 + 48 =$

$58 - 13 =$
 $62 - 37 =$
 $45 - 17 =$
 $97 - 13 =$
 $48 - 13 =$
 $39 - 13 =$
 $62 - 13 =$

$29 + 18 =$
 $41 + 72 =$
 $29 + 18 =$
 $75 + 24 =$
 $62 + 40 =$

$23 + 68 =$
 $15 + 25 =$
 $45 + 48 =$

$58 - 13 =$
 $62 - 37 =$
 $45 - 17 =$
 $97 - 13 =$
 $48 - 13 =$
 $39 - 13 =$
 $62 - 13 =$

$29 + 18 =$
 $41 + 72 =$
 $29 + 18 =$
 $75 + 24 =$
 $62 + 40 =$

$23 + 68 =$
 $15 + 25 =$
 $45 + 48 =$

4. CONCLUSION

This report has summarized the findings from the 2017 Uwezo learning assessment, which assessed the literacy and numeracy skills of children aged 6-16 years in a nationally representative sample of districts in mainland Tanzania. The report analyzed trends in children's competencies in literacy and numeracy based on data from the six assessment rounds since 2011, and examined gender, socio-economic and spatial inequalities in learning outcomes as well as household- and school-based factors that may influence children's academic performance.

4.1 KEY FINDINGS

Overall, this year's assessment found that the majority of children in Tanzania are enrolled in school (almost 90%), but rates of literacy and numeracy for many children are below expectation for their age and grade. Since all three tests are benchmarked at the Standard 2 level curriculum, all children above Standard 2 and between ages 9 and 16 should have passed the tests by 99%-100%

Increased enrolments are encouraging but many children are still left out of the school system

The new education policy in Tanzania requires that all children aged 6 years should be enrolled in Standard 1, after attending pre-school at 4 and 5 years of age. On this aspect, the results from this year's assessment are encouraging. In total, the proportion of children aged 6 years attending an educational institution has more than doubled from 35% in 2015 to 78% in 2017. Among these, 41% of children were attending pre-school and 37% were enrolled in Standards 1 and 2.

The overall enrolment rate for children aged 7 to 16 years has increased slightly from 87% in 2015 to 89.5% in 2017, with no significant difference observed in enrolments between boys and girls. In particular, enrolment rates for early primary school have improved—for example, 91% of 8 year-olds and 92% of 9 year-olds were enrolled—which bodes well for future years. These gains may be attributed to the government's introduction of the fee-free basic education policy.

However, a significant proportion of school-aged children are still left out of the schooling system; enrolling and keeping the final 10% of children in school appears to be a stubborn challenge. The drop-out rates recorded in this year's assessment are similar to the increase in enrolment rates between 2015 and 2017. Among the children assessed, 5% had dropped out of school, which means that some of the gains in enrolments arising from fee-free education are being lost in later grades. Data also reveal that the drop-out rates were much higher among pupils in early primary. Around 70% of the children dropped out of school in Standards 1 through 3. This could be due to the persistence of the indirect costs of education or decreased motivation among children and parents when little learning happens in school.

Results for literacy and numeracy are mixed

Overall, Uwezo 2017 found similar levels of literacy and numeracy among children to those of previous assessments. The continued positive progress in pass rates for Kiswahili in early primary school is cause for some optimism. For example, the Kiswahili pass rate among Standard 3 students has more than doubled from 29% in 2011 to 62% in 2017, which will hopefully flow into higher pass rates in coming years. However, while Kiswahili proficiency is improving in lower primary, the data indicate a more worrisome trend in the higher grades. Despite an additional four years of school, the Kiswahili pass rate among Standard 7 students is 86%, only 24 percentage points higher than the rate recorded in Standard 3. These data suggest that gaining basic literacy skills becomes more difficult the older a child gets, hence the vital importance of

children acquiring reading proficiency as early as possible.

