



Functional Literacy **ASSESSMENT**

REPORT 2023

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Key Facts from the Functional Literacy Annual Learning Assessment 2023

- i** The assessment area had a considerably adequate supply of social services. For instance, 29 local leaders acknowledged the presence of electric power supply in their villages. Again, all local leaders (30) in the enumeration areas reported the presence of all-weather roads in their villages, nine of which had tarmac roads. However, there were limited responses on the availability of police stations and vocational or technical training institutes.

- ii** The assessment inquired about the areas where the young adults spend most of their day. Filled sports dominated the responses. This was expected as it is normal for youth, especially males, to engage in sports. However, gambling (ranked second) was no surprise as recently, young adults are highly involved in gambling, partly due to the unemployment situation in the country.

- iii With regard to youth empowerment, local leaders from ten (10) enumeration areas reported having plans to provide loans to young adults. Loan provision to the youths in Tanzania is common, though district councils usually organize it. However, the local governments at the ward and village levels may also have such plans depending on their sources of funds.
- iv Education is an essential factor when studying social phenomena. The findings show that 63.8% of young adults had a secondary school education level, followed by 30.6% who had acquired a primary school education level. Of those with the secondary school level of education, 51.8% were females, while 53.3% were males for the primary school level of education. A large number of young adults with a secondary level of education implies that most of them attended school.
- v It was also essential to gather information on how young adults get different news. The findings revealed that according to the age of many young adults assessed, it is the fact that most of them would be trapped to watch or listen to issues related to entertainment, music, sports and exhibits, as reflected by 40.2% responses out of 1021. A convenient number of young adults depended much on television and radio to get news.
- vi Performance in numeracy skills for the young adults was satisfactory, as 53% read the public notes correctly. As for reading comprehension, 73.8% identified three dissimilar sentences (ranging from one sentence to three), same as 81.9% who identified three similar sentences. In comprehending official notes, there was some variability in the young adults' abilities to answer the questions, as some individuals may have performed significantly above or below the mean score.
- vii With numeracy skills and simple arithmetics, young adults generally could identify the shapes of the provided figures, especially the triangular and round shapes (94.5% and 96.3%, respectively). This shows that they had enough knowledge of shapes and could apply it in everyday life. Given numbers to identify, about 98.8% of young adults could identify the smallest number, and 98.4% identified the most significant number. The big scores in both sets show that the young adults were conversant with numbers. However, there was no significant difference in simple arithmetic scores between males and females.
- viii Applying mathematical operations in practical contexts fosters critical thinking and analytical skills. It also equips individuals with the tools to make informed choices, manage budgets, allocate resources, and assess the impact of various scenarios. There was a considerable variability in participant scores in the mathematical operations in practical contexts. Some individuals may have scored significantly higher or lower than the mean, leading to a broader distribution of the scores.

- ix) The young adults seemed to struggle with advanced calculations in a scenario of the relationship between distance in kilometres from Mkalama to Chamwino (120km) and fuel (petrol) consumption where one litre is tsh 2960. The young adults calculated the fuel cost between the two points with a 15% discount, the amount of litres to cover the two points, and the amount of money to cover the two points. The young adults struggled to get the correct responses to these questions.
- x) The same situation (as above) happened when they were required to calculate Mama Ali's shopping details. They managed to get the second and third questions right, 91.5% each (the item with the highest price and items of the same price). This could be because the two questions did not require any calculations, as one could identify answers by just looking. The findings show no gender-based references in manipulating Mama Ali's shopping details. The performance difference in percentage was insignificant, as where males' performance was high, females' performance was also high.



INTRODUCTION

The United Nations Educational, Scientific and Cultural Organization (UNESCO) believes that education transforms lives and that it is a human right that must be accessed throughout life (Incheon Declaration, 2015). With its social and economic implications, the growing rate of adult illiteracy in developing countries is a concern to stakeholders at the continental and global levels. The reason is not far-fetched; literacy is a fundamental human right as it has been linked to higher levels of dignity, self-esteem, economic well-being and improved public health (Olaniran, 2013; World Atlas, 2017). It is little wonder that the fourth of the seventeen Sustainable Development Goals (SDGs) is targeted towards achieving inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030 (SDG Compass, 2019). Despite many continental and global literacy interventions, several African countries are still submerged in the miry clay of youth and adult illiteracy.

The literacy situation of many African countries poses a great danger to the continent's socio-economic development. This is because no meaningful development can be achieved in a society where almost half of the population lacks reading, writing, and arithmetic skills, not to mention other skills required to function effectively in today's knowledge economy (Olaniran, 2018a). In other words, a 21st-century adult must possess the functional literacy skills needed to function or cope with the dynamics and complexities of today's society. He must be able to read a newspaper in both print and digital formats, complete a job application, understand government policies and programmes, and make decisions through them.

The Tanzanian Youth Development Policy (2007) acknowledges that human capital development, particularly education and training, is critical for a country's sustainable socio-economic development and poverty eradication. The policy's vision is to have empowered, well-motivated, and responsible youth capable of participating effectively in society's social, political, and economic development, the first objective of which is to facilitate youth to acquire skills and competence for employment. The policy also submits that since the mid-1980s, access, quality and efficiency of education programs and infrastructure, almost at all levels, had declined. However, there has been considerable progress in primary education, particularly in enrolment rates, following the implementation of the Primary Education Development Plan (PEDP) in 2000.

Formally, the availability of education for children has increased worldwide over the last decades. However, despite having a successful formal education career, young adults can become functional illiterates. Functional illiteracy means that a person cannot use reading, writing, and calculation skills for their own and the community's development. Functional illiteracy has considerable adverse effects not only on personal growth but also in economic and social terms. A functionally literate person can engage in all those activities in which literacy is required for the effective functioning of their group and community. Functional literacy is also essential for enabling him to continue using reading, writing, and calculation for his and the community's development.

About functional literacy assessment

UWEZO TANZANIA assessed 686 young adults aged 14-20 years on functional literacy in the Bagamoyo district of the Pwani region of Tanzania. Functional literacy assesses the quality of the basic education that young people have received through formal and informal educational systems. Palmer et al. (2007) refer to this as the 'transformative context' of the links between education and livelihoods and contrast it with the 'delivery context' of basic education. The functional literacy assessment adopts the definition of global indicator for Sustainable Development Goals (SDGs) Target 4.6, which refers to functionality as a 'level of proficiency' in functional literacy and numeracy skills. Here, 'functionality' is a level of literacy or numeracy proficiency that grants youth and adults a reasonable probability of realizing their goals by coping with familiar and unfamiliar tasks in everyday life. Indeed, effective use of literacy and numeracy involves individuals having the proficiency level to cope with commonplace reading, writing and mathematical demands. Those who lack these skills risk making wrong decisions or adopting counterproductive behaviours that can adversely affect an individual's personal life and society.

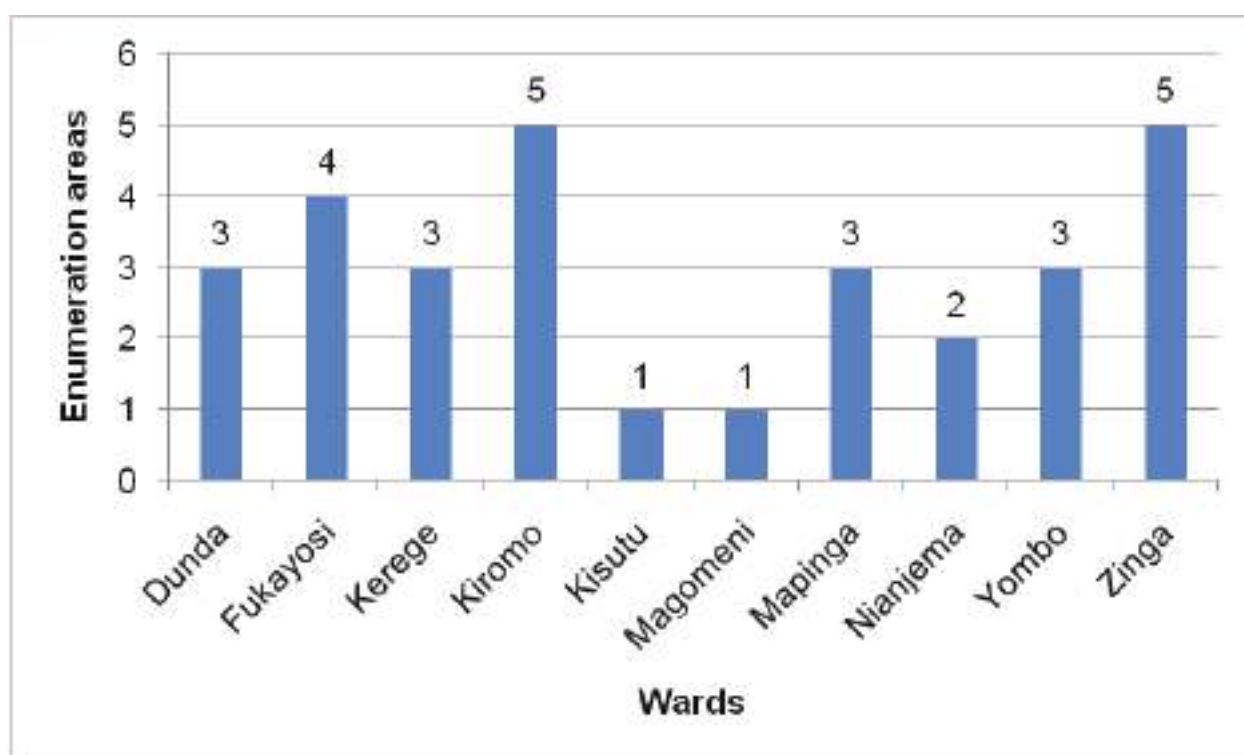
This is a new assessment in Tanzania. Its primary purpose was to provide evidence on young adults' competencies and the relevancy of quality basic education for the youth to thrive in the future. The assessment focused on young adults with the assumption that many of them would be in secondary school and others already in the world of work. Many studies suggest that individuals who do not reach a certain level of proficiency in literacy and numeracy are more likely to be 'less employable, work less, earn less, [be] in poor health, more at risk of experiencing a workplace illness or accident, and are less socially engaged' (UIL, 2018a). Functional literacy, therefore, refers to the practical skill set needed to read, write, and do math for real-life purposes so people can function effectively in their community.

The assessment was meant to come up with answers to the following questions:

1. What literacy and numeracy competencies are required in the workplace and everyday life do young people aged 14-20 years possess?
2. What is the relationship between young people's literacy and numeracy competencies required in the workplace and everyday life and their educational attainment?

METHODOLOGY

Selection of Enumeration Areas and Wards: The assessment was conducted in Bagamoyo District, Pwani region. It involved ten wards from which 30 enumeration areas were sampled for evaluation. The enumeration areas were randomly sampled using Excel from the whole list of enumeration areas in the Bagamoyo district. The number of enumeration areas determined the location and number of wards (the selection of enumeration areas preceded that of wards). The distribution of wards against enumeration areas is displayed in Figure 1.



The enumeration areas were; Kisutu, Magomeni A, Mratange Kiharaka, Amani, Nianjema C, Mwamvi B, Uzaramuni, Mbuyuni, Mnamata, Kondobondeni, Tandika, Chambezi B, Udindivu, Kibosho, Chambeho, Mtonyanza, Kwakiwete, Kwafaki, Mtakuja A, Zemba, Mfuru, Relini, Nykahamba, Nianjema B, Kiromo B, Chombe, Magole, Ufundi, Kitopeni A.

Selection of Households: After selecting enumeration areas, the host partner listed all the households with young adults aged 14 to 20 years from the respective enumeration areas. After that, 20 households were sampled with the help of the NBS Sampling Chart. Thus, twenty households with young adults were selected from each enumeration area for assessment.

Selection of Participants: This assessment involved two types of participants: young adults and the enumeration areas' local government leaders (chairpersons and or village executive officers VEO). The young adults were conveniently interviewed based on households; therefore, every 14-20-year-old young adult found in a sampled household was involved in the assessment after obtaining consent from the head of the household.

Tool Development: tools were developed by Uwezo Tanzania in collaboration and consultation with experts from different institutions working with the youth and relevant ministry officials. The development of tools involved different expert representatives from VETA, NACTEVET, the Prime Minister's Office, the Youth Department, the Organization for Community Development (OCODE) and the Initiative for Community Empowerment (ICE) organization in a three-day workshop held at Kibaha Conference Center-Kibaha town. The developed tools were further categorized into literacy and numeracy questionnaires as well as a tool for local leaders. The tools for the young adults were further sub-categorized into;

Literacy: -

1. Signs in working place
2. Public announcements
3. Reading and comprehension
4. Official notes

Numeracy

1. Simple numeracy
2. Time and measurement
3. Mathematics in workplace
4. Mathematics in life

The tools (both for young adults and local leaders) were digitalized into Kobocollect software to simplify and make the data collection process more efficient and accurate. The digitalization of data collection tools is also aimed at facilitating the monitoring of assessment activities.

Recruitment of Enumerators: Enumerators were recruited by the host partner from Bagamoyo town through posters. The total number of enumerators was 60, two for each enumeration area. The posters had the following qualifications for the volunteering enumerators;

1. One had to be ready to volunteer
2. Certificate level of education (post-o-level)
3. Flexibility for movement
4. Ability to administer data collection, and
5. Volunteering experience in conducting the assessment

Training of Enumerators: After recruiting enumerators, training arrangements were made. The training involved using the tools for shared understanding, research ethics, data collection procedures, and data handling. Enumerators' training was held at Bagamoyo town for three days, including field practice for first-hand field experience

Piloting of the assessment tools and the process:

Tools were pre-tested at Kibaha Mailimoja, deploying the Maili Moja B street as an enumeration area. The objective of the pre-test was to check the relevance of language and the understandability of the questions. Also, it helped to understand the difficulties of the developed questions. After the pre-test, the participants were allowed to discuss and comment on the questions, the time spent to respond to the questions, and if the language was clear to the respondent. Their comments informed the review and refinement of the research tools and protocol. Almost 20 youths and two local leaders filled out the questionnaires in their households.

The pilot in Bagamoyo district involved five enumeration areas and 2 data collectors per EA. The trainers and volunteers visited enumeration areas for data collection. Still, the trainer had an additional role in observing how the volunteer could use the assessment tools and the whole assessment process if followed. Those enumeration areas visited for the pilot were not included in the actual assessment areas.

Data Collection, Handling and Analysis: Each enumeration area with 20 households had two enumerators who administered questionnaires to local leaders and young adults. Data were collected using tablets in three days. A database server was created on Kobocollect for raw data entry and analysis. The Excel database included variable names, variable descriptions, variable formats, and others. After that, data were exported into a Statistical Package for Social Sciences (SPSS) computer software for further processing and analysis. A data cleaning process followed this. The data cleaning involved checking the data carefully for errors and accuracy and identifying and handling missing values. Checking data for accuracy responded to questions such as: are the responses legible? Are the responses complete? Are the essential questions answered? Is all relevant contextual information (e.g., data, time, and place) included? During analysis, a dataset for information was exported to Statistical Data Packages for Social Scientists (SPSS) for analysis. Descriptive statistics such as frequencies, percentages, means, cross-tabulation, and simple statistical inferences were performed and presented in tables and charts.

