

PRE- PRIMARY EDUCATION

Assessment Report 2025





uwezo Tanzania

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Executive Summary

Early childhood education (ECE) is a critical foundation for lifelong learning, health, and productivity. Recognizing this, Tanzania has integrated pre-primary education (PPE) into its formal education system, emphasizing the importance of quality learning opportunities for children aged 4–6. While national policies and frameworks advocate for compulsory and fee-free pre-primary education, evidence on the implementation and impact at local levels remains limited.

In response, Uwezo Tanzania, a leading organization dedicated to enhancing children’s literacy and numeracy through citizen-led assessments, conducted a pioneering Pre-Primary Education Assessment in Chalinze District, Coast Region, from November 25–27, 2021. The objective was to generate data on the preparedness of children to transition to primary education, and to assess the status of pre-primary education service delivery in the district.

The assessment covered 30 randomly selected villages, involving 30 schools, 600 households, 30 head teachers, and 30 village executive officers. A total of 10 trained volunteers collected data using tools adapted from the national curricula and international best practices, including MELQO, EGRA, and EGMA. The key areas assessed included enrolment patterns, classroom infrastructure, availability of learning materials, teacher qualifications, and parental engagement.

Findings reveal that both progress and persistent gaps. Many schools had established pre-primary classes, and teaching was conducted in Kiswahili as per policy. However, disparities were noted in the availability of curriculum-aligned learning materials, teacher deployment and training, and classroom infrastructure. In addition, only a fraction of children demonstrated foundational literacy and numeracy competencies expected at their level.

To enhance the relevance of these findings, Uwezo complemented its field data with recent government reports and policy updates including the 2024 Education Policy (Revised), efforts in teacher recruitment, and increased classroom construction. This integrated approach highlights areas of improvement while identifying continuing challenges that require targeted policy and resource attention.

This assessment provides critical evidence to inform policymakers, education practitioners, and communities on the current state of pre-primary education in Chalinze. It underscores the need for sustained investment in early learning infrastructure, teacher training, community involvement, and policy implementation to ensure every child is ready for primary education and future learning success.

Key Facts About Pre- Primary Education in Tanzania



ENROLMENT

Of the enrolled children 52% were boys while 48% were girls.

NUMBER OF TEACHERS

A total of 117 pre-primary education (PPE) teachers were recorded, comprising 24 males and 93 females. Of these, 85 teachers (19 males and 66 females) were permanent staff, accounting for approximately 72.6% of the total PPE workforce.



72.6%

Permanent staff

4/10

Have Electricity

ELECTRICITY

The study shows that only 4 out of 10 school visited have electricity.



4/10

have pit latrine toilets

TOILETS

whereas 4 out of 10 schools have pit latrine toilets, 3 out of 10 schools have pit latrines with slab. Only 2 out of 10 schools had a bucket toilets and flush latrine.

TEXTBOOKS

8 out of 10 schools have textbooks for pre-primary education, and only 2 out of 10 schools have no textbooks for pre-primary education. However, the majority of schools, 9 out of 10 did not have storybooks.

8/10

Have textbooks



CHECKING BOOKS

84% (8 out of 10) of parents reported to check their children's books once a week. Only 28% of parents reported to have read with their child a book on the previous day.



8/10

parents check their children's books once a week.




Introduction

There is increasing evidence that investment in children under 8 years of age builds a better educated, prosperous and peaceful citizen in the future. Children who participate in quality Early Childhood Development and Learning programs, when compared with children who do not participate, are likely to enrol in schools, become productive adults, and educate their own children.

Tanzania recognizes that the first eight years of a child's life are very critical to their development. The child's early experiences and environment lay a foundation for his/her later development as well as success at school and in life in general. In this cognizance, in 1995, the government of Tanzania formalised and integrated pre-primary education in the formal education system to cater for children aged 5 and 6 years (Ministry of Education and Vocational Training (MoEVT, 1995). By that time, however, the 2 years of pre-primary education cycle were not explicitly stated as compulsory. Nevertheless, the Education and Training Policy (ETP) 1995 stressed that children (aged 5-6) should have pre-primary education before they are admitted to Standard I. Furthermore, the ETP advocated each primary school

in Tanzania to have a pre-primary class as an addendum. Later in the 2014 ETP, the government declared a 1-year of pre-primary education as compulsory and fee-free for basic education, including children aged 4 to 5 years. According to the 2014 Policy, children aged 3-4 years may be allowed to enrol in pre-primary classes if early assessment reveals that they are ready (demonstrate ability to be independent, ability to express themselves, and can follow simple instructions) for school.