In stark contrast, results from the last three Uwezo assessments show a sharp decline in English literacy. For example, the pass rate for the English test among Standard 3 students has fallen from 21% in 2014 to 15% in 2017 and among Standard 7 students from 56% in 2014 to 41% in 2017. This deteriorating trend in English requires further examination in light of the policy and curriculum changes at school level. One might expect that pass rates in English may fall for children in Standard 3 as they would be exposed to English lessons for only one year under the new curriculum. But the drop in English performance among students in Standard 7 is less easily explained. Is the deferment of the start to the teaching of English from Standard 1 to Standard 3 having the unintended effect that some primary schools are reducing or dropping English teaching altogether? Whatever is happening, at this early juncture, it appears that the uptake of English in primary school is rapidly declining, which deserves close monitoring in the future.

For the numeracy test, pass rates have fluctuated over time by age and grade. Among Standard 7 students, pass rates have followed a downward trend since 2014 from 88% to 80%, while a moderate improvement among Standard 3 students was recorded, up from 50% in 2015 to 59% in 2017. The more intensive focus on teaching basic numeracy skills for Standards 1 through 3 may be contributing to recent improvements in numeracy performance at Standard 3 level. However, the deteriorating numeracy pass rates among children in Standard 7 are concerning. In 2017, 2 out of 10 children who finished primary school were not able to correctly answer Standard 2 level subtraction problems. As for reading, results indicate that gaining basic numeracy skills becomes more difficult as children progress to higher grades, hence the importance of learning foundational numeracy skills in the early years of schooling.

Of further note, results show that out-of-school children are significantly disadvantaged in obtaining basic literacy and numeracy skills. Nationally, only 2 out of 10 out-of-school children (19.2%) aged 9-13 years passed all three Uwezo tests. In comparison, the average pass rate for all three tests among children enrolled in Standards 3 to 7 (most of whom are aged 9-13 years) was 60%, three times higher than the rates among their out-of-school peers. This result clearly emphasizes the importance of sending children to school.

Inequalities in learning outcomes

Encouragingly, as in previous assessments, rates of literacy and numeracy among girls and boys were similar across all grades of primary school. Also, the gaps in test pass rates by household location (urban versus rural) and by household wealth status (ultra-poor versus non-poor) were marginally less. However, alarming disparities in children's learning outcomes were observed between the different regions and districts assessed. For example, on average, 7 out of 10 children aged 9-13 years passed the literacy and numeracy tests in the top ten performing districts compared with only 3 out of 10 children in the bottom ten districts.

Drivers of quality education

Wide disparities by district and region were also found across a range of potential drivers of quality education: teacher availability and qualifications, school infrastructure, school inspections for quality assurance, meal programmes, and parental engagement in children's education.

For example, Uwezo data for 2017 show that pupil-teacher ratios in primary school are acceptable overall, but these average data do not take into account the existing inequality in teacher distribution whereby many schools in rural areas have fewer teachers than schools in urban areas.

Data also indicate a correlation between rates of school inspections and children's learning outcomes. This might have a link with teachers' accountability due to the support and supervision provided by quality assurance officers.

Although the assessment found that parental engagement was fairly low overall—on average, half of all parents assessed visited their children's teachers—a correlation was observed between rates of parental visits and rates of literacy and numeracy among their children.

4.2 RECOMMENDATIONS

It is our hope that the results discussed in this report will be a catalyst for deep discussion and reflection to generate ideas on how key players in the education sector—government, schools, teachers, parents and civil society organizations (CSOs)—can respond in meaningful ways to improve learning outcomes in Tanzania. The country can only achieve the Sustainable Development Goal in education (SDG 4) by 2030 if all children can access school and learn in an equitable manner to realize their full potential.

As the assessment shows, a number of children are completing seven years of compulsory primary education without obtaining basic literacy and numeracy skills. Other children are being left out of school completely. Depriving children of the opportunity to attend school or keeping children in school while they learn so little is violating their rights to quality education.

