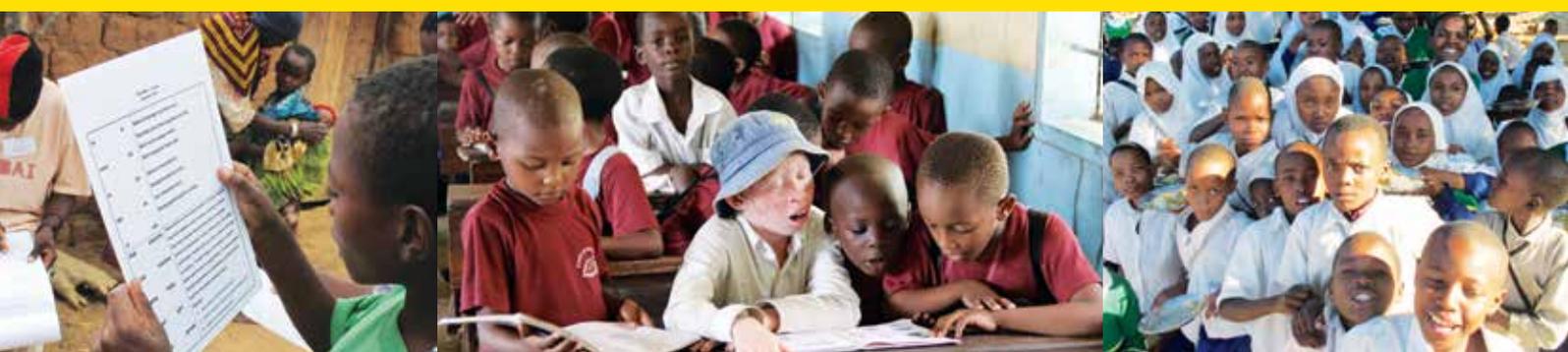


Are Our Children Learning?

Annual Learning Assessment Report 2012



ACKNOWLEDGEMENTS

This report would not have been possible without the support of many people and organizations.

We wish to express our gratitude to the Tanzania Commission for Science and Technology (COSTECH) for providing a research permit and to the Ministry of Education and Vocational Training (MOEVT) and Prime Minister's Office – Regional Administration and Local Government (PMO-RALG) for their support in enabling our district partners and volunteers to collect data in schools and households.

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Finally, this report is dedicated to Mr Ellipid Urassa, District Coordinator of Simanjiro District and friend of Uwezo, who sadly passed away in June 2012. Mr Urassa worked tirelessly on behalf of Uwezo Tanzania, coordinating high quality Uwezo assessments for three years with deep commitment, in a spirit that shall continue to inspire many of us for years to come.

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Are Our Children Learning?

Annual Learning Assessment Report 2012



TEN/NET - Uwezo
Kiswahili Test

ki	Baba amejenga nyumba nzuri.
fa	Nyumba yetu imezungukwa na miti.
njo	Miti huzuia upepo mikali.
mwa	Miti hutupatia hewa safi.
chi	Mimi ni mwanafunzi.
le	Ninasoma darasa la pili.
za	Leo nitasoma vituri.
ngu	Ninawapanda walimu wangu.
nda	Hapo zamani za kila zamani walihitaji mti kawi, waki hwa kila wakidai kama vile panyi, mshale na sukani Siku moja wakidai hewa wakikaa kila na kwanza namna ya kwanza kama kaka kaka kaka kaka kaka walichangia, kila kila yeye na yeye. Siku moja na kuema. "Umbe ni nguvu na zingatani ni wakali" Wote walisimama na kupa kauli "kama kawawani" Sama waliposikia hivi walitamba na kuimba mimi.
ja	Maadhi hivi leo kama kawawani mimi.
chal	Maadhi hivi leo kama kawawani mimi.
maziwa	Maadhi hivi leo kama kawawani mimi.
zita	Maadhi hivi leo kama kawawani mimi.
kaka	Maadhi hivi leo kama kawawani mimi.
ama	Maadhi hivi leo kama kawawani mimi.
gari	Maadhi hivi leo kama kawawani mimi.
ari	Maadhi hivi leo kama kawawani mimi.
panda	Maadhi hivi leo kama kawawani mimi.

- Maadhi hivi leo kama kawawani mimi.
1. Hapo zamani, jamani walihitaji mti kawi...
 2. Zamani ambali walikuwa wakidai kama kawawani...
 3. Maadhi hivi leo kama kawawani mimi.



Rakesh Rajani, Head, Twaweza East Africa

This report presents the 2012 findings of Uwezo at Twaweza, Africa's largest survey of basic literacy and numeracy. The results are not good. This is Uwezo's third annual report, and little has changed over the past years. In Standard 3 only one out of four children have Standard 2 level literacy in Kiswahili and only four in ten have Standard 2 numeracy skills. In English the picture is worse: less than one out of ten children have basic English literacy skills. By Standard 7, the last year of primary school, half of the pupils still cannot read and comprehend a Standard 2 level English story.

Moreover, across the country there are large variations. Urban children outperform their rural peers and children in poorer households performing do less well than their wealthier counterparts.

Education is meant to be a ticket to a better life. The rude realization is that sending your child to school is not enough; that indeed schooling is not the same as learning; and that the majority of children in school do not have the competencies they require.

Contrary to popular perception, this is not because the government or society does not value education. Ample government pronouncements and public opinion polls show that education is a key priority for both the state and parents. They also put their money where their mouth is. Both invest heavily; government education budgets have tripled in the last decade and parents incur significant costs to send children to and keep them in school.

So why is this goodwill and money not bringing positive results? Why do learning outcomes not improve?

Many explanations are given. Pundits from within and outside government proffer thousands of pages and hours of opinion and recommendations. The problem is that much of this is not backed by a critical reading of the research, or a keen analysis of the science and politics of delivery. Many decision makers and critics alike do not seem to have the discipline to use evidence to guide thinking. Anecdotes and easy assumptions are offered as broad truth, with a lazy confidence and a sad lack of intellectual curiosity. Most of these focus on the need for more – more money, more books, more teachers, more training, more desks, more classrooms, more laboratories, and so forth. Others simply call for heads to roll, without a clear policy prescription of what new heads would need to do differently.