FINDINGS

Village Leaders

Local leaders were included in the assessment to provide information that would assist in understanding the general environment where the young adults live. A total of 30 local leaders from 30 enumeration areas were interviewed. Their positions varied from village chairpersons to village executive officers and village members. There were 23 village chairpersons, four village executive officers, and three other members of the village who were interviewed in the village offices as local leaders. The inquired information was related to the availability of social services like electricity, roads, and academic institutions. Other information was on social and economic activities, recreational places in the villages, and whether any training was related to young adults.

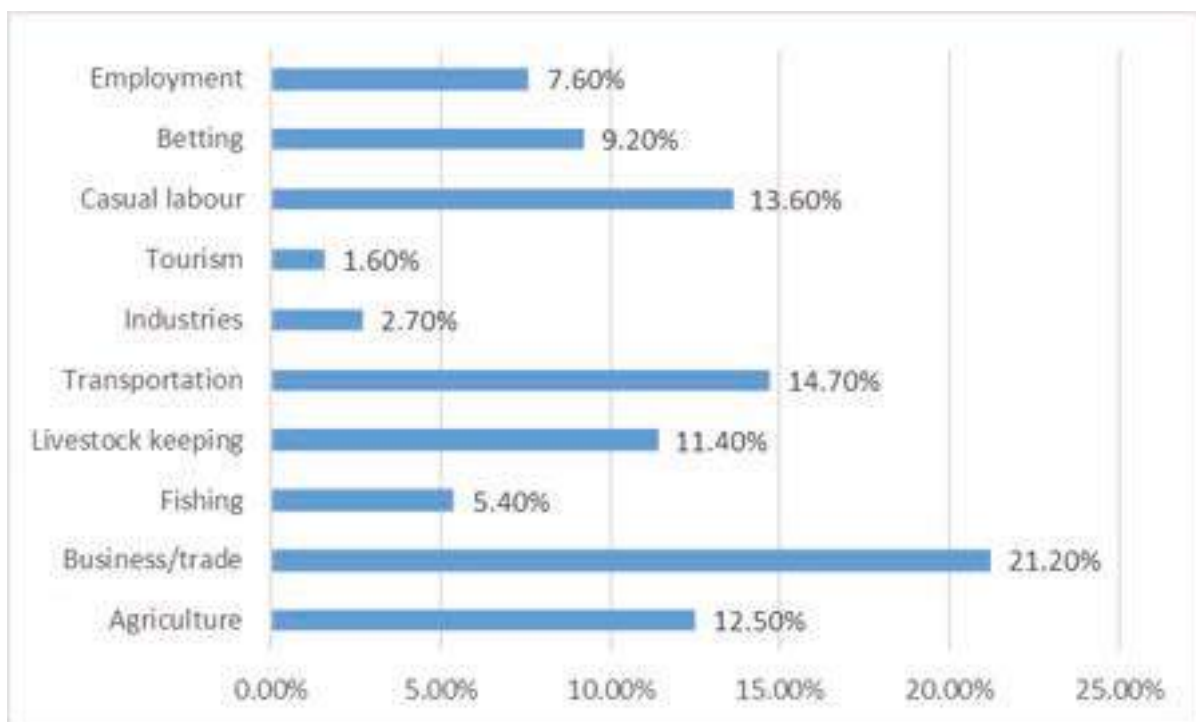
Availability of social services in the villages

Electricity: Regarding electricity, 29 local leaders acknowledged the presence of electric power supply in their villages.

All-weather road: All local leaders (30) reported the presence of all-weather roads in their villages, nine of which had tarmac roads. However, there were three responses on the availability of police stations and vocational or technical training institutes.

Main economic activities in the village: A question about the main economic activities in their villages was significant, and a summary of the findings is presented in Figure 2.

Figure 2: Main Economic Activities in the Enumeration Areas (Responses=184)



The leading economic activities in the enumeration areas are business (21.2%) and transportation (14.7%). Findings on transportation are likely since most wards (9 out of 10) were reported to be covered with tarmac roads. A good road network might also have acted as a catalyst for the development and growth of business activities. Casual labour (13.6%), followed by agriculture (12.5%), was also reported as the main economic activity. Betting (9.2%) was expected due to the spread of betting companies, which have captured many youths, and the fact that one can bet anywhere using mobile phones.

Training conducted in the villages

Local leaders were further requested to provide information about training conducted in their areas. Out of 30 leaders interviewed, (46.7%) reported having different training activities, particularly in their enumeration areas. The following tables (2 & 3) present the types of training as reported by the local leaders.

Table 1: Distribution of Training per Enumeration Areas

ENUMERATION AREA	TYPE OF TRAINING				
	Entrepreneurship	Health Education (HIV, Nutrition, Circumcision)	Epidemic Disease	Life Skills	Cultural and Traditional
Kisutu	9.1%	8.3%	11.1%	16.7%	20%
Magomeni A	9.1%	8.3%	0	0	20%
Nianjema B	0	8.3%	11.1%	16.7%	20%
Mratange	0	0	0	0	0
Chambezi B	0	0	0	0	0
Kiromo B	0	0	0	0	0
Magole	0	0	0	0	0
Kitopeni	9.1%	8.3%	11.1%	0	0
Kiharaka	0	0	0	0	0
Udindivu	9.1%	8.3%	11.1%	16.7%	0
Kibosha	9.1%	8.3%	11.1%	0	0
Amani	0	0	0	0	0
Kwa kiwete	0	0	0	0	0
Nyakahamba	0	0	0	0	0
Nianjema C	0	0	0	0	0
Mwamvi B	0	0	0	0	0
Mtakuja A	9.1%	0	0	0	0
Zemba	0	0	0	0	0
Relini	9.1%	8.3%	11.1%	0	0
Uzaramuni	0	8.3%	11.1%	0	20%

Mfuru	0	0	0	0	0
Chombe	9.1%	8.3%	0	0	0
Mbuyuni	9.1%	8.3%	0	16.7%	0
Mnamata	0	0	0	0	0
Kondobondeni	0	0	0	0	0
Chambeho	0	0	0	0	0
Kwa Faki	0	0	0	0	0
Tandika	9.1%	0	11.1%	16.7%	0
Mtonyanza	0	8.3%	0	0	0
Ufundi	9.1%	8.3%	11.1%	16.7%	20%

A good number of the training activities in the enumeration areas are reflected by the availability of training institutions like vocational training institutes and health centers/hospitals, as reported by the local leaders in the enumeration areas. This is no wonder, as the country's current emphasis is on strengthening entrepreneurship and human health services. However, the leaders who reported on epidemic diseases training might have referred mainly to the recent outburst of the coronavirus

Table 2: Training Activities for Enumeration Areas

Enumeration Area	Entrepreneurship	Health Education	Epidemic	Life Skills	Cultural
Kisutu	9.1%	8.4%	11.1%	16.6%	20%
Magomeni A	9.1%	8.3%	0.0%	0.0%	20%
Uzaramuni	0.0%	8.3%	11.1%	0.0%	20%
Mbuyuni	9.1%	8.4%	0.0%	16.7%	0
Tandika	9.1%	0.0%	11.1%	16.7%	0
Udindivu	9.1%	8.3%	11.1%	16.6%	0
Kibosha	9.1%	8.3%	11.1%	0.0%	0
Mtonyanza	0.0%	8.3%	0.0%	0.0%	0
Mtakuja A	9.1%	0.0%	0.0%	0.0%	0
Relini	9.1%	8.4%	11.1%	0.0%	0
Nianjema B	0.0%	8.3%	11.1%	16.7%	20%
Chombe	9.1%	8.3%	0.0%	0.0%	0
Ufundi	9.1%	8.4%	11.2%	16.7%	20%
Kitopeni A	9.0%	8.3%	11.1%	0.0%	0
Total	100.0%	100.0%	100.0%	100.0%	100%

The table above indicates that 14 EAs had various trainings, and no training was conducted in 16 enumeration areas.

Studying where young adults spend most of their day time was vital as it is from those places where they get their behaviours shaped through peer influence. The local leaders from all enumeration areas were requested to mention the areas where young adults spend their time after work hours. Several places were mentioned, ranging from sports fields to entertainment areas, betting places, and others.

Table 3: Places where Young Adults Spend their Daytime

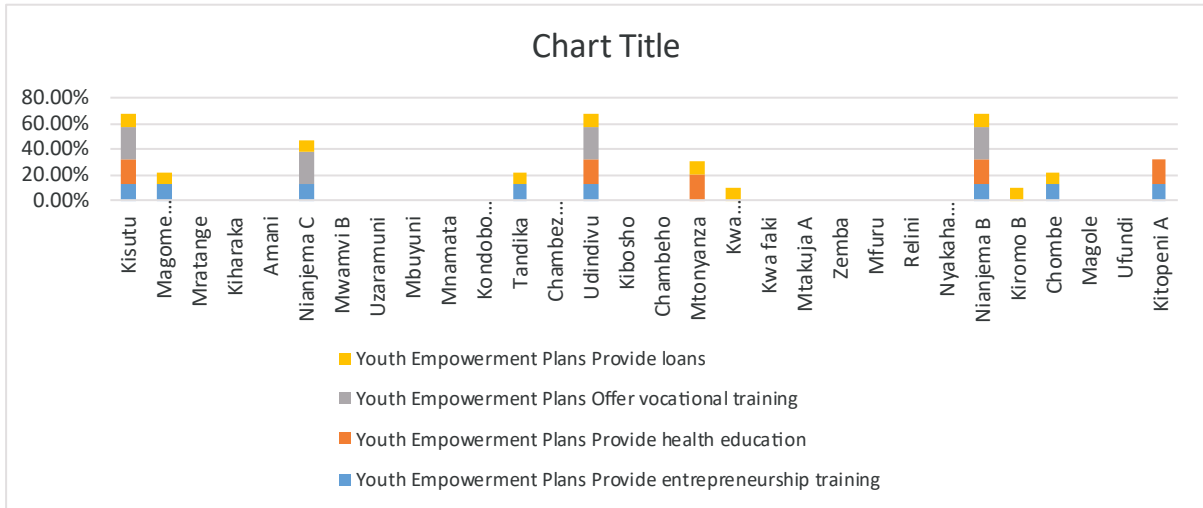
Enumeration Areas	Where Youth Spend Their Day Time			
	Sports fields	Entertainment/ video kiosks	Gambling/ Betting station	Various activities
Kisutu	0	0	5.60%	3.70%
Magomeni A	4.80%	5.90%	5.60%	3.70%
Mratange	0	5.90%	0	3.70%
Kiharaka	0	5.90%	5.60%	3.70%
Amani	0	0	5.60%	3.70%
Nianjema C	4.80%	0	5.60%	3.70%
Mwamvi B	4.80%	5.90%	0	3.70%
Uzaramuni	4.80%	0	5.60%	3.70%
Mbuyuni	0	0	0	3.70%
Mnamata	4.70%	0	0	3.70%
Kondobondeni	4.80%	5.90%	5.60%	3.70%
Tandika	4.80%	5.90%	5.60%	3.70%
Chambezi B	4.80%	0	0	3.70%
Udindivu	4.70%	5.90%	5.50%	3.70%
Kibosho	4.80%	5.80%	5.60%	3.70%
Chambeho	4.70%	0	5.50%	3.70%
Mtonyanza	0	0	0	3.70%
Kwa Kiwete	4.80%	0	0	0
Kwa faki	4.70%	5.90%	5.50%	0
Mtakuja A	4.80%	5.80%	5.60%	3.80%
Zemba	4.70%	5.90%	0	3.70%
Mfuru	4.80%	5.90%	5.50%	3.70%
Relini	0	0	0	3.70%
Nyakahamba	0	0	0	3.70%
Nianjema B	4.70%	5.90%	5.50%	3.70%
Kiromo B	0	0	5.50%	3.70%
Chombe	4.80%	5.90%	0	3.70%
Magole	4.70%	5.90%	0	3.70%
Ufundi	4.80%	5.80%	5.50%	3.70%
Kitopeni A	4.70%	5.90%	5.50%	0

Filed sports dominated the responses. This was expected as it is normal for youth, especially males, to engage in sports. However, gambling (ranked second) was no surprise as recently, young adults are highly involved in gambling, partly due to the unemployment situation in the country.

Youth unemployment and poverty are now global issues that governments are trying to tackle. There has never been a better time to invest in youth empowerment as they are tomorrow's leaders. If appropriate opportunities are made available to put their natural endowment to creative and reproductive channels, they can work wonders. The local leaders were asked if there were local government plans to empower the young adults, and the findings are displayed in Table 4.



Enumeration Areas	Youth Empowerment Plans			
	Provide entrepreneurship training	Provide health education	Offer vocational training	Provide loans
Kisutu	12.5%	20%	25%	10%
Magomeni A	12.5%	0	0	10%
Mratange	0	0	0	0
Kiharaka	0	0	0	0
Amani	0	0	0	0
Nianjema C	12.5%	0	25%	10%
Mwamvi B	0	0	0	0
Uzaramuni	0	0	0	0
Mbuyuni	0	0	0	0
Mnamata	0	0	0	0
Kondobonder	0	0	0	0
Tandika	12.5%	0	0	10%
Chambezi B	0	0	0	0
Udindivu	12.5%	20%	25%	10%
Kibosho	0	0	0	0
Chambeho	0	0	0	0
Mtanyanza	0	20%	0	10%
Kwa Kiwete	0	0	0	10%
Kwa faki	0	0	0	0
Mtakuja A	0	0	0	0
Zemba	0	0	0	0
Mfuru	0	0	0	0
Relini	0	0	0	0
Nyakahamba	0	0	0	0
Nianjema B	12.5%	20%	25%	10%
Kiromo B	0	0	0	10%
Chombe	12.5%	0	0	10%
Magole	0	0	0	0
Ufundi	0	0	0	0
Kitoperi A	12.5%	20%	0	0



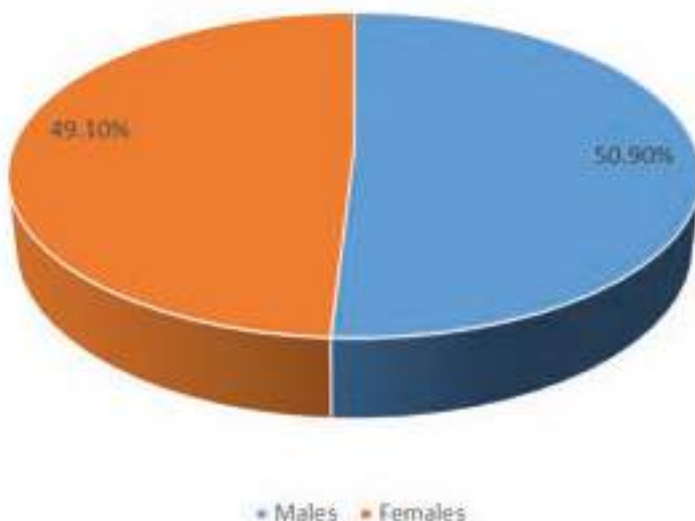
Local leaders from ten (10) enumeration areas reported having plans to provide loans to young adults. Loan provision to the youths in Tanzania is common, though district councils usually organize it. However, the local governments at the ward and village levels may also have such plans depending on their sources of funds. Since leaders, especially politicians, are always advocating for youth self-employment, it is no surprise that plans for entrepreneurship training were also highly reported.