The government should implement policies and strategies that focus on reducing learning inequality in rural areas. More effort and resources need to be directed to those areas to ensure that all children can access schools with conducive learning environments. The government could, for instance, improve the formula to allocate capitation grant to address the needs of the most disadvantaged schools, and increase teacher allocations and spending in districts that are lagging behind.

The government can also provide incentives, such as an additional bonus for teachers who accept positions to teach in rural schools. Development partners could also be encouraged to support initiatives and programs that specifically target rural schools in order to help improve learning outcomes among disadvantaged children in those areas.

In addition, the government will need to continue strengthening accountability structures and systems, in the entire education system – including the school management system, quality assurance and quality control mechanisms, to ensure that the education sector is working optimally to deliver better education services for better learning outcomes for all learners.

Parental involvement and support in the education of their children is also very important. The government and school managers have to ensure that education policies and guidelines encourage parents to actively support their children to attend school and learn. When parents are given information about school affairs and are invited by schools to participate, they become more engaged in their children's schools and education (Hill, N. E., & Craft, S. A. (2003).

Finally, we urge all stakeholders—parents, CSOs and the general public—to join hands and play their distinctive roles to demand quality education and to support schools to ensure that every Tanzanian child is able to go to school and learn.



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APPENDICES

APPENDIX A: UWEZO 2017—SAMPLE TESTS FOR LITERACY AND NUMERACY

English – Set 2

LETTERS

r i c n w

h u s m z

The child should choose any five Letters and read four correctly

PARAGRAPH - 1

Amani is my brother. He has a good garden. His garden is near our house. He grows fruits and nice flowers.

WORDS

lay sun mat

food line face

wish get week bread

PARAGRAPH- 2

Tanzania is a nice place. It has many parks. It has rivers and lakes. I love my country so much.

The child should choose any one paragraph and read correctly

James is a young boy. He has very good manners. He greets and helps elders. He does not fight with other children at school. All people in Sabasaba village like this boy.

There is an old woman in his village. James helps her to wash plates. He also cleans her small house. On weekends he brings her firewood. Sometimes she gives him some eggs.

Questions

1. Who does James greet and help?
2. Where does the old woman live?

The child should read the story fluently and answer both questions correctly.

KISWAHILI SETI -1

SILABI

la me su ka di
wo bu fi ze cho

Mtoto achague na kusoma silabi zozote 5. Kati

AYA 1

Nyumbani kwetu kuna maua.
Maua ni mazuri na huvutia sana.
Vipepeo wengi hutua juu yake.
Mimi hupenda kuwaona vipepeo
wakitua na kuruka.

MANENO

Mama ruka hamu kitu
cheza pasha jana wali
kosa somo

*Mtoto achague na kusoma maneno 5. Kati ya hayo
manne yawe sahihi*

AYA 2

Ana na Rehema ni marafiki
wazuri. Wote wanasoma darasa
la pili. Wao husoma pamoja kila
siku kwa bidii. Wote wawili
wanajua kusoma vizuri

Mtoto achague na kusoma Aya moja

Mimi na baba tulienda mbuga ya Mikumi. Hii ni mbuga ya wanyama iliyoko mkoani Morogoro.
Huko mbugani tuliwaona wanyama wengi sana. Tuliwaona twiga, nyati, tembo, simba na swala.
Twiga wote ni wazuri na wanavutia zaidi. Mimi niliwapenda sana twiga.

Mimi nilifurahi sana kuwaona wanyama mbalimbali. Tuliporudi nyumbani nilisimulia mambo yote
niliyoyaona huko. Mama akaniambia kuwa tembo huwavutia sana watalii. Watalii wengi huja
Tanzania kuwaona tembo. Hakika sisi tulifurahia sana safari hiyo.