The objective of the Pre-Primary Education (PPE) in Tanzania is to prepare children for primary education. The PPE intends to promote overall personality development of a child, fostering his/her physical, mental, moral, and social characteristics and capabilities. Furthermore, the PPE aims at promoting early literacy and numeracy skills through playful and pleasurable activities to prepare children for primary education (United Republic of Tanzania (URT), 2016). To achieve the intended goals, pre-primary education content is organised into six learning areas/competences namely ability to relate, ability to communicate, ability to care for his/her health, ability to care for the environment, ability to master artistic



skills, and ability to apply mathematical concepts. Kiswahili is the medium of instruction in most public pre-primary schools. The pre-primary cycle lasts for 194 school days distributed in two terms. The allocated days are equivalent to 39 weeks per year. A total of 25 periods, five periods of 20 minutes per day, are covered in a week.

Rationale for Pre-Primary Education Assessment

We learn from the background above that Tanzania recognises the importance of pre-primary education. Pre-primary education aims at promoting holistic development and child's readiness for primary education. However, we have limited information on whether the PPE goals are actualised to the expectations. Besides, knowledge about children's learning is scanty. To narrow this gap of knowledge, Uwezo Tanzania conducted a pre-primary assessment to examine the preparedness of pre-primary children to join primary education in Chalinze district, Coast region.

Uwezo Tanzania

Uwezo refers to a Kiswahili word meaning "capability". Uwezo Tanzania is a Non-Governmental Organisation based in Dar es salaam. Uwezo Tanzania is committed to improve competences in literacy and numeracy among children in Tanzania through an innovative, citizen-driven and public accountability approach to social change. Currently, Uwezo Tanzania continue to maintain its prominent experience in data generation on the evaluation of the implementation of education policy in Tanzania. This align with the implementation of its strategy which focus on four pillars namely insight, evidence, communication and engagement and institutional development. Evidence focus is in generating data, which can be shared with different stakeholders and policy makers to advocate change/improvement in the respective policy and teaching practices. Pre-primary education is one of the research programs aiming to generate data on provision of pre-school education in Tanzania and the learning outcome. In 2021 Uwezo conducted different assessment for children of age 4-6 years for pre-primary education, age 6-16 years for learning outcome on literacy and numeracy and age 16-20 years for functional literacy assessment to generate evidence on the young adults learning environment and preparedness for the working and employability.

This report presents key issues related to pre-primary education in Chalinze District, including

enrolment trends, the number of schools with pre-primary classrooms, the availability and use of the Pre-primary Education Curriculum and related learning materials, as, school feeding programmes, parental involvement, well as characteristics of pre-primary teachers. The report highlights disparities and progress in relation to pre-primary education, infrastructure development, and resource allocation. It also examines the qualifications, training, and deployment of pre-primary teachers, shedding light on their preparedness and capacity to support early learning. By exploring these areas, the report provides a comprehensive overview of the current state of pre-primary education in the study area to ensure equitable and quality early childhood learning opportunities for all children.

To strengthen the relevance and contextual accuracy of the 2021 pre-primary assessment findings from Chalinze district, Uwezo Tanzania incorporate more recent data from various government sources. Since the assessment was conducted in November 2021, the government has likely implemented several initiatives aimed at improving early childhood education, such as review of the Education policy of the 2024, curriculums and the text books increased recruitment of pre-primary teachers, construction of classrooms, and increased PPE enrolment. These developments may have significantly influenced pupils' learning outcomes and access to quality education.

Therefore, to provide a more comprehensive and updated analysis, Uwezo compares the 2021 findings with the latest available data from government reports, including those from the Ministry of Education, Science and Technology, the President's Office – Regional Administration and Local Government (PO-RALG), and the National Bureau of Statistics (NBS) and other relevant sources. This approach help to capture progress made since the initial assessment and highlight areas that still require policy attention and resource investment.



Methodological Approach

Research area

The study was conducted in Chalinze district. Chalinze is among the eight districts of Coastal region. Others are Bagamoyo, Chalinze, Kibaha, Kibaha Urban, Kibiti, Kisarawe, Mafia and Mkuranga districts. Chalinze district was selected due to its performance in the Primary education and considering is a newly formed district. A total of 30 villages out of 74 were randomly selected to participate in the study. Twenty households were recruited from each selected village. Furthermore, one school was randomly picked from each selected village with a consideration that is most attended by large number of children in the village. Thus, a total of 30 schools were involved in this study.

A total of 30 village executive officers (VEO) were purposely recruited and participated in this pilot study. Of all participated VEO's 21 were males and 9 were females. VEO's were recruited in the sense that they are the overall leaders of the community and possess the demographic information's of the community where children live. Furthermore, in order to access households, VEO played a vital

role in taking volunteers through all sampled households and introducing them.