Assessment of young adults' findings

Young Adults: For the young adults, the first aspect of the assessment inquired about their personal information. These are data related to background information like sex, age, education level, disability, marital status, residential areas, and sources of income.

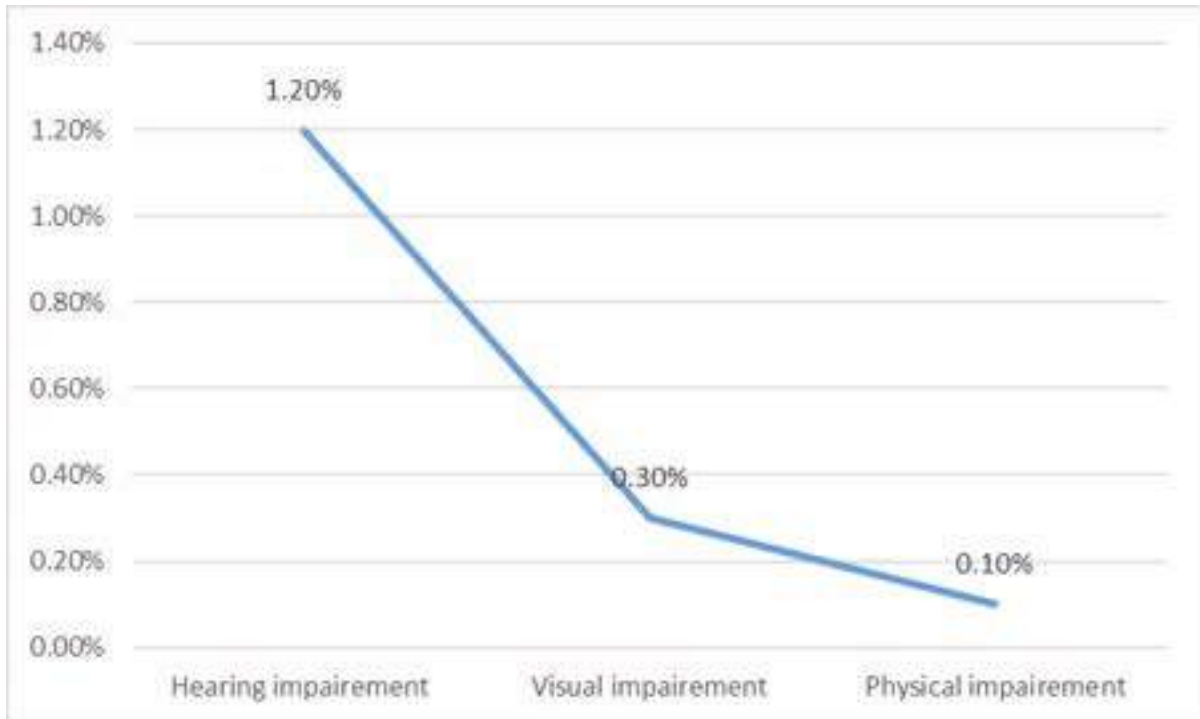
Young adults by gender: The total number of young adults reached was 686, with 50.9% being males. See Figure 3.

Figure 3: The Assessed Young Adults by Gender



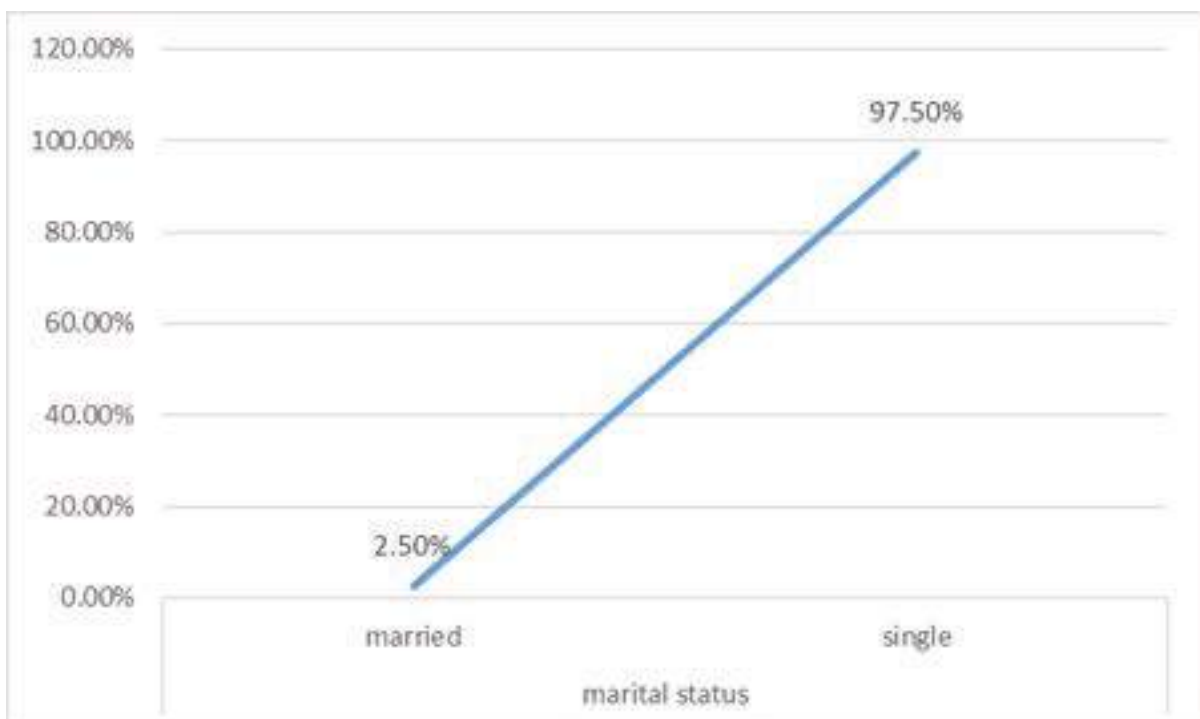
Disability rate: Among the reached young adults, 96.6% had no any kind of disability. Of the 2.4% of young adults who reported having a disability, 1.2% had a hearing impairment, 0.7% had visual impairment, 0.3% had an intellectual impairment, and 0.1% were physically impaired.

Figure 4: Types of Disabilities among the Young Adults



Marital status: It was also essential to determine the marital status of the reached young adults. Of the 686 assessed young adults, 97.5% were single. Of those 2.5% who were married, 9 were males and 8 were females.

Figure 5: The Young Adults' Marital Status

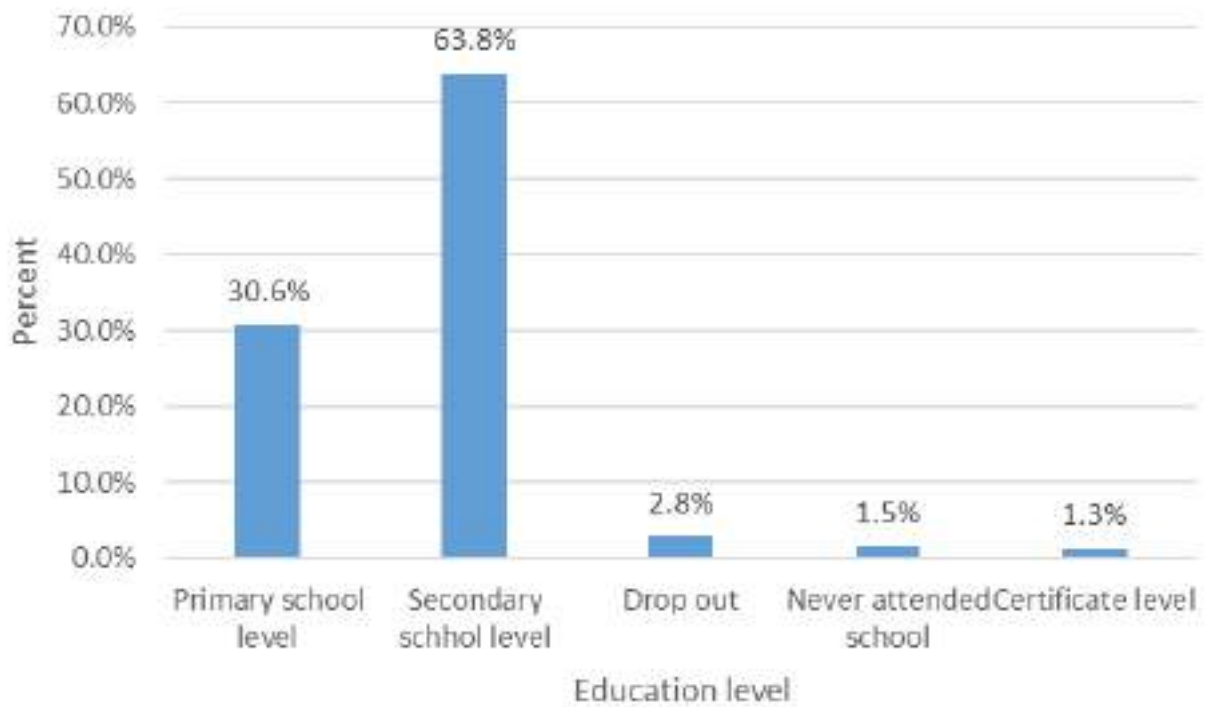


Young Adult by Age: Another parameter of interest was the young adults' age. Table 5 presents the findings on the age of the young adults reached during the assessment.

	Years	(%)
	14	23.3%
	15	17.6%
	16	16.3%
	17	14.7%
	18	12.5%
	19	8.2%
	20	7.3%
	Total	100
Young Adults' Age by Gender	Male	Female
14	20.3%	26.5%
15	19.2%	16%
16	16%	16.6%
17	15.2%	14.2%
18	15%	10.1 %
19	8.6%	7.7%
20	5.7%	8.9%
Total	100	100

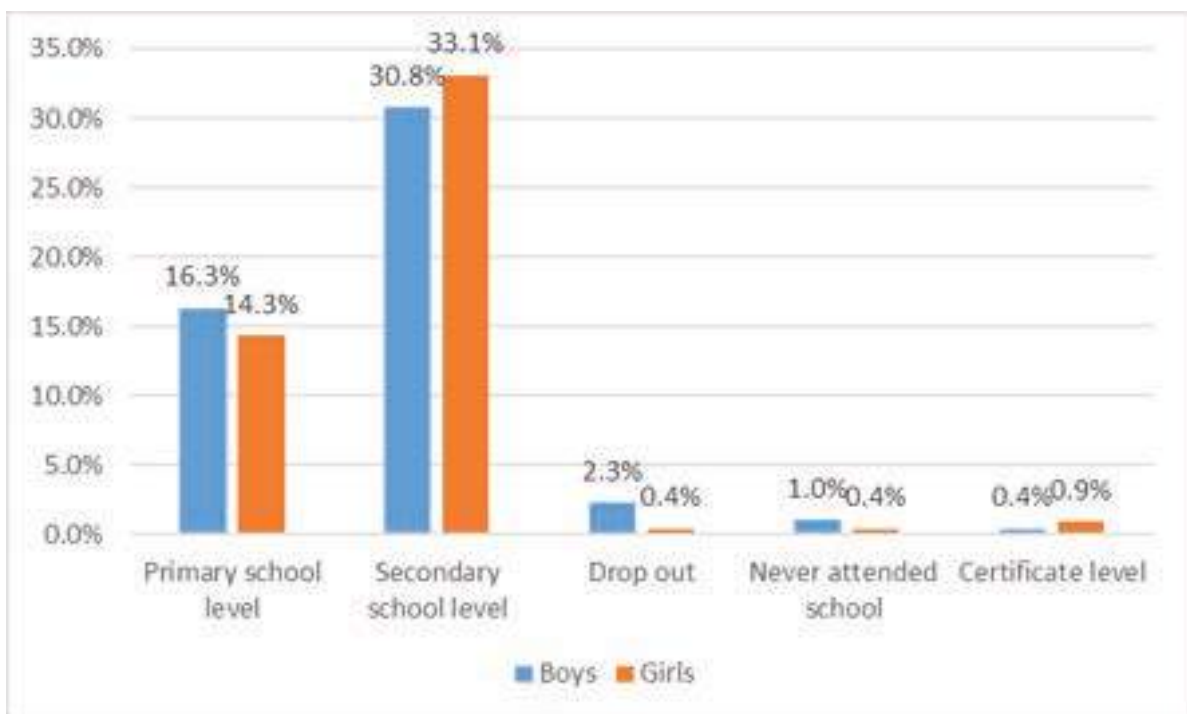
Table 5 shows that the 14-age group of young adults was the most represented in the assessment (23.3%). This is not a surprise as per Tanzanian policy all children of age six should go to compulsory primary education. This assessment intended to capture those who had completed primary school education and above. Thus, it was more likely to reach this age group than others because the likelihood of many of them being at home is big compared to other groups that might have moved to different places in search of life needs. This can also be evidenced by the fact that the number of young adults reached declined as the age increased, as there were only 7.3% young adults in the last group (20 years old). Further analysis showed no big differences in age between males and females. The noticeable differences are in the 14-year-old age group (20.3% males and 26.5% females), 18-year-old age group (15% males and 10.1% females) and 20-year-old age group (5.7% males and 8.9% females).

Schooling: Education level was among the critical information to be gathered from the young adults, as the assessment focused on functional literacy. Education equips individuals with the knowledge and skills necessary to succeed in life and enables them to contribute to their communities in meaningful ways. Education for the youth is essential because it represents any society's future. Findings on education level are summarized in Figure 6.



The findings show that 63.8% of young adults had a secondary school education level, followed by 30.6% who had acquired a primary school education level. Of those with the secondary school level of education, 51.8% were females, while 53.3% were males for the primary school level of education.