Maswali:

1. Mbuga ya wanyama ya Mikumi iko mkoa gani?
2. Kwanini safari ya Mikumi ilikuwa ya kufurahisha?

Mtoto asome hadithi kwa usahihi. Mtoto aliyesoma kwa usahihi ajibu maswali yote ya ufahamu

Hisabati: Seti-1

Taja Idadi



Mtoto ahesabu mafungu **matano (5)** angalau

manne yawe sahihi

Utambuzi wa Namba

11 24 38 45 69

77 80 92

Mtoto ataje namba 5 angalau 4 zoiwe sahihi

Jaza namba zilizokosekana katika jedwali hili

11	12			15		17	
	20		22		24		26
27		29		31		33	

Mtoto ataje namba **tano (5)** zilizokosekana, angalau **nne (4)** ziwe sahihi

Kujumlisha Namba

$$\begin{array}{r} 51 \\ +24 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ +56 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ +28 \\ \hline \end{array}$$

$$\begin{array}{r} 162 \\ +154 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 381 \\ +126 \\ \hline \end{array}$$

Mtoto ajumlisha mafungu **matatu (3)**
angalau **mawili(2)** yawe sahihi

Kutoa Namba

$$\begin{array}{r} 23 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} 963 \\ -214 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ -42 \\ \hline \end{array}$$

$$\begin{array}{r} 582 \\ -156 \\ \hline \end{array}$$

Mtoto atoe mafungu **matatu (3)**
angalau **mawili(2)** yawe sahihi

Hesabu katika Maisha

- Juma alinunua daftari kwa shilingi 500 na kalamu kwa shilingi 200. Jumla alitumia shilingi ngapi?
- Kuku alitaga mayai 50. Mayai 10 yalipasuka. Je, yalibaki mayai mangapi?

Mtoto ajibu maswali yote mawili kwa usahihi (si lazima aandike, msomee)

APPENDIX B: SUMMARY OF DISTRICT RANKINGS

COMPETENCE LEVELS AMONG CHILDREN AGED 9-13 YEARS AND RANKING BY DISTRICT, 2017					
DISTRICT	ENGLISH	SWAHILI	MATH	AVERAGE ALL SUBJECTS	RANK
Meru	60.1	84.9	73.3	73	1
Mbeya Mjini	52.7	88.5	76.8	73	2
Rombo	46.9	85.4	84.8	72	3
Iringa Mjini	48.0	85.1	82.2	72	4
Bukoba Mjini	49.0	83.1	80.1	71	5
Ubungo	54.1	81.5	76.5	71	6 ⁷
Kigamboni	40.0	84.5	80.0	68	7
Rungwe	37.4	82.3	79.2	66	8
Temeke	37.8	81.2	77.6	66	9
Kinondoni	43.1	83.1	68.2	65	10
Ilala	35.2	82.3	71.8	63	11
Nyamagana	33.2	74.1	72.4	60	12
Moshi Vijijini	38.7	74.0	65.2	59	13
Songea Vijijini	24.7	77.8	65.7	56	14
Tabora Mjini	25.7	74.9	62.7	54	15
Ludewa	18.8	76.2	67.3	54	16
Tanga	26.0	73.1	61.0	53	17
Mbeya Vijijini	30.4	71.2	55.7	52	18
Singida Mjini	24.8	69.2	60.3	51	19
Lushoto	21.6	70.5	58.7	50	20
Ulanga	13.5	71.4	63.1	49	21
Kondoa	13.5	71.1	63.3	49	22
Namtumbo	15.9	68.8	55.4	47	23
Mbozi	16.4	67.8	54.1	46	24
Ngorongoro	27.7	53.3	56.7	46	25
Mtwara Vijijini	12.5	65.5	56.5	45	26
Kahama	16.4	63.1	54.5	45	27
Geita	20.3	60.5	53.1	45	28
Karagwe	17.1	60.3	52.5	43	29
Sengerema	15.2	58.3	55.0	43	30
Meatu	17.4	58.9	50.2	42	31
Busega	13.1	62.9	47.0	41	32
Hanang	14.5	56.2	52.1	41	33
Kiteto	16.1	60.0	46.3	41	34
Muleba	11.1	58.7	52.3	41	35