The dismal Uwezo findings offer an opportunity to rethink education analysis and strategy. We offer three suggestions:

First, we need to focus firmly on learning outcomes rather than schooling inputs as the central metric for education progress. Leaders, teachers and activists alike should care about and track the competencies children develop more than numbers of desks or teachers trained.

Second, we need to ask, in a thoughtful and scientific fashion, what drives learning outcomes? In doing so we would do well to begin with evidence of what works. This includes examining rigorous evidence from within the country and global studies from contexts similar to ours. A growing body of evidence, some of which challenges long held views, can help guide policy. The other approach is to identify examples of what is called positive deviance – how a few people have done better despite facing the same constraints as others – and to try to understand the secret to their success. The teachers and students who work hard and perform well in the most difficult circumstances need to be celebrated, listened to, and emulated.

Third, learning and innovations thrive in an environment of openness. A society that is transparent, that shares data and stories, where there is free speech and critique, where ideas travel and can be both challenged and celebrated, is a society that can regenerate its thinking and its practice, and that can transform its institutions. It can also make government more efficient and save billions. The Government would do well if it opened up

information about the entire education system – all the way down to the school level – so that anyone could know about the teachers, materials and other resources, policies and curriculum, examinations, monitoring and quality assurance, projects and innovations, much more easily at their fingertips. Technology allows us to do so in dramatically more creative, fast and inexpensive ways than ever before. It would require a deep norm shift to democratize information in this way – to accept and act as if it belongs to the public – but its potential benefits for society are enormous. President Kikwete’s championing of the Open Government Partnership signals this commitment, but there is a long way to go to realize this change in practice.

This open thinking can drive better learning. Teaching every child to read English and Kiswahili, and to count well, is not rocket science. Tanzanians have achieved far greater feats. So the lack of progress in literacy and numeracy may be a louder signal of poor governance and lack of policy imagination than low instructional competence or technical knowhow.

So far we have focused on what the government should do differently, for it bears the primary responsibility for providing quality education for all. That said, just waiting for the authorities may prove to be folly.

The core point of the Uwezo and Twaweza approach is to engage all Tanzanians to play their part. It recognizes that change starts with you and me taking responsibility, analyzing the situation and taking informed action. Read to your child. Review her homework. Talk to his teachers. Volunteer to help the schools. Follow the money. Ask questions to the school committee. Learn what has worked. Experiment with new ideas. Speak up. Hold leaders accountable. All the time keeping our eyes focused on the prize: can our children count, read and write?

The truth remains that if we want our children to learn, we need to look into the mirror. For change will not just come, unless we make it happen.

Change ni mimi. Ni wewe. Ni sisi.



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John Mugo, Country Coordinator, Uwezo Kenya (for Uwezo East Africa)

Our countries – Uganda, Tanzania and Kenya - have celebrated five decades of independence. These have also been five decades of our own education – teaching our children what we want, managing our own structures and resources for education. Yet this Uwezo report demonstrates that we are clearly far from achieving the dream for our children. What then can we do better, to improve learning in our schools?

A strong body of evidence exists across East Africa, that too much expectation and blame (in equal measure) have been placed on governments to offer quality education to our children. It has been a long wait for us – we have blamed, we have negotiated, we have been disappointed. Yet, we know that there is energy in ordinary citizens – parents, teachers, local leaders, neighbours – to bring about the change we are looking for. What, then, can we do differently?

For the third time in Tanzania, Uwezo successfully engaged thousands of citizens to conduct the annual learning assessment in 2012. A band of 7,560 volunteers assessed 55,191 households, one at a time. They walked from place to place, and assessed 104,568 children across the country, one child at a time. They conversed with parents, Local Councils, head teachers and teachers on the status of education in our Local Council, our Parish, our District, our Country. This achievement could be the beginning of ordinary citizens participating to bring about change, right where they are.

Rather than just wait for the government to come to our school and improve it, what can we do about it? Rather than just wait for the teacher to struggle with my child to help her to read or count, what can I do about it? Rather than just complain how our school is not teaching children to learn, what can I do about it? Rather than just blame anyone else for the low learning competences of my child, what can I achieve as my contribution?

This report communicates a grim picture, that so few children in our schools today may be mastering basic competencies. We can allow this message to be the end, so that we just continue to complain, or we can agree to do something about it, and be part of the change.

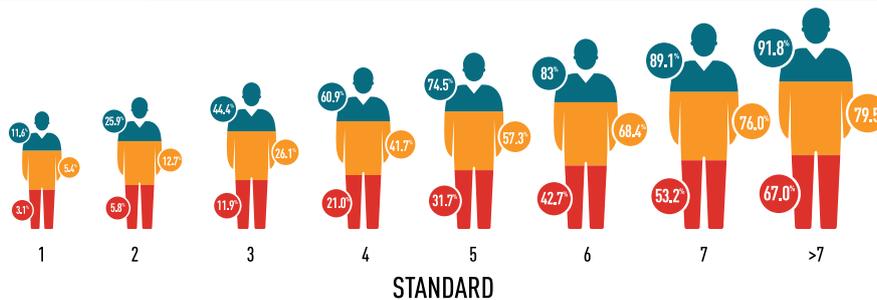
We must believe that every child going to school today can learn. We must stand and be counted – do our best as teachers, manage school resources and bring in more resources as head teachers, attend meetings and contribute positively as parents, read with children and assist them in learning at home as citizens. The millions of children attending school today can learn, if every household in Tanzania took this opportunity to do something. This change can only be achieved through you and I, so that all our children will learn – one child at a time.

5 FACTS ABOUT LEARNING

Although every child in Tanzania in Standard 3 or above should have mastered core literacy and numeracy skills at the Standard 2 level, the reality falls far short of this goal. Over the past three years literacy levels have remained low and largely unchanged, but results for children's numeracy skills are showing improvement. The following five facts on learning outcomes and five facts on learning environments highlight some of the most important results from the 2012 assessment².

FACT 1

ONLY ONE IN FOUR CHILDREN IN STANDARD 3 CAN READ A STANDARD 2 STORY IN KISWAHILI.