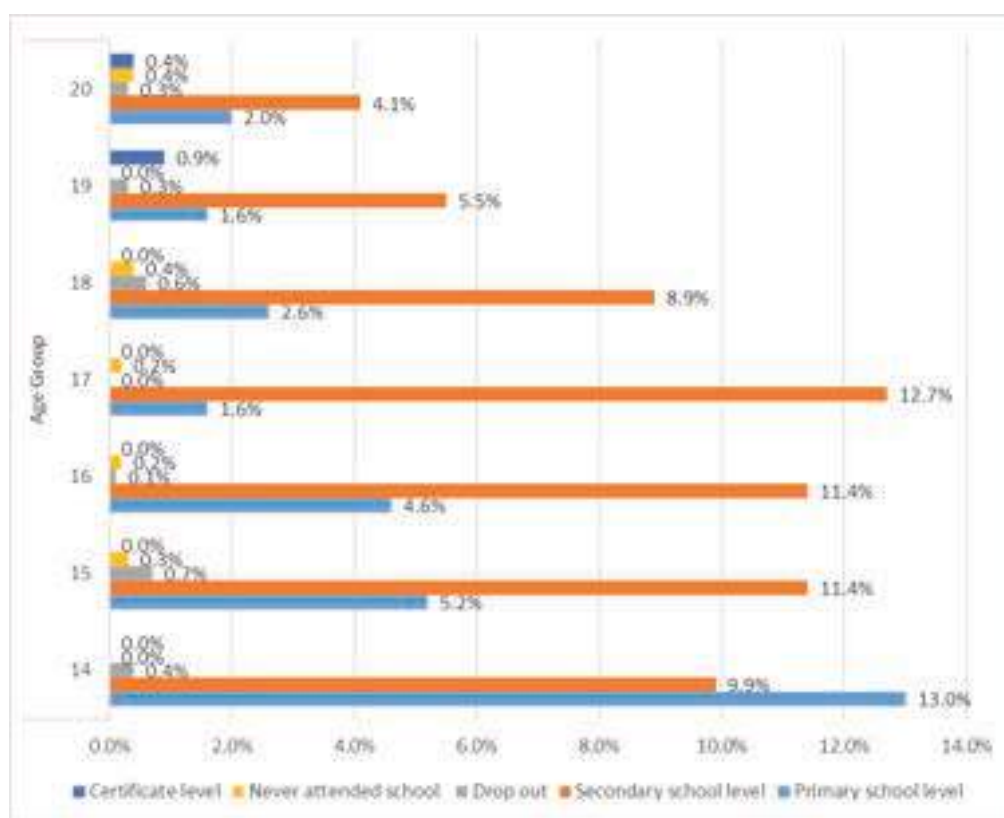
Figure 7: The Young Adults' Level of Education by Gender



The male young adults out-passed females in the groups of those who had not completed their studies and those who had not attended school (16 out of 19 and 7 out of 10, respectively). This is interesting because, due to the cultural practices of the Tanzanian coastal regions, one would expect to find more females than males in these two groups. This is because in the coastal regions, girls have been in some cases denied of access to education due to cultural practices.

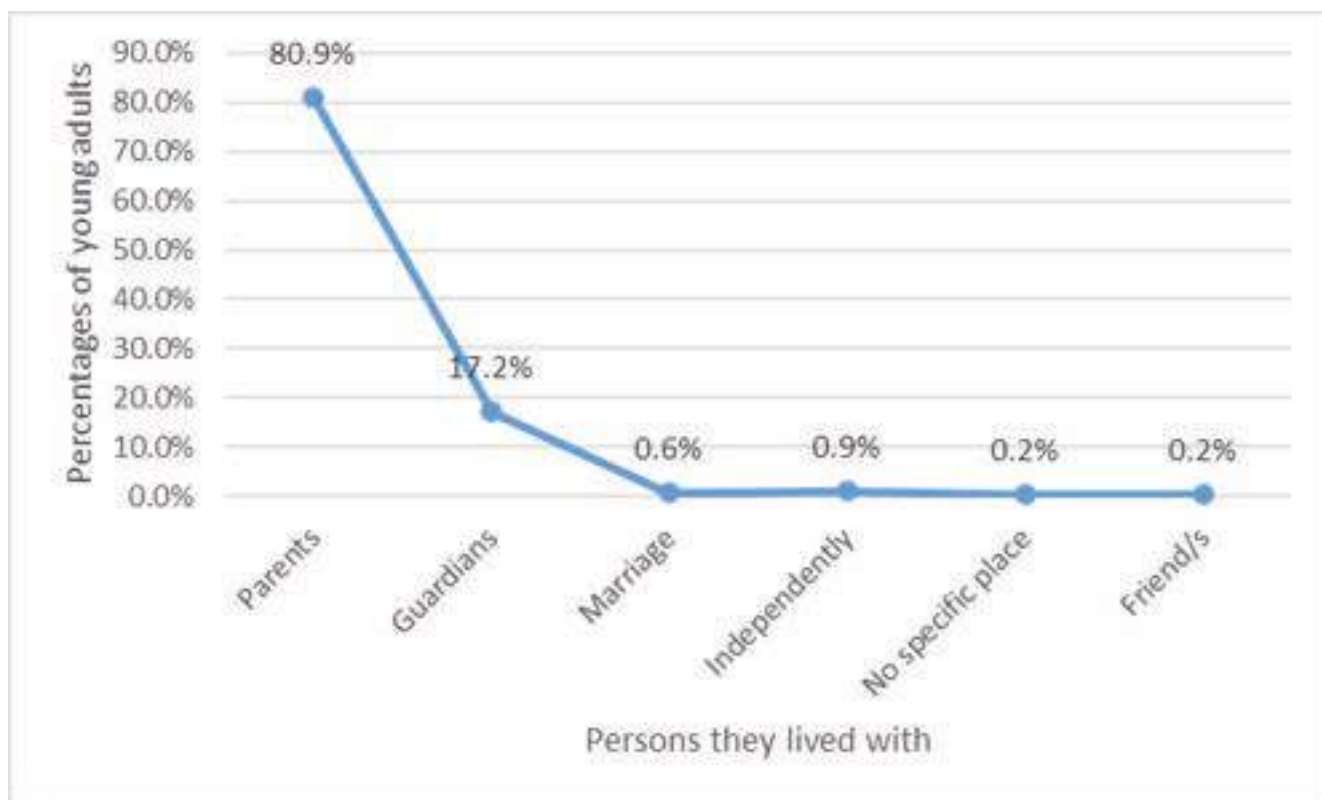
Most of the young adults reached during the assessment (94.9%) reported having attained their education (both primary and secondary education) from public schools and 4.1% from private schools. Further findings show that many young adults at the primary and secondary education level were 14 years old, as summarised in Figure 8.

Figure 8: The Young Adults' Level of Education by Age



A large number of young adults with a secondary level of education implies that most of them attended school. The Tanzania Education Policy (2014) requires pupils to be enrolled in primary school education at six to seven years old. This means that young adults are possibly at school at 14 to 17 years old, with few exceptions for those between 18 and 19 years old. The findings on age (that most of them are young) and level of education (that most of them are at school) for the reached young adults dictate some variables like persons they lived with as well as their sources of income.

Figure 9: Persons Living with Young Adults



About 677 young adults answered this question. Figure four shows that many young adults lived with their parents and guardians (80.9% and 17.2%, respectively). This is also reflected in the findings that 89.5% of young adults were dependent on their parents and guardians. However, 7.3% were involved in entrepreneurial activities, and 2.6% reported employment. Further inquiry was made on the marital status of the assessed young adults. This inquiry was attended by all 686 assessed young adults, of whom 96.2% were not married (50.9% males and 49.1% females).

News and communication

One of the needs of the assessment was to find out the extent to which the young adults involved themselves in searching for news and other means of communication. As for the means of communication, the young adults were asked if they owned cell phones. 677 young adults answered this question. 27.3% acknowledged possessing cell phones, of which 27.6% had smartphones. The following table presents possession of cellphones age wise.

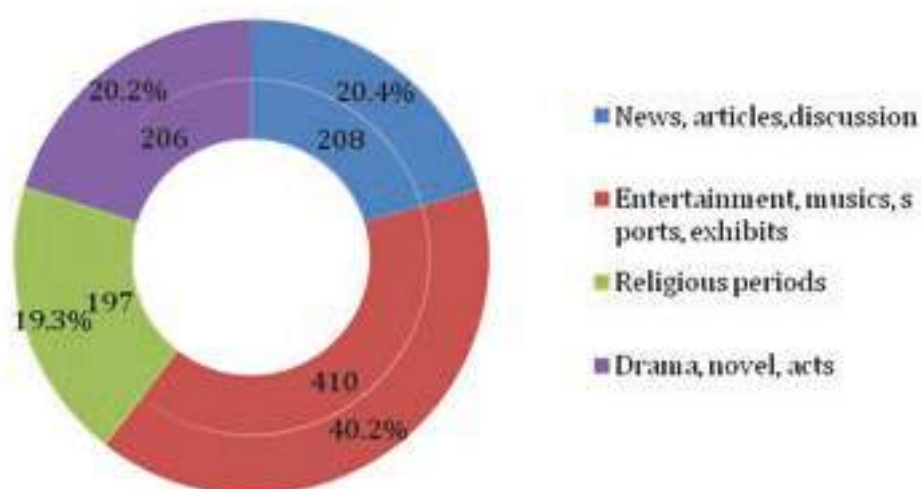
Table 6: Possession of Phones according to Age

Age (years)	Percentage
14	2.50%
15	8.30%
16	14.30%
17	31.70%
18	52.30%
19	69.60%
20	80%

It can be depicted from the table that the reported possession of cellphones by the young adults ascends as the age increases. This is the fact as in Tanzania the age below 18 years old is a schooling age (basic education) where possession of phones is prohibited. Since this assessment involved both schooling and out of school young adults, the under 18 years percentages displayed on the Table 6 might be the out of school young adults, as the regulations are strictly for those at schools

Regarding access to news, only 1.9% of responses from young adults showed that they owned televisions (TVs), and the other 7.2% reported the ownership of radios. The assessment further inquired about the types of sessions the young adults were interested in listening to or watching from the identified mass communication media (TVs and radios). The findings are presented in Figure 5.

Figure 10: Responses and Percentages of the Young Adults' Favorable Sessions in Mass Communication Media



According to the age of many young adults assessed, it is the fact that most of them would be trapped to watch or listen to issues related to entertainment, music, sports and exhibits, as reflected by 40.2% responses out of 1021. Conversely, young adults prioritized religious matters less, as 19.2% showed interest in them.

For mass communication media, the young adults were requested to mention specific media from where they got different news. 677 young adults answered this question, and several mass communication media were mentioned, as displayed in Table 6.

Figure 10: Responses and Percentages of the Young Adults' Favorable Sessions in Mass Communication Media

Sources of Information	(%)
No source	2.2
Tv/ Radio	73.1
Newspapers	10.3
Social media	7.1
Friends and relatives	6.8
Magazines	0.4
Total	100

Table 6 shows that a convenient number of young adults depended much on televisions and radios to get news (73.1%). This could be because many live with their parents, where such gadgets are usually available. The 7.1% of young adults got information from social media, which might include WhatsApp, Instagram, Twitter, and Facebook applications. This number is limited because only 7.5% of the assessed young adults owned smartphones, from which the mentioned applications can be accommodated. It is impressive to find that 10.8% of the young adults mentioned newspapers and magazines as their news sources. This shows a reading culture in the assessment area, and they have access to newspapers and magazines.

Community Information

The assessment was further interested in whether there was a link between the young adults and the community. Thus, information on community aspects like their local leaders and how they get into power was sought, as well as the right places to go if they (young adults) face social problems or challenges. Findings are summarised in the following Table;

Table 7: Young Adults' Local Leadership Awareness

Question	Response	(%)
Do you know your local leader?	Yes	84.5
	No	14
	Total	98.5
How do they get into power?	Don't know	7.3
	By voting	70.8
	Appointed	4.2
	Employed	1
	Self-selected	0.7
	Total	84.1
Where do you go in case of problems?	Seek advice from a close person	85.7
	inform responsible institutions like the police	5.4
	They remain my secrete	7.6
	Total	98.7

According to the age of many young adults assessed, it is the fact that most of them would be trapped to watch or listen to issues related to entertainment, music, sports and exhibits, as reflected by 40.2% responses out of 1021. Conversely, young adults prioritized religious matters less, as 19.2% showed interest in them.

For mass communication media, the young adults were requested to mention specific media from where they got different news. 677 young adults answered this question, and several mass communication media were mentioned, as displayed in Table 6.



Though the captions in the signs were in the English Language, their appearances were the same as those used in Kiswahili; the intention was to identify the signs, not by reading. Table 8 summarises the findings under this category.

Table 8: Young Adults' Ability to Identify Signs at Workplace (N=677)

Sign	Response	(%)
Sign that restricts smoking	identified	85.5
	failed to identify	14.5
	Total	100
Sign for an injured person's help	managed	84
	did not manage	16
	Total	100
Sign for falling down precaution	managed	65
	did not manage	35
	Total	100
Sign for special entry	managed	42.4
	did not manage	57.6
	Total	100
Sign for electric shot precaution	managed	47.5
	did not manage	52.5
	Total	100

The findings show that 85.5% of young adults identified the signs restricting smoking, 84% identified the signs indicating help for the injured person, and 65% identified a falling down precaution sign. Due to the importance of the signs, it could be expected that the number of young adults who got them right would be higher than what appears in the table. This can, however, be influenced by the fact that many young adults were not at work at the time of the assessment. To some extent, the signs identified by most young adults are obviously familiar. First aid kit is the most common of all the three as it is found even in out-of-work premises like hospitals. The 'no-smoking' sign is also common, and it tells you by just looking at it and the slippery precaution.

Though a convenient number of young adults identified the signs for 'special entry' and 'an electric shot', they were out-passed by those who did not manage to recognize them (57.6% and 52.5%, respectively).

Public Announcements: The functional literacy assessment's central objective was to determine if the young adults were using literacy skills acquired from schools for their daily life hustles. One such skill is literacy (reading).

The young adults were exposed to a passage about a public notice about cell phone card registration. The aim was to capture their knowledge and awareness of different public concerns of which phone card registration is one of them. They had to read it aloud and, after that, respond to the questions that followed. Before attempting the questions, the reading was recorded whether *they read correctly, read without following the rules like punctuation marks, skipping some words and making more than three mistakes, as well as failure to read completely.*

Findings of the after-passage reading responses are presented in Table 9. These findings are for cell phone card registration procedures.