⁷ The Green color denotes the closeness of the district performance to the accepted average performance which is between 75% -100%. The amber and orange colors represent poor performance while Red color is extremely poor performance

COMPETENCE LEVELS AMONG CHILDREN AGED 9-13 YEARS AND RANKING BY DISTRICT, 2017					
DISTRICT	ENGLISH	SWAHILI	MATH	AVERAGE ALL SUBJECTS	RANK
Kibondo	13.2	58.1	49.8	40	36
Kigoma Vijijini	8.8	59.9	52.2	40	37
Tandahimba	6.1	60.7	53.2	40	38
Serengeti	15.5	54.2	49.1	40	39
Rorya	17.6	53.9	46.0	39	40
Kilwa	6.7	59.9	50.1	39	41
Bariadi	17.6	51.3	47.7	39	42
Chamwino	11.6	57.9	46.9	39	43
Buhigwe	9.2	60.8	45.0	38	44
Kishapu	12.7	56.1	45.0	38	45
Sumbawanga Vijijini	14.2	50.5	45.2	37	46
Mkuranga	6.9	52.6	48.8	36	47
Chato	10.7	52.5	43.5	36	48
Ukerewe	5.1	55.3	43.8	35	49
Morogoro	3.1	57.9	43.2	35	50
Uyui	11.1	49.4	42.5	34	51
Gairo	7.7	50.8	43.4	34	52
Kilindi	9.6	48.1	41.3	33	53
Misungwi	7.7	52.1	36.4	32	54
Bahi	5.8	47.2	33.9	29	55
Nzega	7.0	37.8	28.1	24	56
NATIONAL	21.8	65.2	56.7	48	57

APPENDIX C: LIST OF PARTNER ORGANIZATIONS THAT COORDINATED THE UWEZO LEARNING ASSESSMENT IN 2017

S/N	MKOA	DISTRICT NAME	ORGANIZATION	ADDRESS	HEAD OF ORGANIZATION (OH) NAME
1	Arusha	Meru District Council	Community Economic Development and Social Transformation (CEDESOTA)	P.O Box 13712 Meru	Jackson Estomihi Muro
2	Arusha	Ngorongoro District Council	LARETOK LE-SHERIA NA HAKI ZA BINADAMU NGORONGORO	P.O Box 85 Arusha, Loliondo	Charles Ole Mdingoya
3	Dar Es Salaam	Ilala Municipal Council	Tanzania Users and Survivors Psychiatry Organization (TUSPO)	P.O Box 14020 Dar es salaam	Pangarasi Msongole
4	Dar Es Salaam	Kigamboni Municipality	COSUPED	P.O Box 71434 Dar es Salaam	Evena Massawe
5	Dar Es Salaam	Kinondoni Municipal Council	ORGANIZATION FOR COMMUNITY DEVELOPMENT (OCODE)	P.O Box 12085 Dar es salaam	Joseph Jackson
6	Dar Es Salaam	Temeke Municipal Council	GULUKA KWA LALA	P.O Box 21202 Dar es Salaam	Omari S. Ngaromba
7	Dar Es Salaam	Ubungu Municipality	Organization for Community Development (OCODE)	P.O Box 12085 Dar es salaam	Joseph Jackson
8	Dodoma	Bahi	Empower Society Eradicate Poverty	P.O Box 3581 Dodoma, Tanzania	Tabu Omary
9	Dodoma	Chamwino	Women Wake Up	P.O Box 128, Dodoma	Fatma H. Tawfiq
10	Dodoma	Kondoa	Link Against Poverty	P.O Box 7 Manyoni	Nason W. Nason
11	Geita	Chato District Council	Community Participation Development Association Tanzania (COPADEV-TZ)	P.O Box 134, Chato-Geita	Sefu Mahumbi
12	Geita	Geita District Council	New Life Children Center Organization (NELICO)	P.O Box 160 Geita	Pauline Alex
13	Iringa	Iringa Municipal Council	Tanzania Home Economics Association TAHEA	P.O Box 1762 Iringa	Lediana Mafuru
14	Kagera	Bukoba Municipal Council	Kagera Development & Credit Revolving Fund (KADETFU)	P.O Box 466 Bukoba	Yusto Muchuruza
15	Kagera	Karagwe District Council	Karagwe Community Based Rehabilitation Program (K.C.B.R.P)	P.O Box 389 Karagwe	Aggrey Mashanda
16	Kagera	Muleba District Council	Psychosocial Support for Orphans and Vulnerable Children (HUMULIZA)	P.O Box 46 Muleba	Victor Nastory
17	Kigoma	Buhingwe District	Save for Development and Relief Association (SADERA)	P.O Box 399 Kasulu, Kigoma	Gerald Nkona
18	Kigoma	Kigoma District	Hope of the Community Foundation (HCF)	P.O Box 835 Kigoma	Evelyn A. Kahembe
19	Kilimanjaro	Moshi District Council	Kilimanjaro AIDS control Association (KACA)	P.O Box 8425 Kilimanjaro, Moshi Rural	Faraji K. Swai
20	Kilimanjaro	Rombo District Council	Rombo Education Support Fund (RESF)	P.O.Box 88 or 234 Mkuu - Rombo. Kilimanjaro, Tanzania	Innocent Malamshe
21	Lindi	Kilwa District Council	KINGONET	P.O Box 175 Kilwa Masoko	Omari Mkuwili
22	Manyara	Hanang District Council	Charitable Harambee Education Society (CHES)	P.O Box 69 Katesh	Naomi Saulo