Furthermore, the sample included 30 head teachers. Head teachers were recruited in the virtual of their positions as custodian of the primary schools which a pre-primary class is part of, therefore, they possess the custodianship of all children at the school on behalf of parents. Of all participated head teacher's males were 22 and females were 8.

Assessment Procedures

A team of panellists with a background in early childhood education were recruited and engaged to support adaptation of tools. These panellists included the followings: pre-primary teachers, heads of schools, pre-primary focal person from Tanzania Institute of Education (TIE), MoEST, PO-RALG, and school quality assurers (SQAs). Adaptation of tools was informed by a Pre-primary Curriculum and Syllabus (2016), and pre-primary education operational guidelines, and best assessment practices including MELQO, Early Grade

Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA). Following a review of guidelines and policies, the following tools were developed: school and classroom observation guide, children's assessment tool, head teacher and pre-primary teacher tool. In addition, assessment protocol was developed. The tools and protocol were pre-tested at Mlimani pre-primary school, a demonstration school of the University of Dar Salaam, School of Education, conveniently selected for accessibility reasons.

Recruitment of Volunteers/Data collectors

A total of 10 volunteers were recruited to participate in the pilot study. These volunteers were recruited from the sample villages and key consideration was those who have attended teachers training. The assumption was that individuals from villages where the pre-primary assessment was conducted were familiar with the communities, culture and language. Also, as they had attended teachers training, and are aware of the teaching ethics and interaction with the children. This made it easy for the volunteers to navigate in schools and from one household to the another, during assessment. Besides, it was cost-effective to engage volunteers from the villages from Chalinze district. The following criteria informed recruitment of volunteers:

- *Residence at the village where the assessment was conducted,*
- *Holder of a certificate of Ordinary Secondary Education level with division I to III with passes in English and Mathematics subjects*
- *Holder of a Certificate in teacher education.*
- *Fluence in English and Kiswahili*
- *Own a smartphone and demonstrate enthusiasm in community sensitization on education, especially early childhood education.*

Training of Volunteers

Before actual assessment, Uwezo Tanzania in collaboration with the University of Dar es Salaam and Initiative for Community Empowerment (ICE) organisation conducted a training workshop on 25th – 27th November 2021 at Chalinze district. The training involved 19 participants (10 volunteers and 9 supervisors). The main purpose of the training

was to orient the participants to the pre-primary children's Uwezo Tanzania assessment and to equip them with necessary knowledge and skills for assessing young children, use of Kobo toolbox to collect data. The trainees were also introduced to ethical considerations including but not limited to protecting child's rights and observing recommended COVID-19 protocol to protect each other throughout training and during assessment. On day two, participants were provided with an opportunity to practice (described further in the sub-subsequent section) by visiting and conducting assessment at school and household levels.

Following schools sampling, the trained volunteers conducted the assessment. It was one on one assessment between the volunteers and the teachers teaching pre-school children. Also, they observed the school environment on the teaching and learning materials available for the pre-schools children.

Ethical Considerations

The following ethical issues were adhered to: obtaining research permit to conduct the study from the University of Dar es Salaam; asking and obtaining participants' informed consent prior to their participation in the study. Besides, participants were informed of the purpose and nature of the study, privacy and confidentiality, and potential harm and benefits of the study. This information helped the participants to make informed decisions to participate or not participate in the study.



FINDINGS

The study reveals that a total of 1,407 children were enrolled in the pre-primary classes visited. Of the enrolled children 52% were boys while 48% were girls. Table 1 presents the enrolment by age and sex