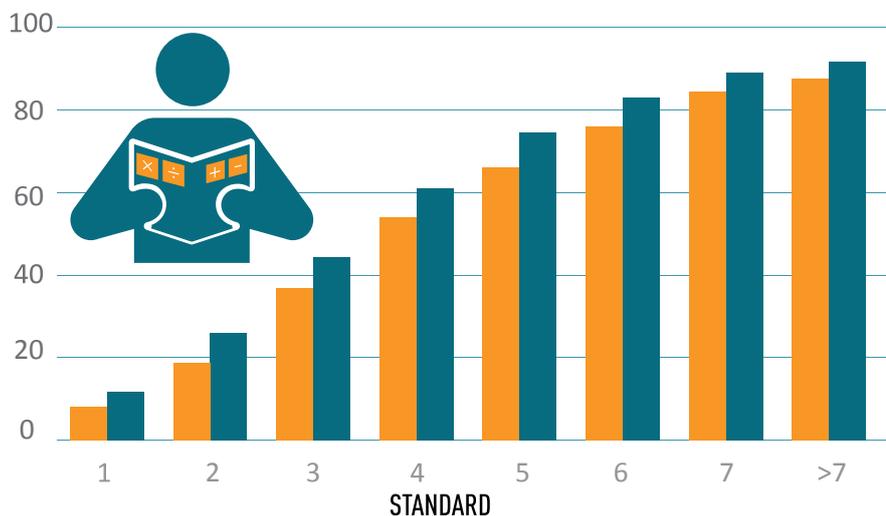
Only one in four children in Standard 3 can read a Standard 2 story in Kiswahili.



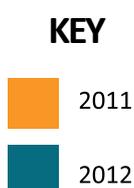
Very few children are learning to read in early primary school. Nationally, only 1 in 4 children in Standard 3 can read a Standard 2 level story in Kiswahili. It is not until Standard 5 that a majority of students can read at Standard 2 level.

FACT 2

FOUR OUT OF TEN CHILDREN IN STANDARD 3 ARE ABLE TO DO MULTIPLICATION AT STANDARD 2 LEVEL.



Four out of ten children in Standard 3 are able to do multiplication at Standard 2 level.



More children seem to be acquiring number skills sooner. Pass rates for the numeracy test in 2012 were higher across all grades. For example, 44% of students in Standard 3 passed the numeracy test compared with 37% in 2011. However the 2012 assessment excluded seven districts and these results will need to be further confirmed in future years.

1 Test results are for children currently enrolled in school unless stated otherwise.

FACT 3

ONE OUT OF TEN CHILDREN IN STANDARD 3 CAN READ A STANDARD 2 LEVEL ENGLISH STORY

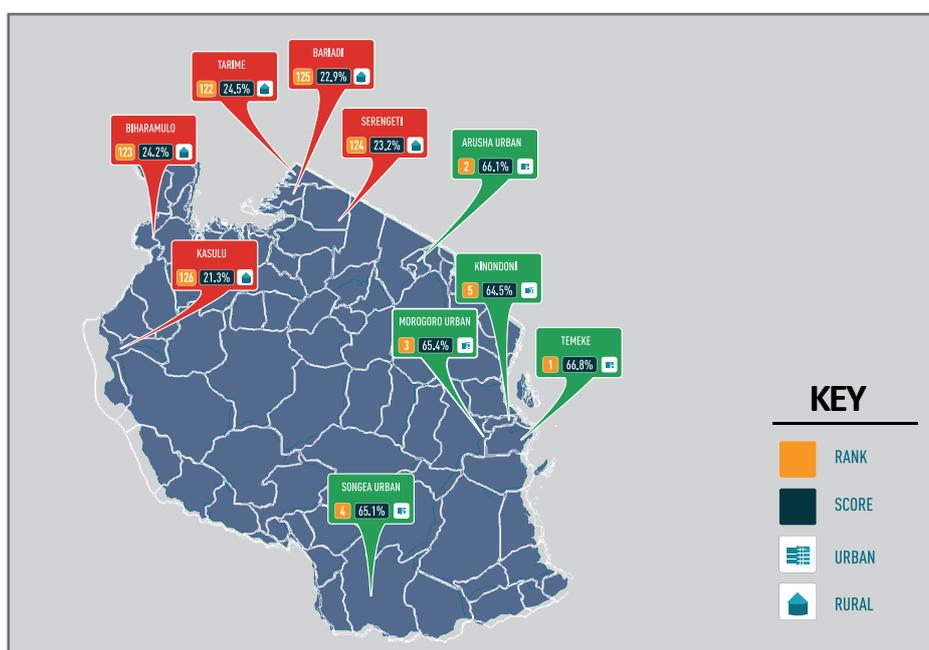


One out of ten children in Standard 3 can read a Standard 2 level English story

Competence in reading and comprehending a story in English remains low. Uwezo 2012 confirmed that rates of English literacy are significantly poorer than rates of Kiswahili literacy in all classes. By Standard 7, half of all students leaving primary school have not acquired basic English reading skills, which is the medium of instruction in secondary school.

FACT 4

WHERE A CHILD LIVES CAN AFFECT IF AND WHEN THEY LEARN TO READ AND DO ARITHMETIC



Where a child lives can effect if and when they learn to read and do arithmetic.

Data for 2012 confirm clearly the regional, district and urban-rural disparities in children's learning outcomes. In general, children who live in urban districts performed better in the assessment than children who live in rural districts.

FACT 5

THREE OUT OF TEN CHILDREN IN TANZANIA KNOW THE MEANING OF THE COLOURS OF THE NATIONAL FLAG.

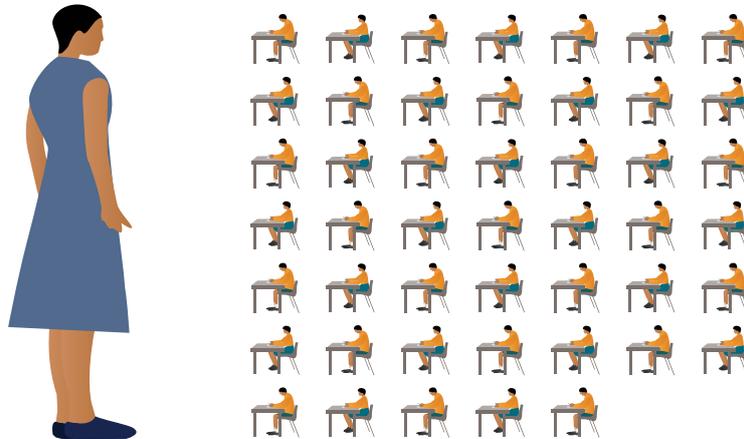


Three out of ten children in Tanzania know the meaning of the colours of the national flag.