S/N	MKOA	DISTRICT NAME	ORGANIZATION	ADDRESS	HEAD OF ORGANIZATION (OH) NAME
23	Manyara	Kiteto District Council	Kiteto Women Counselling Association (KIWOCA)	P.O Box 24 Kibaya, Kiteto	Mwadawa J. Ali
24	Mara	Rorya District Council	KANISA LA MENNONITE TANZANIA	P.O Box 6 Shirati, Rorya	Askofu Chriss Rwanga Kateti
25	Mara	Serengeti District Council	KANISA LA ANGLIKAN TANZANIA DIOCESE YA MUSOMA	P.O Box 131 Musoma	Askofu George Okoth
26	Mbeya	Mbeya District Council	Mbeya HIV Network Tanzania (MHNT)	P.O Box 1430 Mbeya	Fr. Jonathan Mwashilindi
27	Mbeya	Mbeya Urban	Anglican Diocese of Southern Highland Mbeya	P.O Box 198 Mbeya	Daniel Mtwewe
28	Mbeya	Mbozi District Council	ELIMISHA	P.O Box 220 Mbeya	FESTO SIKAGONAMO
29	Mbeya	Rungwe District Council	Integrated Rural Development Organization	P.O Box 160 Mbeya, Ileje	Simon Mwang'oda
30	Morogoro	Gairo	MWAYODEO - Mafiga Women & Youth Development Organization	P.O Box 5286 Morogoro	Venance Mlally
31	Morogoro	Morogoro District	Safina Women Association	P.O Box 6031 Morogoro	Hellen Nkalang'ango
32	Morogoro	Ulanga District Council	Shirika la wasaidizi wa sharia Ulanga (Ulanga Paralegal)	Ulanga	Mohamed Nguku
33	Mtwara	Mtwara District Council	Faidika Wote Pamoja (FAWOPA)	P.O Box 08 Mtwara	Baithazar Komba
34	Mtwara	Tandahimba district council	Tandahimba Farmers Association	P.O Box Tandahimba	Faraji Njapuka
35	Mwanza	Misungwi District Council	Mwanza Rural Housing Programme	P.O Box 10 Misungwi	Ashililya Nyanda
36	Mwanza	Nyamagana Municipal Council	SIDE DEVELOPMENT AND MANAGEMENT SERVICES-SIDE	P.O Box 11987 Mwanza	Sitta Ngisa
37	Mwanza	Sengerema District Council	Evangelical Lutheran Church in Tanzania - East of Lake Victoria Diocese (ELCT/KKKT)	P.O Box 423 Mwanza	Rogath Mollel
38	Mwanza	Ukerewe District Council	Environmental management & Economic Empowerment (EMEDO)	P.O Box 2964 Mwanza	Editrudith Lukanga
39	Njombe	Ludewa	Lugarawa Development Foundation (LDF)	P.O Box 15 Ludewa, Ludewa	Lenis Mtitu
40	Pwani	Mkuranga Districts Council	Ushirikiano wa Vijana Mwanzege (USHIVIMWA)	P.O Box 82, Mkuranga	Mohamed Mbonde
41	Rukwa	Sumbawanga District Council	Rungwa Fisheries &Marketing Cooperation Society (RUFIMA)	P.O Box 229 Sumbawanga	Emanuel Aswile
42	Ruvuma	Namtumbo	Ruvuma Orphans Association (ROA)	P.O Box	Mathew Ngalimanayo
43	Ruvuma	Songea District Council	Ruvuma Orphans Association (ROA)	P.O Box	Mathew Ngalimanayo
44	Simiyu	Bariadi District Council	Boys and Girls Scout Organisation	P.O Box 304 Bariadi	Kulwa Mtebe
45	Shinyanga	Kahama District Council	Tanzania Development and Aids Prevention Association (TADEPA)	P.O Box 1603, Kahama	James Barongo