Table 1: Enrolment Status by Age and Sex

CHILDREN AGE	BOYS	GIRLS	%	TOTAL
4	80	63	10	143
5	256	322	41	578
6	264	279	39	543
7+	128	15	10	143
Total	728	679	100	1407

Figure 1: Enrolment Status by Age and Sex

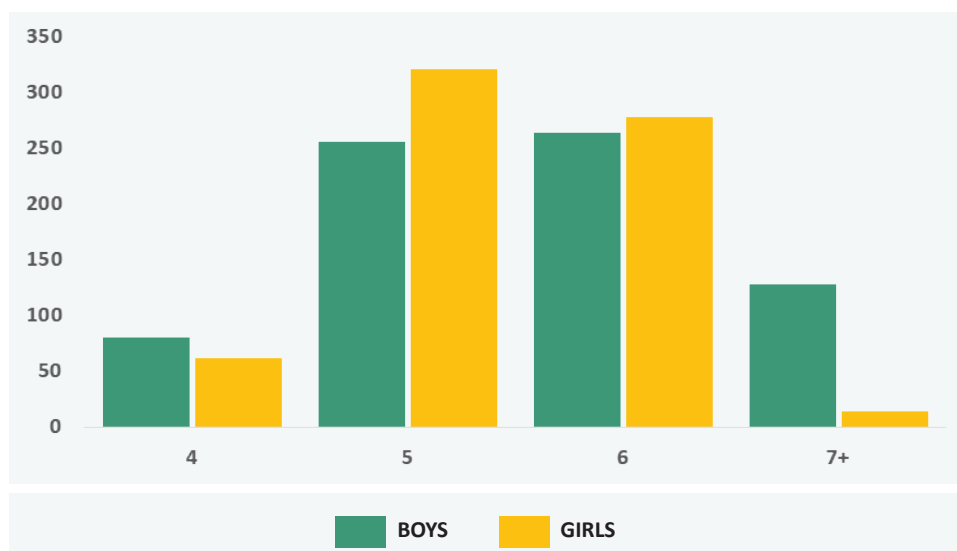


Table 1 shows that, most enrolled children enrolled in the pre-primary classes visited were aged 5 and 6 years, whereby in both ages 5 and 6, girls outnumbered boys while in age 4 and 7+, boys slightly outnumbered girls. Overall, boys’ enrolment was slightly higher (52%) than girls in 2021.

However, updated data from 2024 indicate that there were 3,635 boys and 3,428 girls enrolled in pre-primary classes, aged from 3 years to 5 and above (BEST, 2024). This results in a total enrolment of 7,063 children, with boys comprising approximately 51.5% and girls 48.5% of the total enrolment. This notable increase in enrolment over the three-year period is a positive reflection of the government’s continued efforts to expand access to quality early childhood education.

Inclusivity in the schools

The study further found that 14 children (11 boys and 3 girls) with disability were enrolled in pre-primary classes visited. Table 2 provides descriptions on the type of disabilities observed based on children sex.
Table 2: Children with Disability Enrolled by Sex

Table 2: Children with Disability Enrolled by Sex

TYPE OF DISABILITY	SEX		TOTAL
	Boys	Girls	
Autism	9	0	9
Low vision	1	0	1
Mental impaired	1	3	4
Total	11	3	14

Figure 2: Children with Disabilities

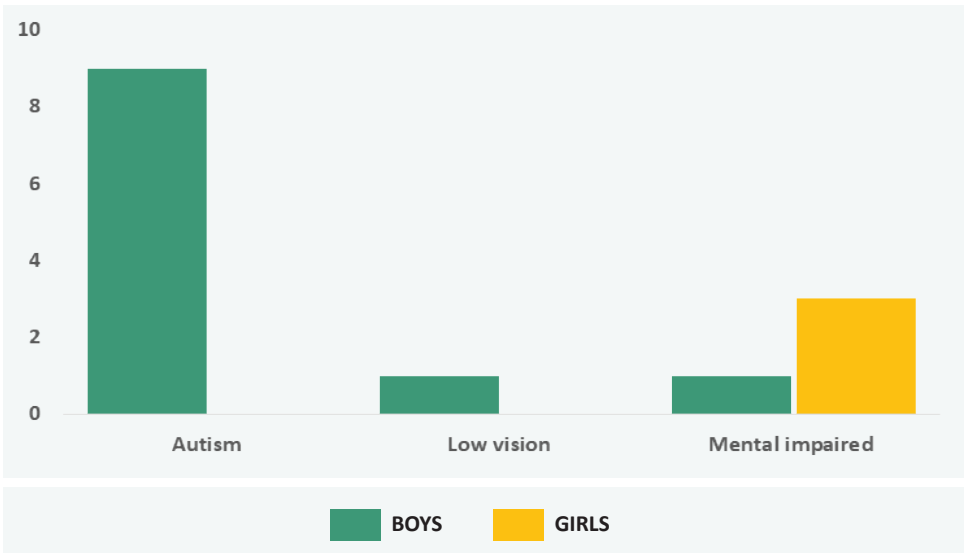


Table 2 shows that the majority of children with disability were autistic followed by children with mental impairment and low vision.

The schools are inclusive, which means they are comprised of children with special needs. This has advantages for the children because it minimizes discrimination, and it also helps parents recognize the importance of sending their children to school. However, the underlying concern is the availability of support for children with special needs, including appropriate facilities and teachers trained in special needs education.