Table 9: Young Adults' Knowledge of Cell Phone Card Registration Procedures (N=677)

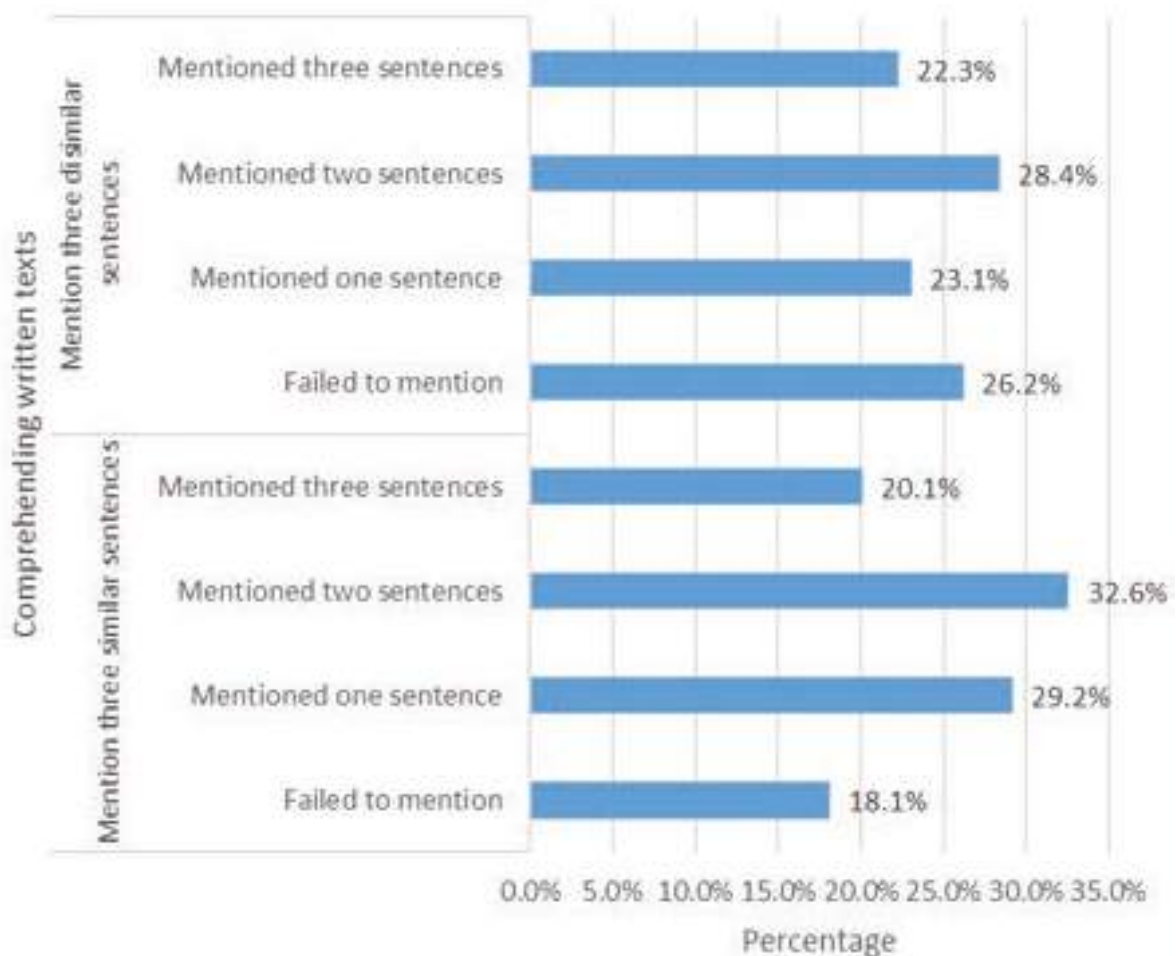
Question	Response	(%)
Which attachments do you need for card registration?	Mentioned	87.5
	Failed	12.5
	Total	100
Where can you go for card registration?	Mentioned	87.7
	Failed	12.3
	Total	100
What are the costs for card registration?	Free	66
	Don't know	17
	Mentioned the amount	17
	Total	100
Which number should you call to confirm card registration?	Mentioned	93
	Failed	7
	Total	100
What will happen if you do not register your card?	Mentioned	84
	Failed	16
	Total	100

Several questions were posed to the young adults to capture their understanding of the cell phone card registration procedures. About 87.4% of the young adults knew the card registration requirements. This shows that, generally, they were well informed of the information related to the use of cell phones. It may also be that they are very fond of the digital world, which motivates them to inquire as much digital world information as possible. This finding (87.4%) may seem to contradict the actual number of young adults who own cell phones. However, knowing registration procedures does not require ownership of the phone, as anyone interested can learn.

In addition, a convenient number of the assessed young adults knew where to go for card registration (87.7%). They knew the correct number to dial to confirm card registration (93.1%) and the consequences for one's failure to register their phone card. It was further reported by 66% of young adults that card registration was free (costless).

Literacy rate: About 53% of young adults read the public notes correctly, followed by 42.4% who read them incorrectly. On the other hand, 4.6% of young adults did not manage to read at all.

Reading Comprehension: This aspect involves reading and analyzing texts. It was meant to determine whether the young adults could comprehend the texts and develop their own analysis. The young adults were exposed to two separate extracts for them to read and show any three similar sentences and three dissimilar sentences from both excerpts. See Figure 11.**Figure 11: Young Adults' Ability to Comprehend Written Texts (N=359)**



The two questions were attended by 359 young adults, where 18.1% failed to identify any similar sentence, while 26.2% failed to identify dissimilar sentences. However, the findings for those who mentioned all three similar and dissimilar sentences for both passages do not have a significant margin (20.1% and 22.3%, respectively).

Official notes: The young adults were further assessed on their awareness of entrepreneurial knowledge. In this case, they were given a scenario where Mr Mwendapole started a business after completing his form six studies. They were given a Business License Application form to fill out. The idea was to determine if they were conversant in dealing with official documents. After filling in the form, the young adults were requested to use the information in the application forms to respond to the questions that followed, as shown in Table 10.

Table 10: Business License Application Form Questions

Question	Responses	(%)
Why do you need to have a business license?	He/she has given an inconsistent answer	3.8
	He/she has given a satisfactory answer	39.4
	He/she has failed to provide a reason/explanation	56.9
	Total	100
Do you think a business license can be a catalyst for your business to grow?	He/she has given an inconsistent answer	3.9
	He/she has given a satisfactory answer	40.2
	He/she has failed to provide a reason/explanation	55.8
	Total	100
Do you think conducting business without a license is against the law?	He/she has given an inconsistent answer	2.5
	He/she has given a satisfactory answer	45.6
	He/she has failed to provide a reason/explanation	51.9
	Total	100

A total of 686 young adults were given three questions each and were asked to answer them correctly. After conducting the descriptive analysis, the following statistics were obtained: Mean = 1.25, Standard Deviation = 1.371, Minimum = 0, and Maximum = 3. The mean score of 1.25 indicates the average number of questions answered correctly by participants. Since there were three questions, the average performance is approximately 41.67% ($1.25/3 * 100\%$).

With a standard deviation of 1.371, the scores appear somewhat dispersed around the mean. This suggests some variability in the young adults' abilities to answer the questions, as some individuals may have performed significantly above or below the mean score.

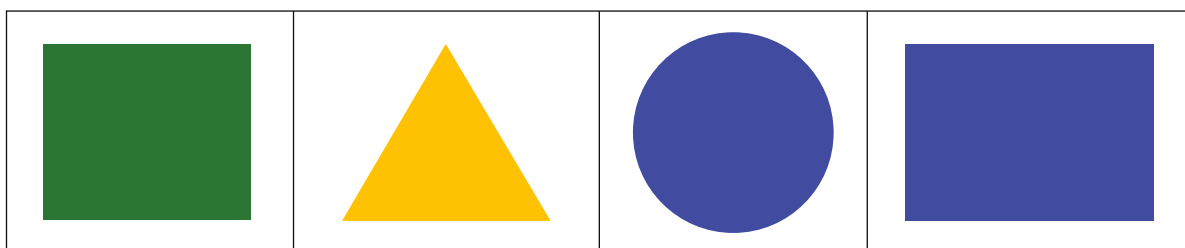
Numeracy skills

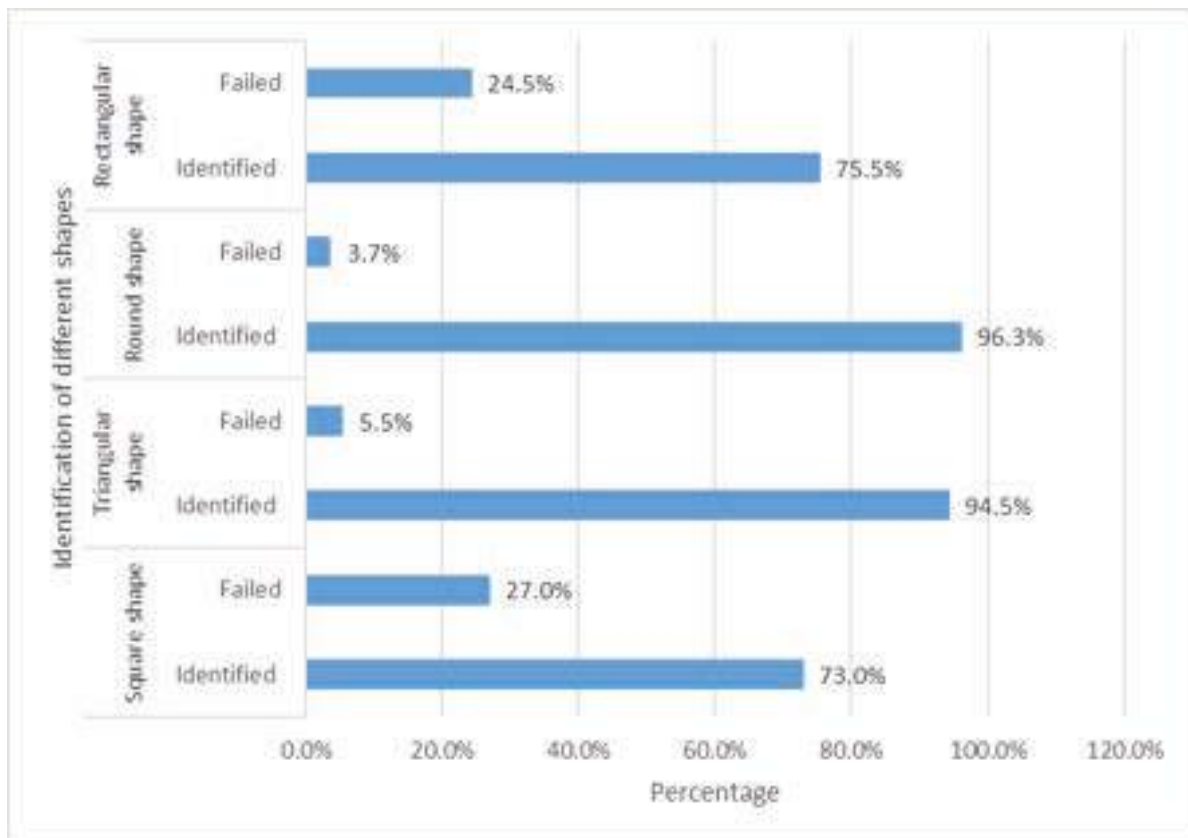
Arithmetic operations are vital in our daily lives, work environments, and problem-solving endeavours. They provide the necessary tools for making calculations, understanding numerical relationships, and making informed decisions. Mastering these fundamental operations is essential for building a solid mathematical foundation and enhancing numeracy skills.

Simple mathematics: assessment of numeracy skills, just as literacy skills, aimed at assessing whether young adults could apply simple numeracy skills in their daily lives. In this assessment, 677 young adults were presented with 12 tasks that assessed basic numeracy skills. These tasks were categorized into four groups. The groups included (i) identifying and naming shapes (four shapes, equivalent to four tasks), (ii) determining the lowest and highest numbers in a given set (two tasks), (iii) arranging and matching number cards with corresponding word cards (two tasks), and (iv) recognizing and stating the values of Tanzanian coins and notes (four tasks). The scoring system for each item ranged from 1 to 12, with 12 being the highest possible score. Each task was assigned a score of 1, resulting in a total score of 12.

First, the young adults were exposed to four figures with different shapes and requested to name them, and the findings are displayed in Figure 12. The following are the shapes the young adults were shown to name.

Figure 12: Identification of Shapes





According to the findings in Figure 8, young adults generally could identify the shapes of the provided figures, especially the triangular and round shapes (94.5% and 96.3%, respectively). This shows that they had enough knowledge of shapes and could apply the same knowledge in their everyday life.

To further assess numeracy skills, the young adults were given a set of numbers (21, 5 and 38) to identify the smallest number on one side and another set of numbers (37, 17 and 27) to identify the largest number on the other side. About 98.8% of young adults could identify the smallest number, and 98.4% identified the largest number. Only 1.2% of young adults were wrong in the first set and 1.6% in the second set. The big scores in both sets show that the young adults were conversant with numbers.

In addition to numbers, the young adults were assessed on matching numbers and words. They were supplied with cards numbered 3, 6, 2, 8, 4 and 7, alongside cards with the same numbers in words to match. About 92.2% of young adults correctly matched the numbered cards with the same cards in words. Only 7.8% of young adults failed to match the cards.

Directly related to numeracy is the knowledge of the current currency used in the country (Tanzania). Since the assessment was meant to determine if the young adults had numeracy-related livelihood skills, knowing whether they could identify currencies on use was paramount. The young adults were exposed to the following currencies to identify and state their values.



After studying the currencies, young adults were asked to identify the coins, state their values, and then do the same for the displayed notes. As expected, 97.8% of young adults correctly identified the coins and their values, and 99.3% out of 677 did the same for the notes. In general, after conducting descriptive statistics for all 12 tasks, the findings were summarized in the table presented below.

Table 11: Shape identification by Young adults

Category	Items	M	SD
Identifying and naming shapes	4	3.35	1.098
Determining the lowest and highest numbers in a given set	2	1.95	0.303
Matching items	2	1.83	.475
Recognizing and stating the values of Tanzanian coins and notes	4	3.91	.515
Overall Score	12	10.98	1.979

The mean score of 10.8 indicates the average performance of the 677 young adults on the tools. Since the scoring range was from 1 to 12, the mean score is relatively high, suggesting that, on average, more young adults obtained scores closer to 12.

The standard deviation of 1.979 reflects the spread or dispersion of the scores around the mean. With a standard deviation of less than 2, the scores are relatively clustered around the mean of 10.98. This suggests that most young adults performed consistently close to the 12, while 609 out of 677 participants scored above 10.

Gender-based differences in simple arithmetic

Further analysis was conducted to determine whether there were gender differences in mathematical abilities, specifically in simple numeracy skills. Gender-based differences in simple arithmetic refer to the variations observed between males and females in their performance and skills in basic mathematical operations. Research has shown that gender differences in mathematical abilities can emerge during early childhood and continue into adulthood. These differences have been observed in various areas of arithmetic, including number sense, calculation skills, problem-solving, and spatial reasoning. Notably, these differences are not absolute, and there is a significant overlap between genders in mathematical abilities. Analysis using a Mann Whitney U Test showed a p-value of 0.050, equal to 5%, a significance level, hence accepting the null hypothesis, meaning there is no significant difference in simple arithmetic scores between males and females.

Mathematics in the workplace: mathematics plays an indispensable role in our everyday lives and is intricately woven into various aspects of our daily routines. From simple calculations to complex problem-solving, mathematics forms the backbone of countless practical applications across diverse fields and industries. Basic mathematics at the workplace seeks to emphasize the inherent significance of arithmetic as more than just a theoretical concept but as an essential tool that empowers individuals to interact effectively with numbers, make informed decisions, and navigate the challenges and opportunities presented in their personal and professional lives. By appreciating the practicality and versatility of basic arithmetic, one can develop a greater appreciation for its foundational role in shaping the way of approaching and understanding the world.