The national flag is everywhere in Tanzania, particularly in school environments. But do children understand the significance of the colours of the flag? Findings show that 69% of children aged 7 to 16 cannot explain the meaning of the three major colours on the flag. Disparities exist between those enrolled in school or those out of school as well as between rural and urban areas.

FACT 1

CLASS SIZES ARE STILL TOO LARGE



Class sizes are still too large. In 2012, for every teacher in government primary schools there were more than 47 students.

The pupil-teacher ratio of 47:1 observed during the 2012 assessment was almost unchanged from 2011 (48:1). Of note, with the lowest pupil-teacher ratio (34:1) in the country, Dar es Salaam region outperformed all other regions in all three tests (Kiswahili, English and maths). There is very little improvement in teacher absenteeism from 19% in 2011 to 18% in 2012. This means that almost 1 in 5 teachers were absent on the day of the Uwezo assessment in both 2011 and 2012.

FACT 2

RESOURCES TO SUPPORT LEARNING VARY SIGNIFICANTLY BY REGION



DAR ES SALAAM 1 : 14



KIGOMA

Resources to support learning vary significantly by region. In Dar es Salaam, 14 pupils share one textbook compared with 41 pupils to each textbook in Kigoma region.

As with the majority of school facilities, there is large regional variation in the number of pupils using one textbook between them. Even in the best performing region, Dar es Salaam, too many pupils are sharing books.

FACT 3

ONLY 4 IN 10 GOVERNMENT PRIMARY SCHOOLS HAVE ACCESS TO CLEAN DRINKING WATER



Nationally, only 4 in 10 government primary schools have access to clean drinking water.

School conditions can have adverse impacts on learning outcomes. Lack of drinking water is a key indicator in terms of school environment and has a high possibility of negatively affecting children's abilities to absorb new knowledge at school.

FACT 4

FEEDING PROGRAMS ARE PROVIDED BY 3 OUT OF 10 OF SCHOOLS NATIONALLY.



KIGOMA



KILIMANJARO

Feeding programs are provided by 3 out of 10 of schools nationally.

Nationally 29% of schools provide feeding programs. This figure masks significant regional differences: no schools in Kigoma provide such a program while 79% of schools in Kilimanjaro do.

FACT 5

3 OF 10 SCHOOLS HAVE LIBRARIES



KAGERA



LINDI

3 of 10 schools have libraries

Kagera region performs best with 67% of government primary schools providing a library while in Lindi only 5% do.

Zaida Mgalla, Country Coordinator, Uwezo Tanzania

Few would contest that education is the engine for a country's development. Equipped with relevant knowledge and skills, young people can make better choices about their livelihoods, protect themselves against diseases, play roles in political and economic decision-making, participate in a competitive economy and job market, and contribute to poverty reduction.

The right to education, enshrined in the Universal Declaration of Human Rights, has been a driving developmental force since independence. Numerous policies and programs dating back to the 1967 *Education for Self Reliance Policy* reiterate this view. Vision 2025 articulates Tanzania's priorities for transformation, explicitly referencing the vital role of education in developing skilled citizens who can fully and creatively contribute to national development.

As budget allocations for education have increased annually, the progress in terms of enrolment and classroom construction have been impressive. In Tanzania today, more children are in school than ever before. In September 2010, Tanzania received the United Nations Millennium Award for its impressive strides towards attaining universal primary education, with a net enrolment rate (NER)² of about 95%.

The general increase in access to education, however, has not been matched by improvement in learning outcomes. Despite attending school, many children are not being equipped with the skills and knowledge they need to succeed. Government statistics, national examinations and parents' perceptions all point to a marked decline in the quality of education offered to our children.

In particular, National Form 2 and Form 4 results for 2012 reveal that learning outcomes are poor. Of course, the problems begin long before secondary school examinations. The majority of children are not acquiring basic competencies in their early schooling years, and this poor performance undermines higher levels of learning. The Uwezo assessment of basic literacy and numeracy among children aged 7-16 years corroborates these findings. This year's survey, involving over 100,000 children, confirms that too many children do not possess basic reading and numeracy skills. This report presents highlights from the 2012 assessment.

The Uwezo assessment approaches formal education from a different angle. By working with an army of citizen volunteers to collect data, assessing children in households whether in or out of school and by ensuring this evidence is communicated directly back to citizens, Uwezo aims to expand the education conversation to include all Tanzanians. The failure of our education system to deliver basic skills to our children is a problem for which we are all accountable and which we all have a role in solving.

Ultimately, it is the discussions, debates and actions of parents and citizens that will improve the quality of their children's education. Parents have a direct responsibility to create a supportive learning environment at home, and follow up to ensure the same at school. Consequently, they have an important role in demanding better outcomes from the government.

Uwezo is committed not just to measuring learning outcomes but also to improving them. However we cannot do it alone. Change will require me, you and all of us. We can all contribute to ensure that children are learning adequately and acquiring the requisite skills. We encourage you to get involved and take action, in whatever way you can.