Number of Schools with PPE Classrooms

By 2024, the number of schools offering PPE classes had increased to 124 (BEST, 2024), showing a positive growth in access to early childhood education. Among these, 13 were private schools, marking a slight increase in private sector participation. This growth reflects ongoing efforts by both the government and private stakeholders to expand access to early learning opportunities. The increment of six additional schools within three years signifies continued investment in foundational education, which is critical for improving school readiness and long-term educational outcomes for children.

Recognizing the increased need for PPE and the challenge of reaching underserved areas, the government introduced the Satellite School Guidelines in 2023 (MoEST, 2023). These guidelines aim to increase opportunities for access to Pre-primary, Standard One, and Standard Two classrooms in geographically hard-to-reach or underserved communities. The satellite school model provides a flexible and cost-effective strategy to bring foundational education closer to young learners, especially in rural and remote areas where formal schools are distant or limited. These schools operate under the supervision of nearby established schools and are expected to meet minimum standards in infrastructure and instruction.

Data shows that, in 2021, 9 out of 10 schools which participated in the study have only one teacher teaching a pre-primary class. Schools did not have teachers with a certificate in early childhood education. Teachers with special training to serve children with special needs were inadequate because 8 out of 10 schools had no teachers specialised in teaching children with special needs.

However, the situation has improved by 2024 (BEST, 2024). A total of 117 pre-primary education (PPE) teachers were recorded, comprising 24 males and 93 females. Of these, 85 teachers (19 males and 66 females) were permanent staff, accounting for approximately 72.6% of the total PPE workforce. Importantly, 55 teachers (11 males and 44 females) possessed certificates in Early Childhood Education (ECE), representing about 47% of the total number of PPE teachers. This increase in qualified and permanent staff demonstrates the government’s ongoing commitment to improving the quality of early childhood education through teacher recruitment, professional development, and investment in teacher training programmes. Such efforts are crucial in ensuring that young learners receive appropriate foundational education, including those with special needs.

Table 3: Chalinze Distirct’s Pre-Primary Education (PPE) Teachers by Gender, Employment Status, and Qualification in 2024

CATEGORY	MALE	FEMALE	TOTAL	PERCENTAGE OF TOTAL (117)
Total PPE Teachers	24	93	117	100%
Permanent PPE Teachers	19	66	85	72.6%
Teachers with ECE Certificate	11	44	55	47%

The study shows that only 4 out of 10 school visited have electricity. Whereas 8 out of 10 schools have playgrounds.

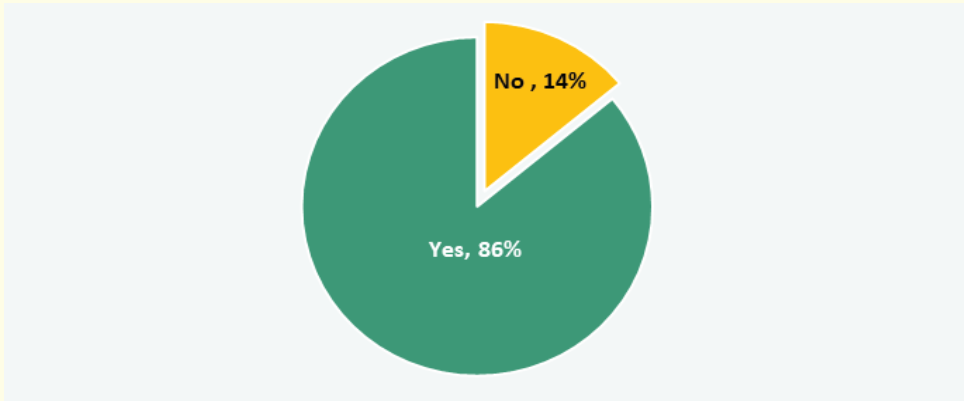
Table 4 presents data on electricity and playgrounds.

Table 4: Percentage of Schools with Electricity and Playgrounds

	NO ELECTRICITY SERVICE	WITH ELECTRICITY SERVICE
Schools	56.3%	43.6%
	No Sports ground	With Sports ground
Availability of playground at school	14%	86%

Table 4 shows that, more than half of the assessed schools do not have electricity service. Therefore, out of 10 schools only 4 had electricity services.

Figure 3: Availability of playground at school



Furthermore, most of the schools have sports grounds for children to play, whereby out of 10 schools 9 had playgrounds.

Nature of Toilets Available at Schools

The nature of the toilets available in all participated schools, whereas 4 out of 10 schools have pit latrine toilets, 3 out of 10 schools have pit latrines with slab. Only 2 out of 10 schools had a bucket toilets and flush latrine.