S/N	MKOA	DISTRICT NAME	ORGANIZATION	ADDRESS	HEAD OF ORGANIZATION (OH) NAME
46	Shinyanga	Kishapu District Council	Organization of People Empowerment	P.O Box 123 Shinyanga, Kishapu	William Shayo
47	Shinyanga	Meatu District Council	Blema Initiative Organization	P.O Box 131 Maswa	Avati Archard
48	Simiyu	Busega District Council	Huruma Peace Mercy Foundation (HUPEMF)	P.O Box 11892 Dar es Salaam	Simon Chemu
49	Singida	Singida Municipal Council	Student Integration in Community Development	P.O Box 1003 Singida	Richard Sikira
50	Tabora	Nzega District	Women Economic Groups Coordinating Council (WEGCC)	P.O Box 668 Nzega	Joyce Mwaigwisya
51	Tabora	Tabora Municipal Council	Archdiocese of Tabora - CARITAS	P.O Box 669 Tabora	Fr. Alex Nduwayo
52	Tabora	Uyui District	Youth Life Relief Foundation (YLRf)	P.O Box 1917 Tabora	Joachim W. Milambo
53	Tanga	Kilindi District Council	Tree of Hope	P.O Box Kilindi	Fortunata Manyeres
54	Tanga	Lushoto District Council	Youth Peace Makers (YPM)	P.O Box 395 Lushoto	Godfrey Walalaze
55	Tanga	Tanga City Council	Tree of Hope	P.O Box 145, Tanga	Fortunata Manyeres