2 NER = Enrolled children in the official school age group / Total number of children in the official school age group



2. WHAT IS THE ANNUAL LEARNING ASSESSMENT?

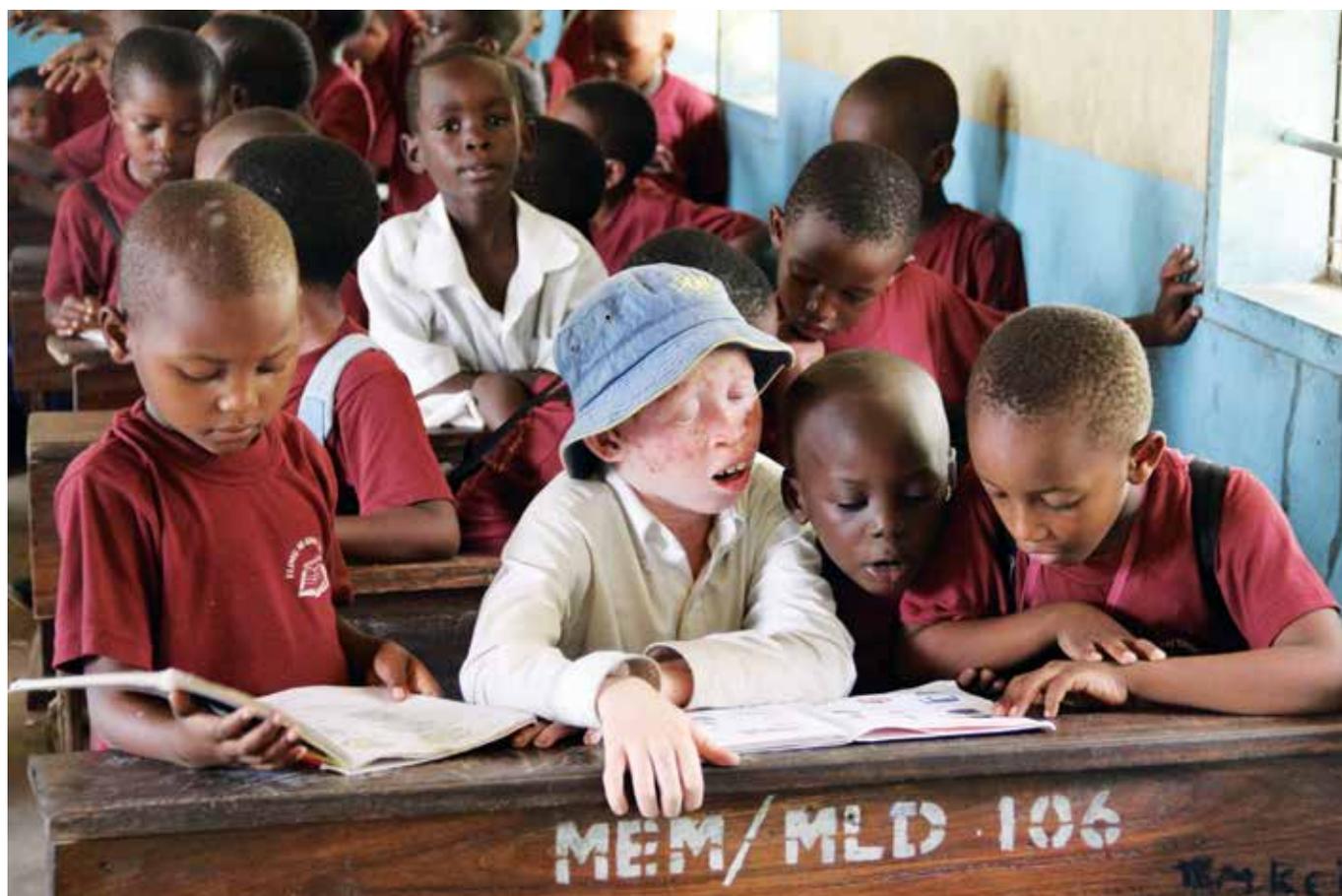
Since 2010, Uwezo at Twaweza has conducted annual assessments of children's basic literacy and numeracy across three countries in East Africa: Kenya, Uganda and Tanzania. These assessments are by far the largest surveys of learning outcomes in Africa. The Uwezo 2011 and 2012 learning assessment surveys are the first nationally representative educational surveys undertaken in Tanzania. This sample gives the report high statistical power, and allows for comparisons across districts that are statistically significant.

In 2012, the assessment was conducted in 126 districts reaching 104,568 children from 55,191 households. Data on 3,624 public primary schools were also collected.

"Uwezo" - which means "capability" in English - is the simple and potent idea underlying both the assessment itself and its ultimate goal to engender positive change in education. Children go to school to learn the skills and competencies necessary to thrive. So, instead of focusing on the numbers of classrooms built, teachers recruited or textbooks supplied, Uwezo directly assesses the basic literacy and numeracy of children across East Africa. In this way, the assessment seeks to answer the fundamental question, 'Are Our Children Learning?'

Building an evidence base of actual learning levels is the first step. Uwezo then invests in broadly and creatively communicating the results of the assessments back to citizens, communities, policy-makers, the media and education actors. Uwezo believes that informed and motivated citizens are powerful agents of sustainable change. By enriching the debate around education with solid evidence about children's basic competencies and by communicating that evidence to every part of the country, Uwezo aims to inspire parents and teachers, citizens and politicians to improve the quality of education provided to children. It is hoped that the results of the assessment will be a catalyst for concerted public action.

Uwezo is part of Twaweza, a citizen-centred initiative focusing on large scale change in East Africa.



3. OVERVIEW

The 2012 survey is the third annual assessment conducted by Uwezo Tanzania. The core components of the assessment have remained constant since the survey's inception in 2010. The assessment is a large-scale, household-based survey of children's basic literacy and numeracy skills. As in 2011, the survey was designed to assess children in every district of the country so as to produce nationally representative evidence of learning outcomes among Tanzanian children aged 7 to 16 years.

This year's assessment was planned in 133 districts. However, administrative difficulties encountered in Mtwara Region led to the exclusion of six districts from the sample: Masasi, Mtwara Rural, Nanyumbu, Mtwara Urban, Newala and Tandahimba. In addition a number of process irregularities were noted during a monitoring exercise in Rungwe district so this was also excluded from the final analysis presented in this report.

Table 1 presents sampling information for each survey year. The current assessment in Tanzania was conducted in four rounds between 5 June and 19 July 2012. The assessment involved 3,752 enumeration areas, 55,191 households, and over 104,568 children aged 7-16 years.

Table 1: Uwezo Tanzania Learning Assessment, sampling information, 2010-12

	2010	2011	2012
Children	37,683	114,761	104,568
Households	18,952	59,992	55,191
Enumeration Areas	1,077	3,825	3,752
Districts	38	119	126
District Partners	40	132	126
Volunteers	2,400	7,920	7,560
Schools	1,010	3,709	3,624

What's new in the 2012 assessment?