For this assessment, the young adults were taken through some advanced calculations to determine whether they had such skills. The questions were competence-based and were in the form of scenarios. The first scenario meant multiplying 15 by 86, the second meant multiplying 1680 by 25, the third meant multiplying 30 by 58, and the fourth meant multiplying 3390 by 120. The fifth scenario required the young adults to divide 1776 by 2960. Figure 13 summarizes the findings.

Figure 13: Work-related Mathematics

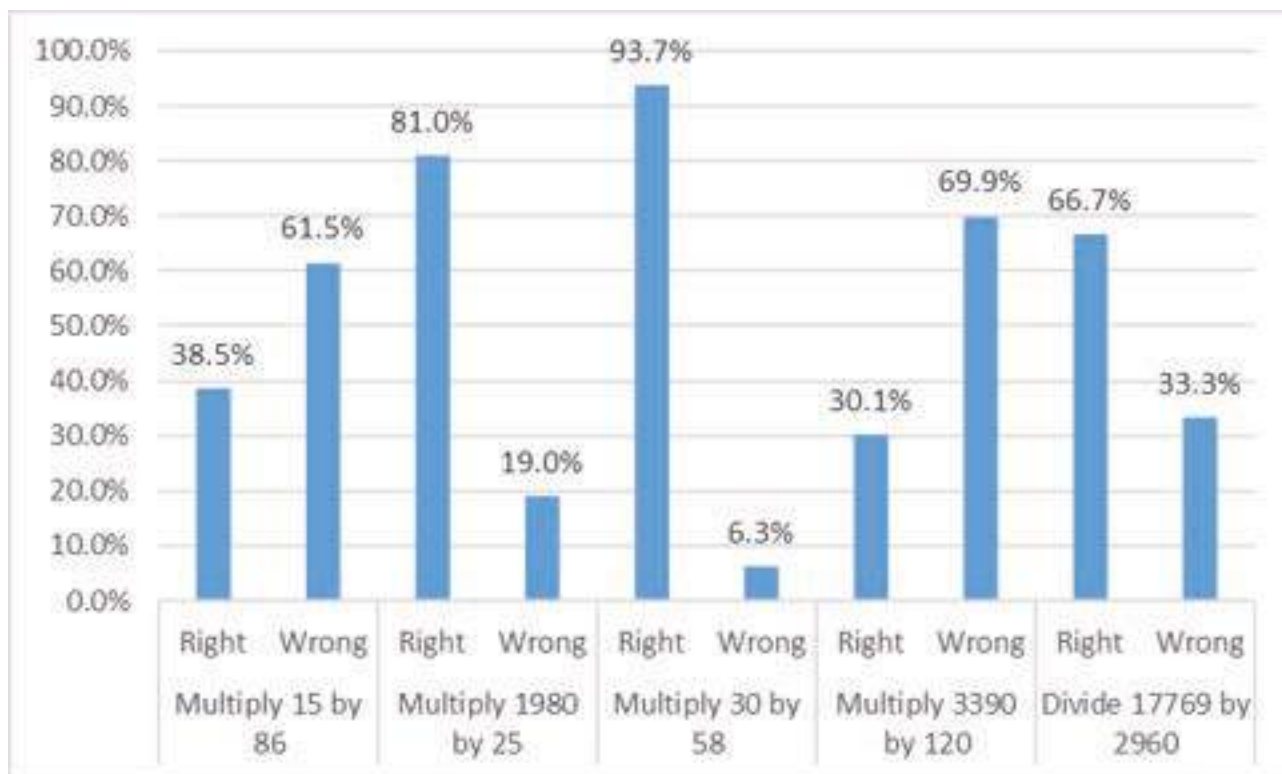


Figure 13 shows that the young adults' skills in multiplication and division were not convincing, as no question was cored right by half of them. For the division question, for instance, 66.7% (136 out of 204) of young adults scored right. The general picture is that the young adults were lacking the assessed skills.

Furthermore, the young adults were provided with a chart of petrol prices for July 2018 to June 2019 for them to study and respond to the questions that followed. They were required to identify a month that petrol was sold at the lowest price, two months with the same petrol price, a month with the highest petrol price, and state the general trend of petrol price for the past 12 months; see Figure 14.

Figure 14: Petrol Prices

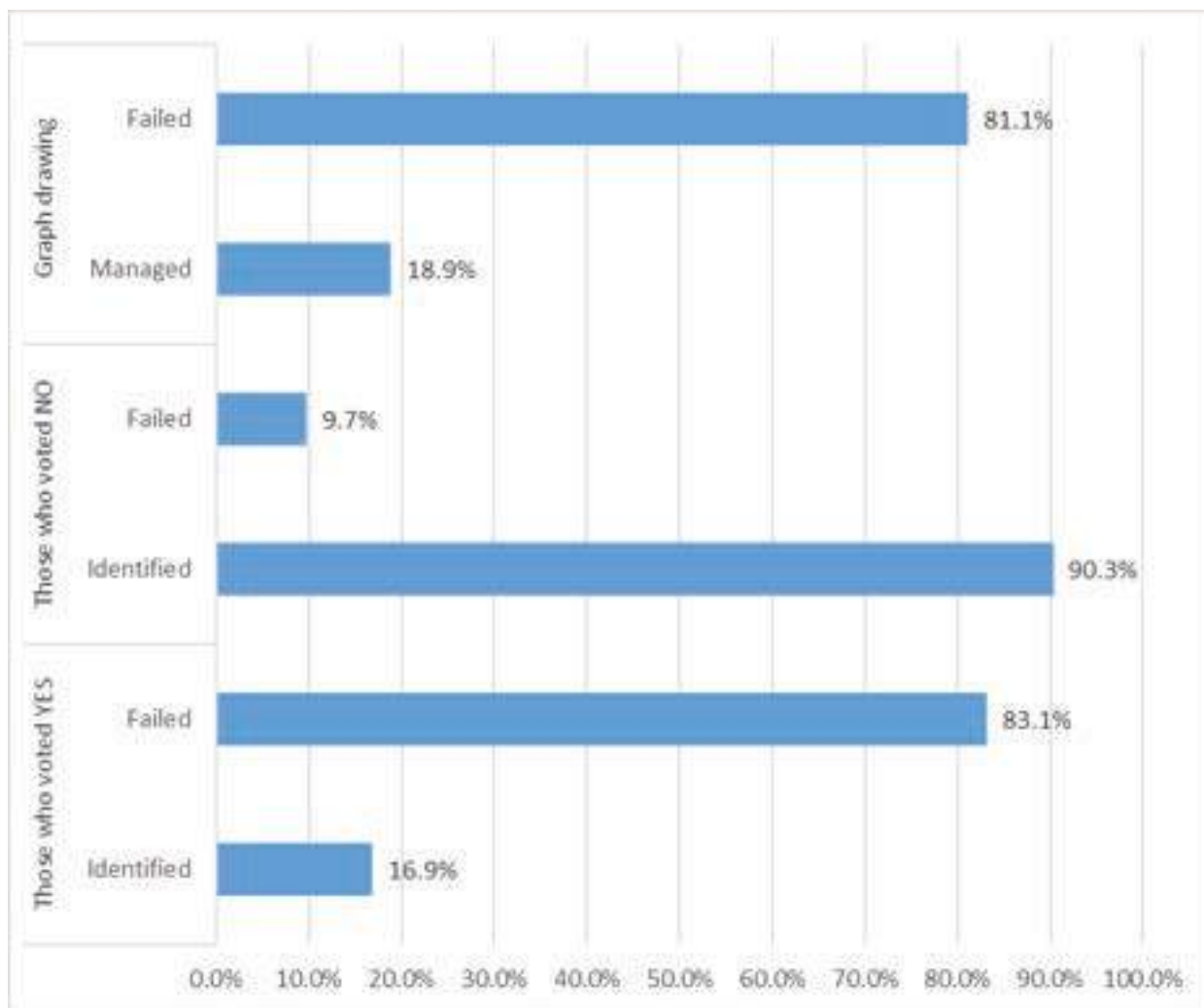


Findings show that more than half of the assessed young adults on the petrol prices could identify them on a chart. They identified a month with low petrol prices, months with the same petrol prices, and a month with the highest price (61.1%, 61.4%, and 62.6%, respectively). However, in the current era of motorbikes (bodaboda) throughout the country, one could expect information on the highs and lows of fuel prices to be at the fingertips of most young adults, particularly males. Further analysis reveals that a convenient number of young adults (58.6%) were troubled by the last question, which asked about the trend of prices for 12 months.

Computational skills

Young adults were provided to the young adults to assess them from different angles. They were exposed to a scenario where 300 people were to vote on whether a country should sell electric power to nearby countries. The voters' results were in percentage; 45% voted YES, and the rest 55% voted NO. They were then required to calculate the actual number of the voters who voted YES and those who voted NO, and draw a graph to reflect the voters' results.

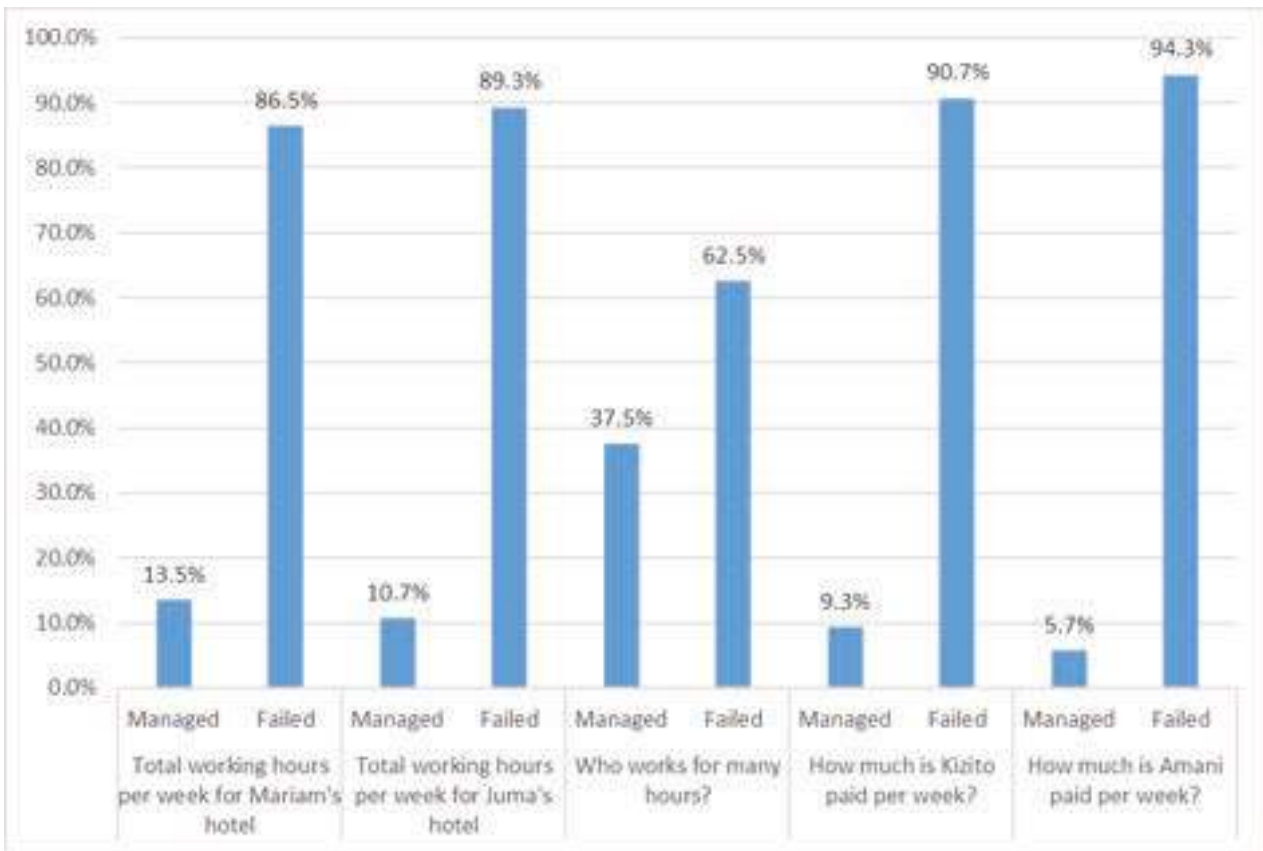
Figure 15: Research Findings



It was revealed during the analysis that these calculations tricked many young adults. Their skills in changing percentages into numbers and vice versa seemed limited, as most of them failed to get correct answers. About 83.1% of young adults could not derive 45% out of 300 voters, while 90.3% managed to calculate the number of those who voted NO.

Another aspect was to assess the young adults' knowledge of capturing the information in the extracts. Two posters from two food-selling places with different working days and hours were displayed before them. The young adults were, therefore, required to use the information on the posters to respond to the questions that followed, as Figure 16 presents.

Figure 16: Responses from two posters



The two posters asked several questions, such as the total working hours for Mariam’s hotel in a week, the total working hours for Juma’s hotel in a week, and who works for many hours between Maraim and Juma. Other questions inquired about the amount paid to Amani and Kizito per week. Amani works in Mariam’s hotel, while Kizito works in Juma’s hotel. Findings revealed that many young adults failed to manoeuvre the working hours and payments as per the requirements of the questions. This part of the assessment could be the most poorly performed by the young adults as the average performance is 85% poor.

Overall, 19 items with 22 marks were asked of the young adults. A descriptive analysis of the scores was conducted to evaluate individuals' numerical competency at work. Understanding how to apply mathematical operations in practical contexts fosters critical thinking and analytical skills. It also equips individuals with the tools to make informed choices, manage budgets, allocate resources, and assess the impact of various scenarios.

The mean score of 5.06 suggests that, on average, young adults achieved a score close to 5 on the test. As the test scores range from 0 to a maximum of 22, the mean score indicates a moderate overall performance.

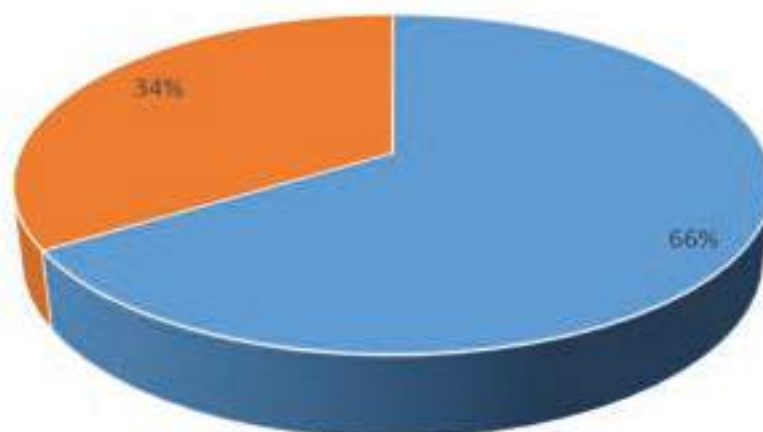
However, the standard deviation of 4.781 suggests considerable variability in participant scores. Some individuals may have scored significantly higher or lower than the mean, leading to a broader distribution of the scores.