APPENDIX D: UWEZO TANZANIA 2017 REGIONAL COORDINATORS

S/N	RC REGION	DISTRICTS	REGIONAL COORDINATOR	POSTAL ADDRESS
1	Arusha	Meru, Ngorongoro, Rombo	Faraji Swai	P.O.Box 8425,
2	Tanga /Kilimanjaro	Lushoto, Tanga urban, Kilindi,	Dickson Ndabise	P.O.Box 643 Korogwe
3	Pwani/Dar es Salaam	Mkuranga, Kigamboni, Temeke	Didas Nzingamasabo	P. O. Box 10754 Dar es Salaam
4	Mara/Simiyu	Serengeti, Rorya, Busega, Bariadi	George Okoth	P.O Box 47 Dodoma
5	Kagera/Geita	Karagwe, Muleba, Bukoba urban, Chato	Edson Ramadhan	P.O Box 686 Bukoba
6	Lindi/Mtwara	Kilwa, Mtwara rural, Tandahimba	Jabir Saidi	P.O.Box 1053 Lindi
7	Dar es Salaam	Kinondoni, Ilala, Ubungo,	George Ubuyu	P.O.Box 75720 Dar es Salaam
8	Mwanza /Geita	Ukerewe, Nyamagana, Misungwi, Sengerema, Geita	Martin Lusenga	P.O.Box 10187 Mwanza
9	Ruvuma /Njombe	Songea rural, Namtumbo, Iringa urban	Sairis Chiwangu (*RIP)	P. O. Box 214 Songea
10	Morogoro	Morogoro rural, Ulanga, Gairo	Dismas Shayo	P. O. Box 1752 Morogoro
11	Mbeya	Mbeya rural, Rungwe, Mbeya Urban	Furaha Comoro	P.O. Box Mbeya
12	Mbeya/Rukwa/Njombe	Mbozi, Sumbawanga urban, Ludewa	Fredi Kihwele (*RIP)	P.O. Box 3111 Mbeya
13	Tabora/Shinyanga	Uyui, Tabora urban, Nzega,	Poul Sipemba	P. O. Box Sikonge
14	Singida/Simiyu	Singida Municipal, Meatu, Kishapu	Nason W. Nason	P. O. Box 69 Manyoni
15	Manyara/Kilimanjaro	Hanang, Kiteto, Moshi Rural	Asia Abdi	P.O.Box 96 Babati, Manyara
16	Kigoma/Shinyanga	Kibondo, Kigoma rural, Buhigwe, Kahama Rural	Josephat Mang'era	P. O. Box 891, Kigoma
17	Dodoma/Iringa	Kondoa, Chamwino, Bahi,	Johaiven Revelian	P. O. Box 47 Dodoma

APPENDIX E: UWEZO TANZANIA MASTER TRAINERS 2017

S/N	NAME	RESIDENCE	S/N	NAME	RESIDENCE
1	Anandumi Ndosi	Moshi	14	Shaban Halfan	Dar es Salaam
2	Evena Masae	Dar es salaam	15	Witness Mushi	Arusha
3	Fortunata Manyeresa	Tanga	16	Janeth Mvungi	Mwanga
4	Gerald Ng'ong'a	Shinyanga	17	Venance Andreas Mlally	Morogoro
5	Gispon Kinisa (DC Meru)	Meru	18	Casiana Ndimbo	Njombe
6	Hellen Nkalang'ango	Morogoro	19	George Manzilili	Tabora
7	Mussa Gunda -RC	Korogwe	20	Salma Matari	Shinyanga
8	George Madundo	Mwanga	NATIONAL TRAINERS		
9	Venance A. Mlall	Morogoro	21	Obed Kipelo	Dar es Salaam
10	Yared Babona	Mwanza	22	Jonarda Ngissa	Mwanza
11	Itiha Mwachande	Dar es Salaam	23	Eliabu Maganga	Dar es Salaam
12	Ellen Binagi	Dar es Salaam	24	Felistas Kalomo	Morogoro
13	Mariana Sumari	Mwanga district			

APPENDIX F: TEST DEVELOPMENT PANELLISTS 2017

S/N	NAME	ORGANIZATION/ INSTITUTION
NUMERACY		
1	Ezekiel Kisovu	National Examination Council (NECTA)
2	Haika S. Mgeni	Ministry of Education, Muhimbili Primary School
3	Luckford Didas	Tanzania Institute of Education (TIE)
KISWAHILI		
4	Ms. Ennie Hassan	Ministry of Education, Manzese Primary School
5	Monica Manyanga	Tanzania Institute of Education (TIE)
6	Michael Mashauri	University of Dar es Salaam, Kiswahili Department
ENGLISH		
7	Nicholaus Asheli	University of Dar es Salaam, Department of Foreign Languages and Linguistics
8	Hilda Lyimo	Ministry of Education: Primary school Teacher
9	Stomini Msaka	Tanzania Institute of Education (TIE)