Table 2: Changes in the assessment process, 2010 - 2012

2010	2011	2012
Coverage: 40 districts	Coverage: 132 districts	Coverage: 126 districts. (Mtwara Region excluded on political grounds and Rungwe District excluded due to process irregularities)
30 villages , per district, 20 Households per village	30 Enumeration Areas per district, 20 households per Enumeration Area	30 Enumeration Areas per district, 20 households per Enumeration Area
Children: 5-16 years	Children: 7-16 years	Children: 7-16 years
	Rotation panel (dropping 10, maintaining 20 Enumeration Areas)	Rotation panel (dropping 10, maintaining 20 Enumeration Areas)
Validating tools: Pre-test and district pilot	Validating tools: Three pre-tests and district pilot	Validating tools: Three pre-tests and district pilot
Tests: Three test sets	Tests: Four test sets developed per subject to avoid over-hearing of responses among children.	Tests: Six test sets developed per subject. Four were selected and used for assessment, as in 2011.
District Partners and Volunteers key in the assessment	District Partners and Volunteers key in the assessment	District Partners and Volunteers key in the assessment. Three senior volunteers introduced in each district.
	Communication materials: Uwezo flier, parent and teacher posters	Communications materials: Uwezo flier, parent and teacher posters, and calendars.
		Test as stories: Two selected English and Kiswahili literacy test stories from the 2011 assessment were improved with illustrations, published and distributed as story booklets to children during the survey.

4. THE ASSESSMENT PROCESS

The Uwezo approach of data collection is citizen-driven involving huge numbers of partners and volunteers. To successfully carry out the 2012 assessment, Uwezo engaged 126 district coordinators from partner organisations to implement the assessment and communication activities in their respective districts.³ In turn, the district coordinators recruited 7,560 volunteers, two from each village. After rigorous training, the volunteers travelled in pairs to villages, schools and households in their allotted enumeration area (EA).

The general order of the assessment was as follows:

Village visit: Volunteers met with the village/*mtaa*⁴ chairperson and completed the village information sheet which captures information about infrastructure, public services and demographics. The chairperson directed the volunteers on how to reach schools in the area.

School visit: Volunteers, in pairs, visited the public school in their area which most of the children from the area attended. The school visit was normally done on Friday morning to collect school-level information.

Household visits: Household visits were usually conducted on Friday evening and Saturday, when children are not in school. Each pair of volunteers was tasked with visiting 20 randomly selected households. A brief survey was first administered to the head of the household to collect basic information about the household such as the number of occupants and assets owned.

With the consent of parents and/or guardians, all children between 7 and 16 years of age who lived in the household on a regular basis were then asked to complete a short literacy and numeracy test. All children in this age bracket were assessed whether currently in school or not. After administering the tests, volunteers provided feedback to parents/guardians on the literacy and numeracy level attained by each child.

On Sunday, volunteers returned all survey booklets to the District Coordinator. After the return of survey booklets, district coordinators randomly selected a few households to re-visit and check data as part of quality assurance procedures. The Uwezo staff also re-checked all data books for quality assurance prior to data entry and analysis.

Detailed information on the assessment design and process, including recruitment and training of partners and volunteers can be found in Appendix 1. Of note, results from the 2012 survey are consistent with those of the first two rounds in 2010 and 2011, indicating that the methodology and management of the assessment are robust and reliable.

3 More than three-quarters of the coordinators engaged in 2011 were retained for this year's assessment.

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

5. THE TESTS

Uwezo assesses children's levels of competency in reading and comprehending Kiswahili and English and doing basic arithmetic. The literacy and numeracy tools are based on the national Standard 2 curricula. All children, regardless of age or class level, are given the same Standard 2 level tests. However, to avoid a child in a household overhearing the answers of another child, four different test sets for literacy and numeracy were used for the 2012 assessment.

Uwezo pegs the literacy and numeracy levels to Standard 2, because educational curricula in most countries of the world specify that all children should have developed basic literacy and numeracy skills by the end of their second year in primary school. Each Uwezo assessment also includes a bonus general knowledge question.

5.1 The Literacy Tests

Uwezo assesses literacy by asking children to recognise letters from the alphabet, read selected words, read one of two paragraphs, and read a story and answer two comprehension questions. Children are categorized according to the highest level attained. For example, if a child could read the words but not the paragraph, that child was ranked at word level. A child "passed" the literacy test if he/she was able to read the story aloud.

Kiswahili

SILABI

ko	pu
ta	na
bwe	ri
nye	lo
kwa	cha

AYA (1)

Asha anaishi Ilala. Nyumba yao ina rangi nyeupe. Pia ina bustani nzuri. Asha anapenda maua.

HADITHI

Hapo zamani paka alikuwa na pete ya dhahabu. Panya alikuwa rafiki yake wakiishi pamoja. Siku moja paka alipotaka kuvaa pete yake hakuiona. Aliamua kumuuliza rafiki yake kama alijua pete ilipo. Panya alijibu kuwa hajaiona.

Paka aliamua kufanya upekuzi ili kuitafuta pete. Panya alipoona anashikwa alimeza pete na kukimbia. Paka aliamua kumkimbiza panya mpaka amshike. Akimshika atamtoboa tumbo achukue pete. Hiyo ndiyo sababu paka anakula panya.

MASWALI

1. Wanyama gani walikuwa marafiki?
2. Kwanini paka anakula panya?

MANENO

maji	kaa
njia	choo
paka	meza
mwiba	mbuzi
zimwi	kobe

AYA (2)

John amehitimu kidato cha nne. Ana biashara ya duka. Anauza nguo nzuri. Anapata fedha nyingi

English

LETTERS/SOUNDS

t	f
d	r
s	z
u	j
b	y

PARAGRAPH (1)

Asha lives in Moshi town. She lives near a market. Everyday she buys fruits. She likes oranges.

STORY

Rama lives in Msoga Village. His father is Mzee Komba. He is a farmer. He grows maize and beans. He sells crops in the market.

Mzee Komba also keeps cows. Rama feeds them well. The cows give milk to the family.

WORDS

pin	car
hat	hen
pupil	chest
milk	water
bell	book

PARAGRAPH(2)

Neema is a doctor. She works at the hospital. She helps sick people. Many people like her.

QUESTIONS

1. What does Mzee Komba sell in the market?
2. Who feeds the cows?

In Tanzania, separate tests were administered to each child to assess their ability to read Kiswahili and English, which is the medium of instruction in secondary schools. Examples of the Kiswahili and English tests are shown above.

5.2 The Numeracy Tests

In the Uwezo numeracy test, children were asked to recognise numbers, count and perform basic arithmetic, including addition, subtraction and multiplication. Children are categorised according to the highest level attained. For example, if a child could add but not subtract, that child was ranked at addition level. A child “passed” the numeracy test if he/she was able to complete all of the tests up to multiplication level.