Pre-primary education Curricular Materials

The study assessed whether pre-primary teachers have an appropriate and up to date pre-primary education curriculum and syllabus. Also, teachers were asked whether they have textbooks and storybooks from the Tanzania Institute of Education (TIE). Findings reveal that nearly all, 9 out of 10 teachers have the pre-primary education curriculum and syllabus of 2016 whereas 8 out of 10 teachers reported to have textbooks. Table 5 presents the percentage of teachers who reported to have curricular materials.

Table 5: Pre-primary education Curricular Materials

PPE CURRICULUM	HAVE PPE CURRICULUM	DO NOT HAVE PPE CURRICULUM
	90%	10%
Year of Publication of the PPE Curriculum	2005 PPE Curriculum	2016 PPE Curriculum
	3.3%	96.7%
PPE Textbooks	Have PPE Textbooks	Do not Have PPE Textbook
	80%	20%
12 TIE Story Books	Have 12 TIE Story Books	Do not Have 12 TIE Story Books
	7%	93%

As Table 5 shows, 8 out of 10 schools have textbooks for pre-primary education, and only 2 out of 10 schools have no textbooks for pre-primary education. However, the majority of schools, 9 out of 10 did not have storybooks.

However, there have been notable improvements. A new Pre-primary Education Curriculum was introduced in 2023 (Tanzania Institute of Education, 2023), replacing the 2016 version. In addition, the provision of teaching and learning materials, particularly textbooks, has significantly improved. Currently, each school in Chalinze district has received pre-primary textbooks (BEST,2024), though the number of copies per school may vary, as summarized in Table 6.

Table 6: Number of PPE textbooks in Chalinze district

AFYA NA MAZINGIRA	STADI ZA AWALI ZA MAISHA	STADI ZA AWALI ZA LUGHA	UBUNIFU SANAA NA MICHEZO	STADI ZA AWALI ZA KUHESABU SAYANSI NA TEHAMA	NAIPENDA NCHI YANGU TANZANIA
2006	1984	1889	2068	2002	1929

These developments mark a commendable achievement by the government in enhancing the quality and equity of early childhood education. The introduction of a new, updated curriculum and the nationwide distribution of textbooks reflect strong policy commitment to foundational learning and the holistic development of young children. The progress made between 2021 and 2024 demonstrates a positive trajectory in the availability of essential learning materials, contributing to a more enabling learning environment for both teachers and learners in pre-primary education.

The study found that furniture was largely lacking. Nine out of 10 pre-primary classes visited have no age-appropriate chairs, tables and desks classes visited. In most (70%) of the classes children were seated on desks. Only 7% of classes observed children were seated on a bare floor. Table 7 presents the classroom resources and arrangements.

Table 7: Classroom Arrangement

CHILDREN'S CHAIRS, TABLE AND DESKS WHICH ARE AGE-APPROPRIATE	
No	90%
Yes	10%
WHERE DO THE CHILDREN SEAT?	
On the mattress	13%
On chair and table	10%
On the desk	70%
On the floor	7%
ARE THE CHILDREN SITTING IN A POSITION WHERE THEY CAN ALL SEE THE TEACHER	
No	10%
Yes	90%

Figure 4: Children sitting

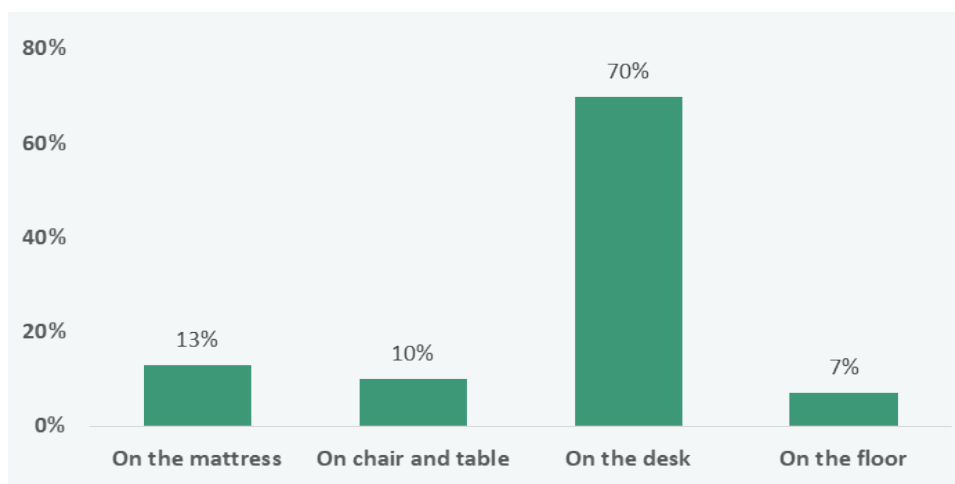


Table 7 shows that, 13% of the classes observed children were seated on mats. Furthermore, the study found that, nearly all, 9 out of 10 children were seated in a position where they could see a teacher during the teaching and learning process.