Gender Differences in Basic Arithmetic at Work

Gender differences in basic arithmetic at work seek to contribute a deeper understanding of gender dynamics in numerical tasks and their impact on workplace performance. Through this assessment, we hope to advocate for equitable workplaces that value and empower all individuals, regardless of gender, in their arithmetic competencies and foster a culture of inclusivity or proficiency in numerical skills. Mann Whitney U test was conducted to determine gender differences in basic arithmetic scores between male and female young adults. The p-value is greater than the conventional significance level of 0.05, suggesting no statistically significant difference between the male and female groups.

Mathematics in life: another numeracy skill assessed was the application of mathematics in life. This involved simple arithmetic skills such as multiplication and division skills. The first question had a scenario where young adults were required to multiply 25 by 100, and 95% managed to answer the question correctly.

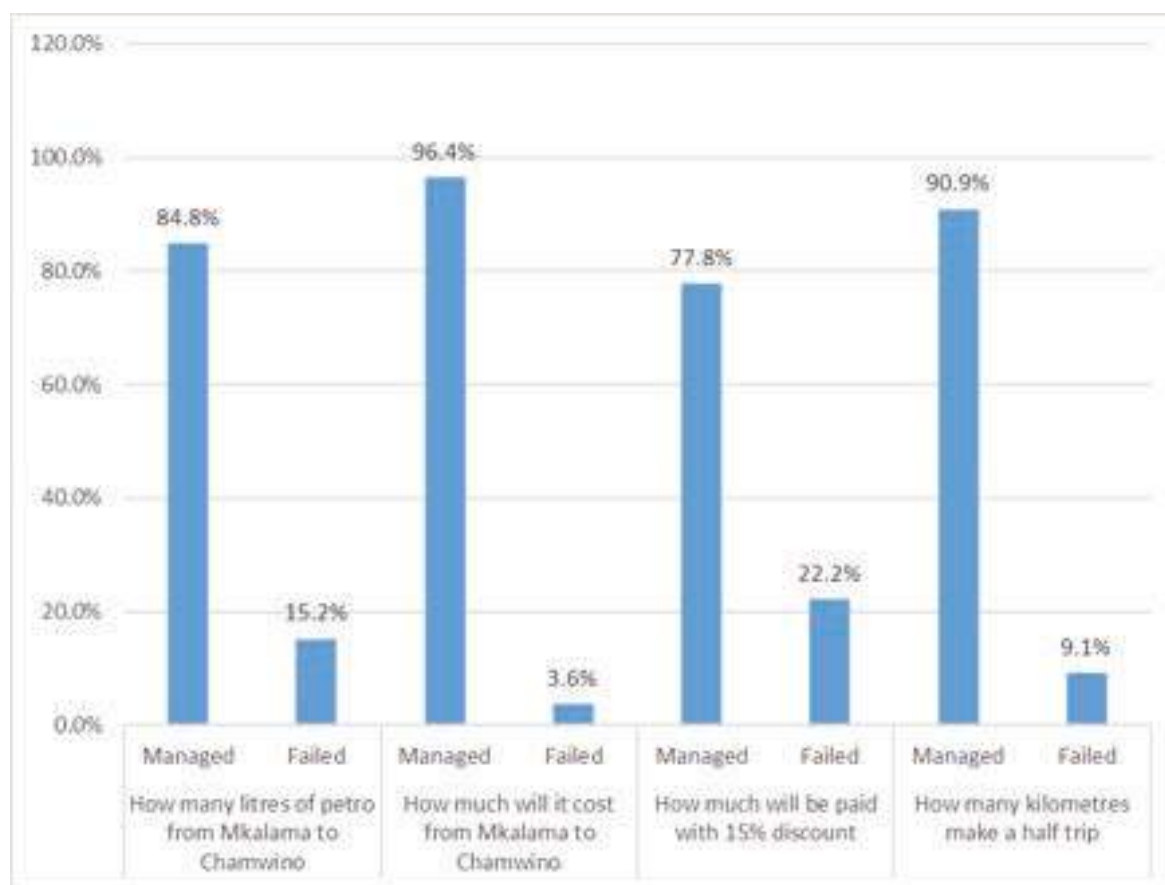
The questions that followed required the young adults to manipulate cement prices from two scenarios: to determine the amount paid by Ali for purchasing two cement bags and an additional 13 kilogrammes, where the price is 18,000 per bag and 370 per kilogramme, and the amount paid for 14 bags with as a 2% discount. Again, 66% managed the calculations, the same as 54.1% in the second question.



• got it right • got it wrong

Another scenario assessed the young adults' knowledge of the relationship between distance in kilometres and fuel (petrol) consumption, alongside its prices. The distance covered was 120 kilometres (Mkalama to Chamwino villages), while the motorcycle (bodaboda) consumes 20 litres of petrol per kilometre, sold at 2960 per litre. Four (4) follow-up questions are presented in Figure 18.

Figure 18: Calculations for a trip from Mkalama to Chamwino Villages



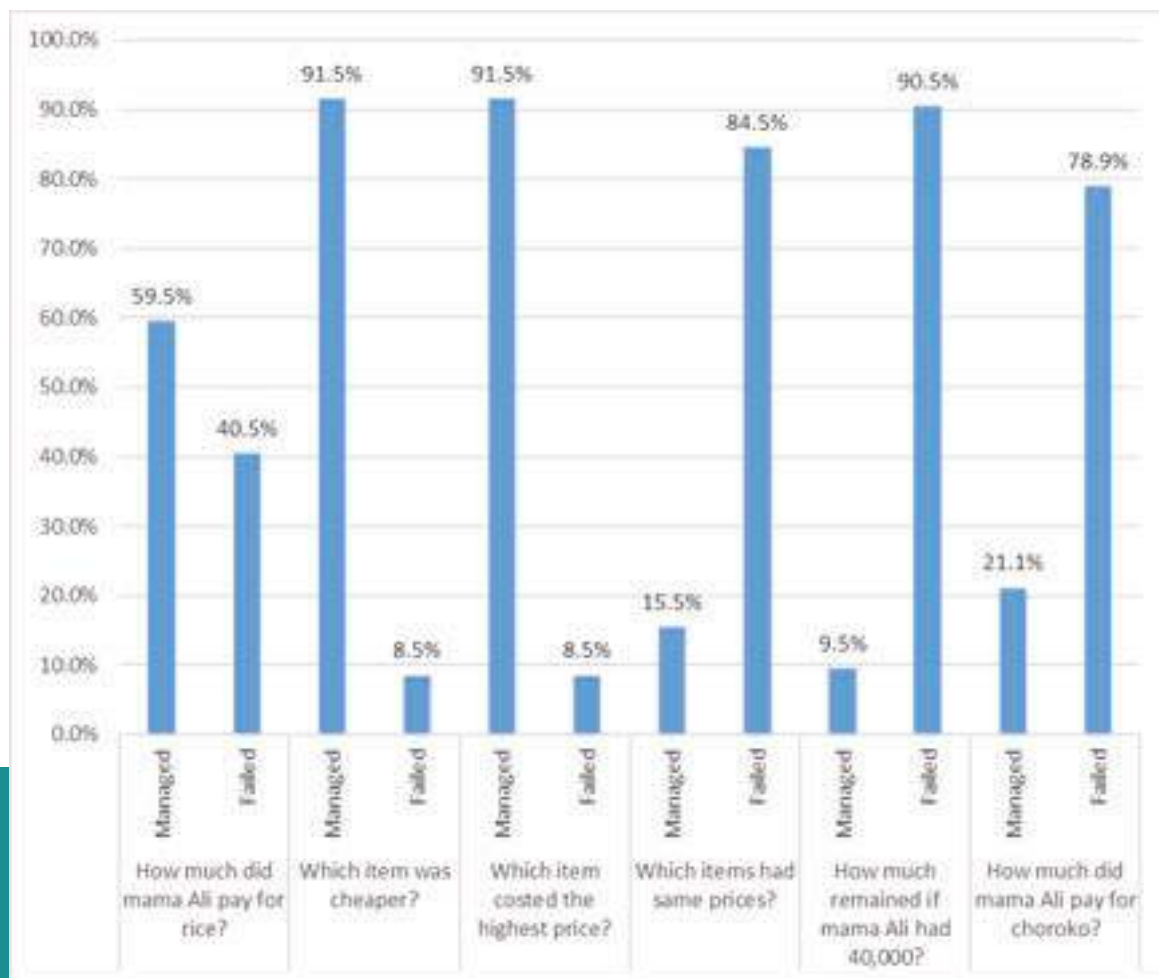
The first question required the young adults to provide the number of litres of petrol that one would spend from Mkalama village to Chamwino village. The second question inquired about the amount of money that would be spent for fuel between the two villages, the third one asked about the amount paid for fuel after a 15% discount, and the last question asked about kilometres covered if the driver travelled just half of the journey. The findings reveal that 90.9% of young adults got the fourth question right.

The young adults struggled to get the correct responses for the rest of the questions. There was also a market scenario where Mama Ali went shopping for her canteen, as displayed in the following chart.

No	Item	Quantity (Kg)	Cost per Kg (Tshs) @
1.	Rice	5 ½	2800
2.	Beans	1	3300
3.	Maize flour	3 ¼	1400
4.	Wheat flour	4	2000
5.	Sugar	3	3000
6.	Tea leaves	1/4	2000
7.	Green gram	½	700

She bought the items with the quantity and costs as indicated in the chart, and then, the young adults were required to respond to the questions related to Mama Ali's shopping. Figure 19 summarizes the findings.

Figure 19: Mama Ali's Shopping Details



Following the chart, the young adults were first required to show the amount paid by Mama Ali for rice. After that, they were to indicate the cheapest and highest-sold items and items with similar prices. The fourth question required them to show the items with the same price and then state the amount of money Mama Ali would retain if she paid Tsh 40,000 for all the items. Lastly, they had to show how much Mama Ali paid for green gram.

The findings are not consistent. The young adults managed to get the second and third questions right, 91.5% each. This could be because the two questions did not require any calculations, as one could identify answers by just looking. For the fourth and fifth questions, the rate of wrong answers was high, 84.5% and 90.5% respectively. In addition, the assessment also inquired on the young adults' computational skills based on gender. Findings are presented in Figure 20.

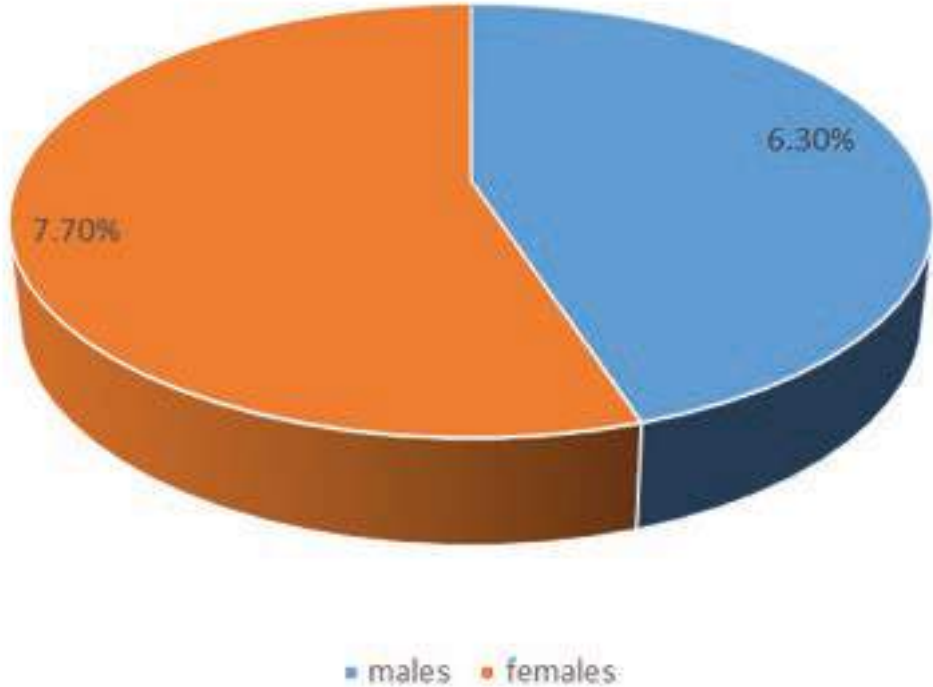
Figure 20: Mama Ali's Shopping Details by Gender



The findings show that there was no gender based references in manipulating Mama Ali's shopping details. The difference of performance in terms of percentage was not big, as where males' performance was high, females' performance was also high. This shows that the young adults in both genders did not differ in their computing skills.

There was a further question that assessed the young adults' computational skills. It was about calculating 8% of Tsh12,000,000, then adding the results to 12,000,000. The findings show that about 91.6% of young adults failed to get the correct answer, and only 8.4% got it right. The analysis based on gender was also performed to find out any gender differences, as Figure 21 displays.