<p>TAJA IDADI</p> <input type="checkbox"/> <input type="checkbox"/> ... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ..	<p>UTAMBUZI WA NAMBA</p> <p>23 15 79 66</p> <p>35 86 46 92</p>	<p>KUJUMLIISHA NAMBA</p> <table style="font-size: small;"> <tr> <td>12</td><td>35</td><td>62</td><td>45</td> </tr> <tr> <td>+ 13</td><td>+ 10</td><td>+ 26</td><td>+ 47</td> </tr> <tr> <td>—</td><td>—</td><td>—</td><td>—</td> </tr> <tr> <td>63</td><td>28</td><td>39</td><td>56</td> </tr> <tr> <td>+ 14</td><td>+ 52</td><td>+ 27</td><td>+ 25</td> </tr> <tr> <td>—</td><td>—</td><td>—</td><td>—</td> </tr> </table>	12	35	62	45	+ 13	+ 10	+ 26	+ 47	—	—	—	—	63	28	39	56	+ 14	+ 52	+ 27	+ 25	—	—	—	—	<p>KUZIDISHA NAMBA</p> <p>$2 \times 4 =$ $3 \times 2 =$</p> <p>$5 \times 3 =$ $6 \times 1 =$</p> <p>$7 \times 4 =$ $10 \times 3 =$</p> <p>$11 \times 2 =$ $12 \times 5 =$</p>
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5.3 The General Knowledge Test

A bonus question was administered to all children to test their general knowledge. In 2012, children were asked to explain the meaning of three colours on the national flag.

Tanzanian National Flag:

- Green represents the country's natural beauty, the fertility of its land and agricultural activity
- Blue represents the water sources including the Indian Ocean, rivers and lakes
- Black represents the proud people of Tanzania.
- Yellow represents the wealth of natural resources including Gold, Tanzanite, Diamond, Ruby, Oil and Natural Gas.



6. KEY FINDINGS

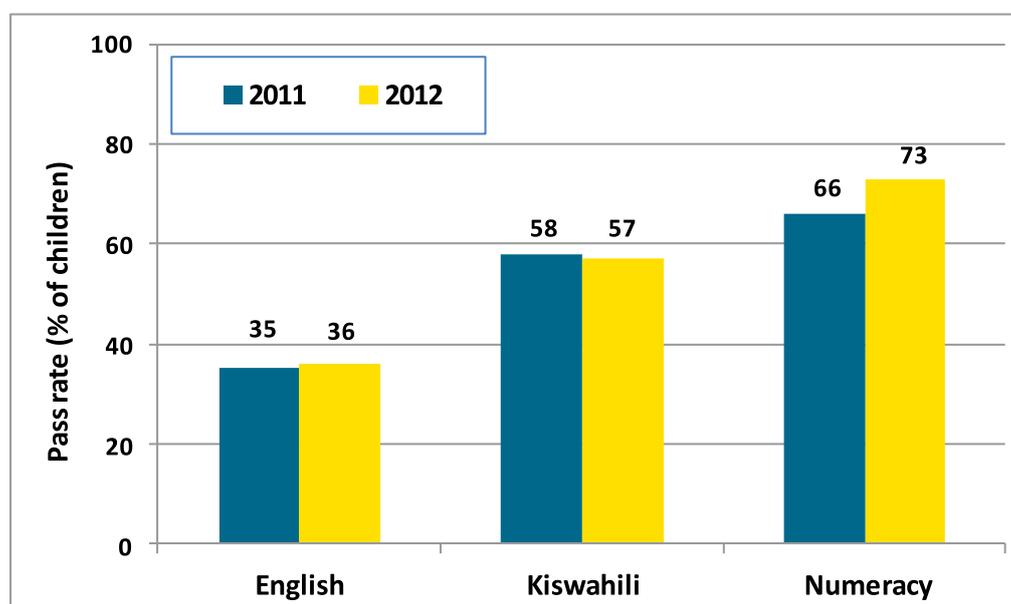
This section presents the results of the 2012 assessment in Tanzania. The first part of the section provides a summary of rates of literacy and numeracy among children aged 7 to 16. The remaining parts present more detailed results for each of the Uwezo tests in 2012: Kiswahili, English, Numeracy and General Knowledge.

6.1 Summary of Main Test Results

Although every child in Tanzania in Standard 3 or above should have mastered basic literacy and numeracy skills at the Standard 2 level, the results reveal that this is not a reality. Over the past three years, literacy levels have remained low and largely unchanged. In 2012, 57% of children enrolled in Standard 3 or above were able to read a simple Standard 2 level story in Kiswahili, compared with 58% in 2011 (Figure 1). Rates of English competence are much lower than Kiswahili; 4 out of 10 children in Standard 3 or above could read a Standard 2 level story in English.

Results for children's numeracy skills do show some improvement. The pass rate for the Uwezo numeracy test among children enrolled in Standard 3 or above was 73% in 2012 compared with 66% in 2011.

Figure 1: Percentage of children in Standard 3 and above who passed the Uwezo tests, by subject, 2011 and 2012⁵



Data for 2012 confirm significant regional differences in children's learning outcomes. Overall, the highest rates of literacy and numeracy among children aged 9-13 were recorded in Dar es Salaam Region (62%) followed by Kilimanjaro (54%) and Arusha (51%) regions. These were the only three regions (out of the 20 Regions assessed) in which the average pass rate for all three tests exceeded 50%. The lowest rates were found in Shinyanga (31%), Tabora (31%), Mara (30%) and Kigoma (30%) regions in which on average only 3 out of 10 children of the same age group passed the tests (see Figure 2).