Teaching-Learning Materials

It is expected that every pre-primary education class have at least four basic learning corners. The study found that the majority of classes have no learning corners. Overall, only 17% of the pre-primary classes visited have learning corners. See Table 8.

Table 8: Learning Corners

ITEMS TASK	YES	NO
Does the class have a learning corner?	16.6%	83.4%
Mathematics learning corner	16.6%	83.4%
Sand and Water Corner	6.7%	93.3
Shop Corner	6.7%	93.3
Reading and Writing Corner	20%	80%
Sports Corner	6.7%	93.3
Science Corner	10%	90%
Home Corner	13.3%	86.7%
Arts Corner	16.6%	83.4%

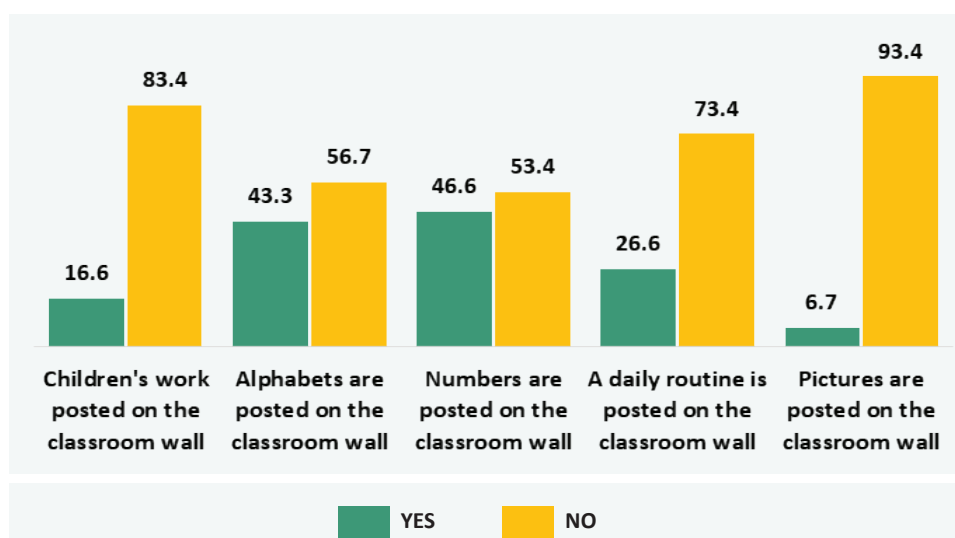
Table 8 shows that of the corners observed, reading, and writing corner dominated at 20%, followed by Maths and Arts learning corners, recorded at 17%. Only 1 out of 10 classes has a science corner.

Furthermore, the study found that classroom displays were largely lacking. Figure 4 presents percentage of classes with classroom displays.

Classroom Displays

On average classes have limited learning materials displayed on the classroom walls. For example, only 6.7% of classrooms have pictures posted on the classroom wall. Furthermore, Figure 4 shows that only 47% of the classrooms have numbers posted on the classroom wall. The results suggest that less than a half of all pre-primary classes did not have learning materials displayed in the classrooms.

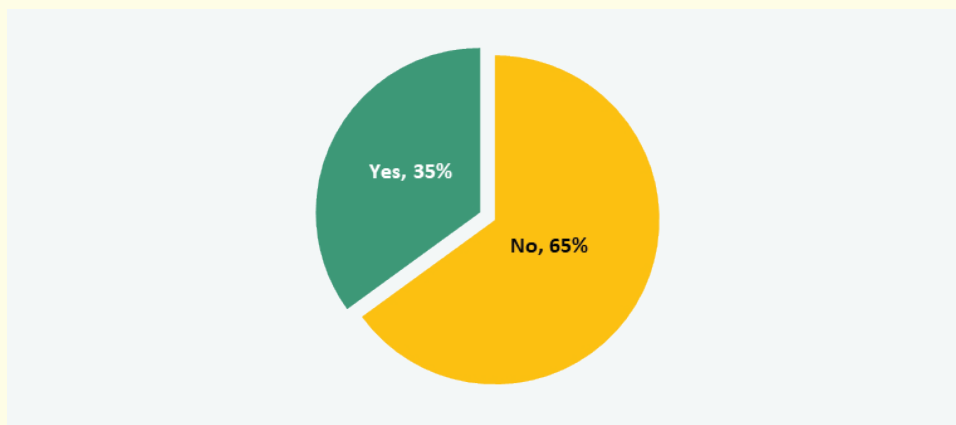
Figure 5: Classroom Displays



Parents engaged

As part of the 2021 household assessment, parents were asked whether they provided their children with breakfast before they left for school. The findings indicated that 6 out of 10 households (60%) did not provide breakfast to their children in the morning before school. This highlights that a significant number of pre-primary children attend school on an empty stomach, which may negatively affect their concentration, participation, and learning outcomes.