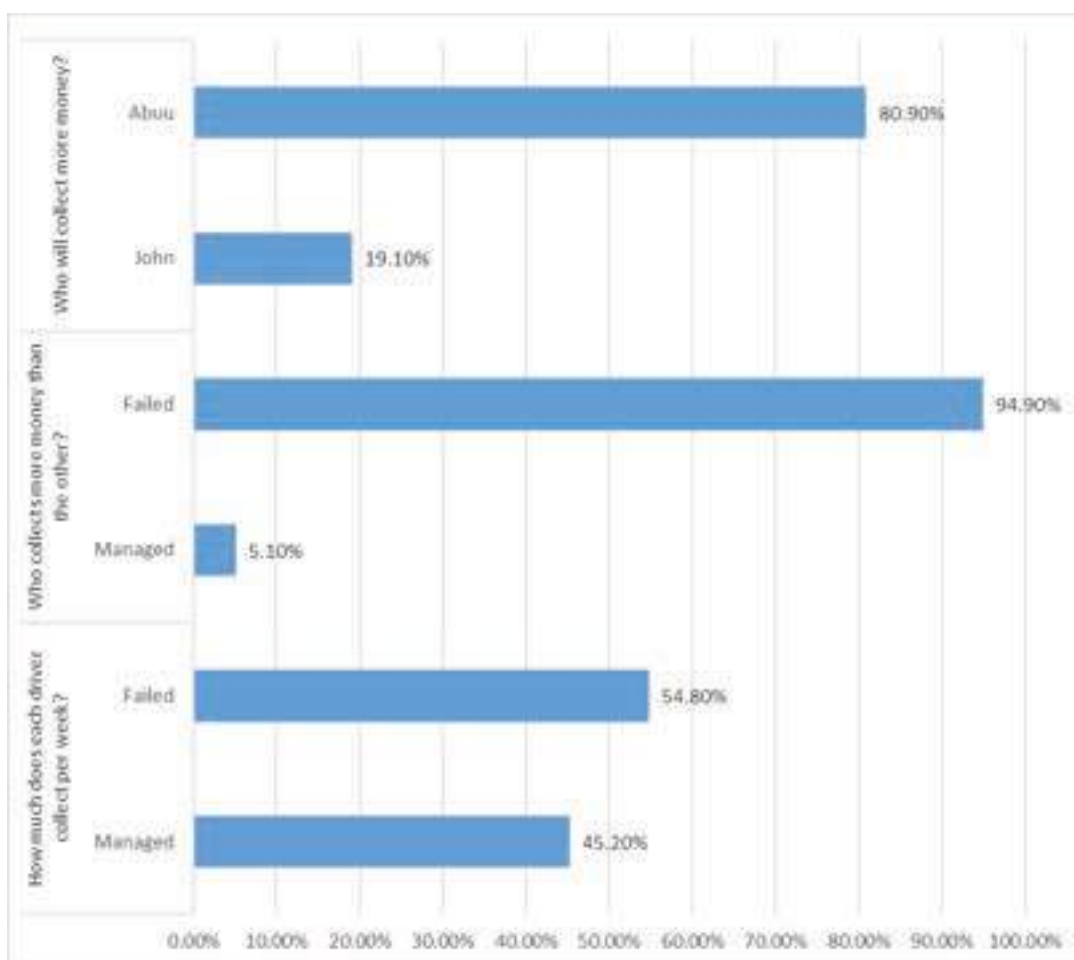
Figure 21. Gender Differences on Computational Skills



The findings show that both males and females had limited skills to compute the numeracy aspect presented in the questions. Only 6.3% males and 7.7% females managed to get the right answer for the asked question.

The last aspect of numeracy skills assessment for life assessed the young adults' skills through a scenario where John and Abuu were given tricycles to work on. Abuu was supposed to take Tsh 15,000 to his boss daily, while John had to take Tsh12,000. John works for seven days (a week), while Abuu works for six days. The findings are presented in Figure 22.

Figure 22: John and Abuu Money Collection



The young adults were, therefore, required to show how much each driver would take to his boss per week. After that, they were to state who collected more money than the other and show who would collect more money if Abuu worked for five days and John worked for four days. The findings show that the young adults responded correctly to the third question, where 80.9% said that Abuu would collect more money.

Figure 23: Computatuonal Skills Based on Gender

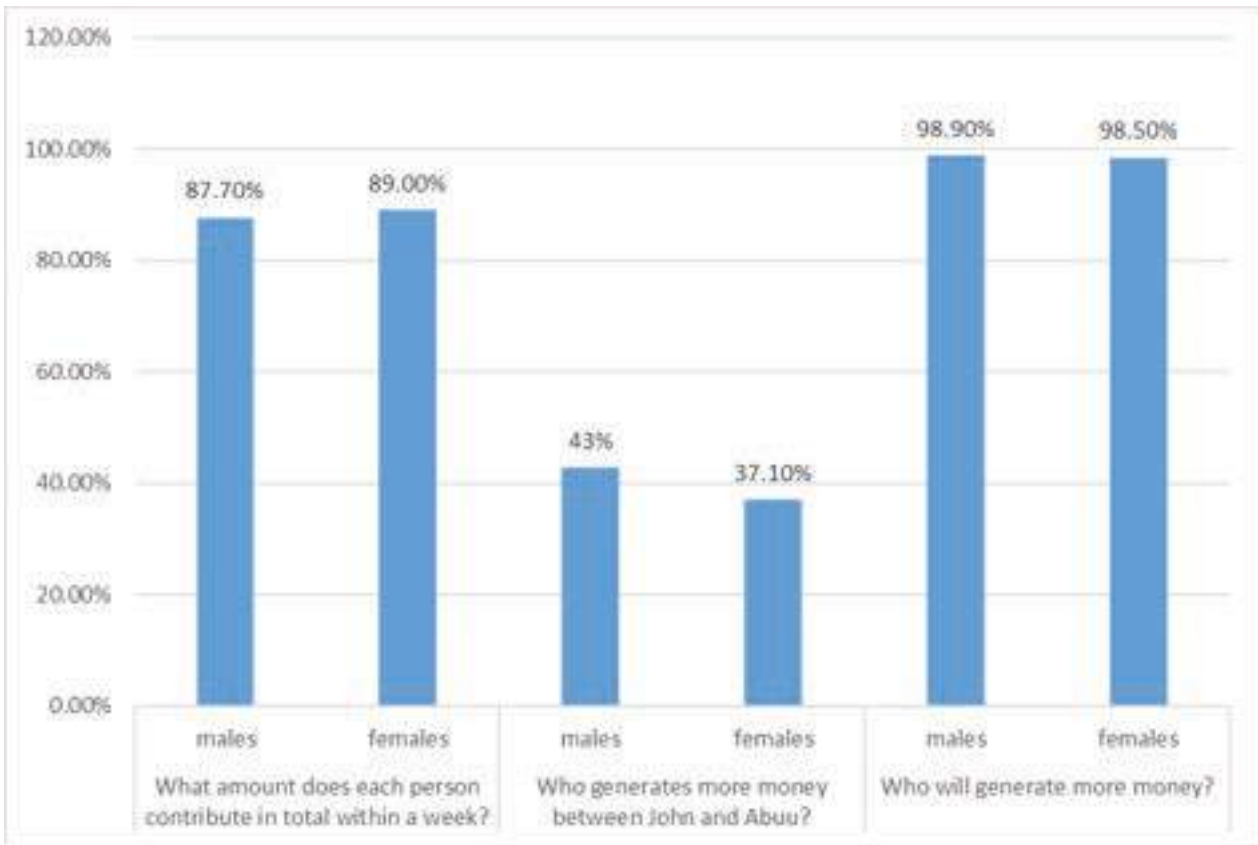


Figure 23 shows gender based computational skills in the three questions; What amount does each person contribute in total within a week? Who generates more money between John and Abuu? And Who will generate more money? Just as in the previous questions, there was no a notable difference in manipulating the numeracy skills between males and females. Their computational skills were almost the same.

Time and measurement: knowledge of time and other types of measurements is essential for one’s everyday life activities. Time and measurements are fundamental concepts that underpin various mathematical theories, applications, and calculations. Thus, there was a need for this assessment to explore the extent to which the young adults were conversant with the two aspects. Time, for instance, is used to model and analyze sequences and series where each element represents a step in the sequence or moment in time.

Time: In this assessment, an attendance sheet or timesheet was used to measure the extent to which the young adults can analyse sequences and series. They were exposed to a timesheet where Hamisi Juma and Rose John had their five days of working records where 09 AM to 05 PM are regular working hours, and beyond 05 PM are considered as extra hours. The young adults were then required to respond to the questions, as shown in Table 12.

Table 12: Hamisi Juma and Rose John's working schedules

Question	Response	(%)
What is Hamisi Juma's ID number?	Managed	85.8
	Failed	14.2
What time did Hamisi Juma report at work on 10th August	Managed	88.9
	Failed	11.1
For how long Hamisi Juma worked on 12th August	Managed	41.3
	Failed	58.7
How many regular hours did Hamisi Juma work from 12th to 14th August?	Managed	22.8
	Failed	77.2
How much will Hamisi Juma earn from the 10th to the 14th of August?	Managed	10.5
	Failed	89.5
For how long did Rose John work on 11th August?	Managed	42.3
	Failed	57.7
How many regular hours did Rose John work on 14th August	Managed	20.4
	Failed	79.6

The young adults were first required to identify Hamisi Juma's ID number. About 85.8% managed that identification. They were also to tell the time that Hamisi Juma started working on 10th August, where 88.9% managed to spot the right time from a given chart. The next task was to count Hamisi Juma's hours on 12th August. Contrary to the two previous questions, the number of wrong responses surpassed the correct ones (58.7%). They were further asked to identify the regular hours that Hamisi Juma worked from 10th to 14th August and the amount of money he would earn for both regular and extra hours from 10th to 14th August. Again, many young adults (77.2%) failed to locate the regular hours that Hamisi Juma worked from the 10th to the 14th of August. The failure was even more (89.5%) when manoeuvring Hamisi Juma's earnings from the 10th to the 14th of August.

As for Rose John, the young adults were required to show the hours she spent at work on 11th August, where 57.7% failed against 42.3% who showed correct hours. Similarly, 79.6% of young adults could not locate the regular hours Rose John had worked on the 14th of August.

There was a total of 8 items for this aspect. Following descriptive analysis of the responses, the mean score across all assessed young adults was 3.59, and SD was 2.058. This mean score suggests that, on average, the young adults scored slightly higher than 3 out of 8 scores. However, the standard deviation of 2.058 indicates considerable variability in the scores. Some young adults scored significantly higher or lower than the mean, while others scored closer to it.

Gender differences in time sequences through timesheet/staff attendance sheet

The study examined gender differences in computing time sequences. An independent sample t-test was used. The null hypothesis was that there was no significant difference in computing time sequence according to gender. After the analysis, the p-value obtained from the t-test is 0.119, greater than the chosen significance level of 5%. Hence, we fail to reject the null hypothesis. Therefore, the evidence does not support the presence of gender differences in computing time sequences. The findings show no statistically significant difference in the mean scores between males (mean = 3.47, standard deviation = 2.053) and females (mean = 3.71, standard deviation = 2.059) conditions.

Price List: The numeracy skills assessment proceeded by exposing the young adults to a canteen scenario where they were supposed to deal with selling and buying situations. They were to identify vegetables with high and low prices through cash exchange among Mukasa, Peter and Mary, John, Mussa, Hamisi and Maimuna against Manugu (the canteen owner) after buying some food. The responses are presented in Table 13.

Table 13: Price List at Manugu’s Canteen

Question	Response	(N)	(%)
Which vegetable had the highest price?	Managed	604	91
	Failed	60	9
Which vegetable had the lowest price?	Managed	602	90.4
	Failed	64	9.6
How much will Mukasa pay for the food he ordered?	Managed	276	44.6
	Failed	343	55.4
How was a payment made to Mukasa after additional food?	Managed	149	54.4
	Failed	125	45.6
How much did Peter pay for him and his three friends?	Managed	232	33.8
	Failed	414	60.3
Do you think Mary has enough cash to pay for her bill?	Managed	485	75.2
	Failed	160	24.8
How much will John, Musa and Hamisi pay for the food?	Managed	149	28.6
	Failed	372	71.4
How much would Maimuna pay for her bill?	Managed	165	26.9
	Failed	449	73.1

The young adults managed to identify the vegetables with high and low prices at 91% and 90.4%, respectively. They also managed to identify that Mary had enough cash to pay for the food she ordered (75.2%). Like in other similar scenes, the young adults managed to identify food prices because there was no need for calculations.

The performance was not good in the rest of the questions. These questions required the young adults to make some additions, with which they seemed to struggle. For instance, 73.1% of young adults failed to calculate 50% of Tsh 2,000.

With eight questions given and considering the menu prices of various foods at the Manungu restaurant, further descriptive analysis was conducted to assess the general performance of eight questions, whereby each correct question was assigned 1 mark. The findings show that the mean score across all participants was 3.88, indicating the average performance for the eight questions. The standard deviation of scores was 2.138, representing the spread or variability of the scores around the mean. The mean score of 3.88 suggests that, on average, young adults scored relatively close to 4 (out of 8) on the questions. This implies a moderate level of overall performance. The standard deviation of 2.138 indicates a considerable variation in the scores, signifying differences in individual performances on the questions.

IMPLICATION OF THE FINDINGS

Adult education and learning are integral to the right to education and lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It also seeks to help them develop basic education skills, such as literacy and numeracy. National macro policies, plans and strategies, and by education sector policies, programmes, and strategic plans guide the education provision in Tanzania. The macro-policies include the Tanzania Development Vision (2025), the National Strategy for Growth and Reduction of Poverty (NSGRP/MKU-KUTA), and the Tanzania Five Year Development Plan of 2016/17 to 20120/21. URT (2018).

This report is about the young adults' functional literacy in the Bagamoyo district. It aimed at assessing the young adults' functional literacy skills in several aspects of their daily activities. A Special Report by THE CITIZEN (2021) newspaper noted a rising number of young people completing secondary school without mastering the 3Rs. The literacy rate for youth (15–24) stands at 76.5 per cent for males and 72.8 per cent for females. Overall, the rate fell from a 90.4 per cent literacy rate in 1986, and Index Mundi reports it at 67.8 per cent, a dramatic fall of 23 per cent.

In addition, the UNICEF report (n.d) advocated that school-going children often do not achieve foundational learning outcomes such as literacy, numeracy and life skills, which determine future performance.

Results from the 2014 primary school leaving examinations in mainland Tanzania revealed that only 8% of Grade 2 pupils could read adequately, 8% could add or subtract, and less than 0.1% showed high life skills (academic grit, self-confidence, problem-solving).

There were mixed findings in relation to functional literacy for the assessed young adults in the Bagamoyo district. For literacy skills, for instance, the performance was average in comprehending written texts. This can be found in the business license registration form questions, where the performance was average (1.25 mean).

As for numeracy skills, the young adults performed better in simple mathematics, with a mean score of 10.8 out of 12 required points. However, the performance was moderate for the basic mathematics skills at work and mathematics in work and life. About 94.4% of all the reached young adults (686) had attended primary or secondary education. This means that young adults lack enough functional literacy skills to apply in their daily activities.

This calls for the government and other education stakeholders to strengthen the provision of basic education, which starts from early education to primary and secondary education (ETP, 2014). Literate people can participate fully in development activities happening in their communities. They know the importance of increased involvement in public life. In addition, improved literacy leads to improved health decisions, leading to reduced healthcare costs for the nation. Infectious diseases are easily avoided if people can read and understand preventive messages about such diseases. In politics, a literate citizen is likelier to vote and express tolerant views than an illiterate one.

CONCLUSION

Literacy and numeracy skills are the foundations of lifelong learning and full social participation. These skills empower individuals to make meaning, think critically and creatively, and reach their full potential. Thus, as regarded in this report, functional literacy is about developing and enhancing the skills the whole society needs to function. If individuals lack mathematical knowledge, reading and writing skills, or analytical abilities, functioning communities, businesses, or governments cannot exist. In general, the young adults who reached functional literacy skills showed moderate possession of both literacy and numeracy skills, regardless of the fact that almost 95% reported having completed primary education and others at secondary education.

RECOMMENDATIONS

The assessment revealed cases of disabilities in the enumeration areas. The young adults with other disabilities can use the acquired functional literacy skills in their daily activities. However, the situation might not be the same for visually impaired young adults, as they studied using Braille. In ordinary life, there is no Braille due to its affordability. It is, therefore, high time for researchers to find out how this group can be helped to use the acquired literacy and numeracy skills effectively in their daily activities.

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