Figure 6: Children provide with breakfast before they left for school.



Uwezo 2021 data

In response to the critical gaps identified in school feeding and child nutrition, National School Feeding Guidelines for Basic Education in 2020 (MoEST, 2020). The primary aim of these guidelines is to eliminate the prevailing short-term and hidden hunger among students, thereby improving their nutritional and health status. This policy intervention represents a significant and commendable step toward enhancing learning conditions for children, particularly in pre-primary and primary education.

The study assessed whether the parents took time to read their children's books at least once a week and if they take time to check their child's exercise books at least once a week. Results are presented in Table 9

Table 9: Parents' Engagement in their children's schooling

ITEMS TASK	YES	NO
Do you check your child's exercise books at least once a week?	84%	16%
Did you read with your child any book on the previous week?	27.8%	72.2%

Parents Followup Children learning

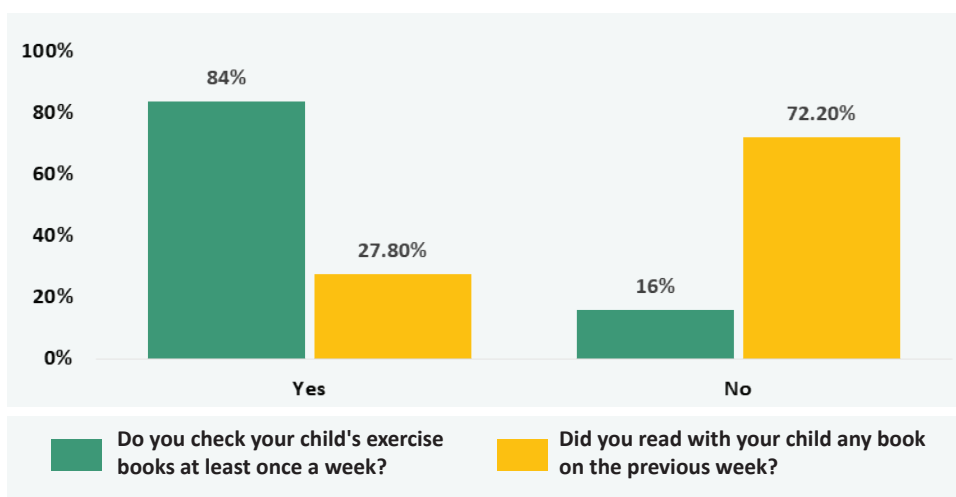


Figure : Uwezo (2021) data set

Table 9 shows that, 84% (8 out of 10) of parents reported to check their children's books once a week. Only 28% of parents reported to have read with their child a book on the previous day. The table presents the frequencies of parents checking their children exercise books.

Also, the data reveal that about 27.8% of parents who read books with their children contrary to 72% who are not doing that. These results reveal that parents' engagement in their child's schooling was minimal.

The 2021 household assessment also explored the extent of parental engagement in school affairs. Parents were asked whether they had ever been invited to and attended a school meeting. The findings revealed that 65% of parents reported having attended a school meeting, indicating a moderate level of parental involvement in school activities. However, this also suggests that 35% of parents had not participated, pointing to a need for strengthened efforts to foster inclusive parental engagement.

To address the gaps in parental involvement and promote community ownership of school development processes, the government developed the Ushirikiano wa Wazazi na Walimu (UWAWA) guideline in 2023. This initiative serves as a structured platform that encourages effective parental participation in school development activities, with the aim of promoting: Efficiency in school operations, Transparency in decision-making and use of resources and Accountability among all education stakeholders. Through the UWAWA platform, parents are empowered to actively engage in school planning, monitoring, and evaluation processes, thereby enhancing the overall quality and governance of basic education institutions.

While the 2021 data indicated that a significant portion of parents participated in school meetings, the introduction of the UWAWA guideline in 2023 reflects the government's deliberate commitment to strengthening school-community partnerships. These efforts are expected to foster greater parental ownership, improve learning environments, and ensure more accountable and inclusive school management practices.