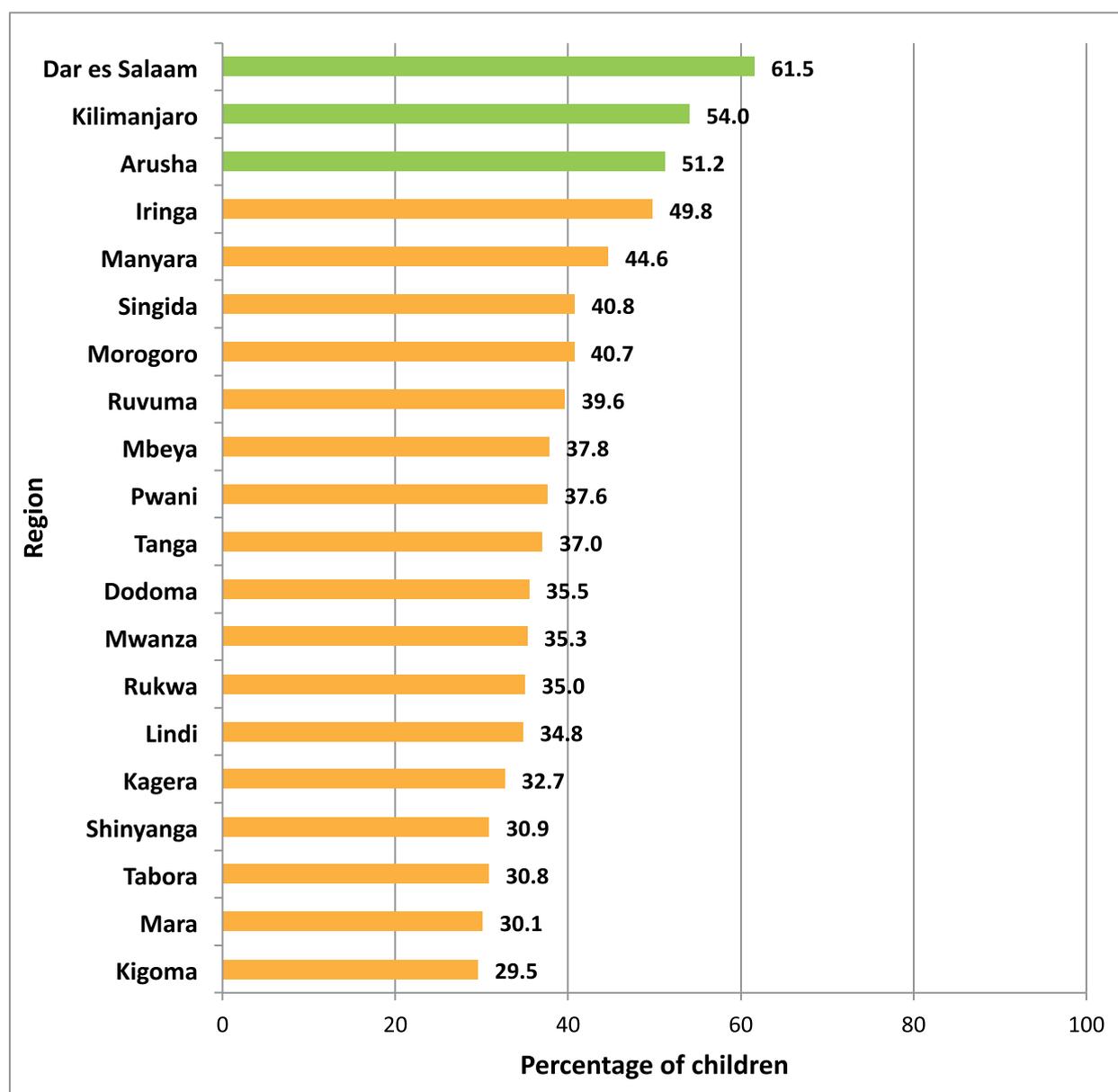
Similarly, performance also varies among the districts. In Temeke district in Dar es salaam 67 % of children aged 9-13 passed all three subjects (Kiswahili, English and numeracy). The five best performing districts were all urban, and had more than 6 out of 10 children passing all three subjects. The five weakest districts were all rural, and had an average of 2 out of 10 children who passed all three subjects.

5 Children not enrolled in school are included; includes only districts sampled in both 2011 and 2012.

Table 3: Percentage of children, aged 9-13 who passed all three subject tests, by district rank (top and bottom five districts)⁶

Districts	Kiswahili	English	Maths	All 3 subjects	Rank
	%	%	%	%	
Temeke	74.2	45.8	80.4	66.8	1
Arusha Urban	64.8	55.0	78.4	66.1	2
Morogoro Urban	72.3	46.2	77.8	65.4	3
Songea Urban	68.2	51.3	75.9	65.1	4
Kinondoni	76.1	43.6	73.8	64.5	5
Tarime	17.9	12.3	43.4	24.5	122
Biharamulo	27.0	9.2	36.3	24.2	123
Serengeti	15.4	9.5	44.7	23.2	124
Bariadi	18.8	13.9	36.1	22.9	125
Kasulu	25.3	5.7	33.0	21.3	126

Figure 2: Average pass rate (%) for three tests (Kiswahili, English and Maths) among children aged 9-13 years, by region, 2012



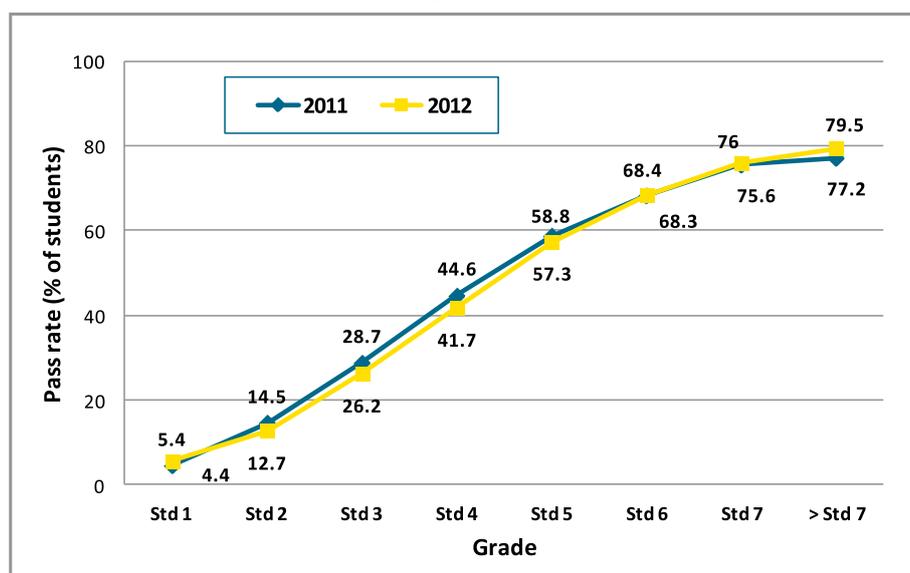
6 All cells refer to the number of units retained in the data sets after cleaning.

6.2 Results of Literacy Test - Kiswahili

6.2.1 Reading Kiswahili by Grade

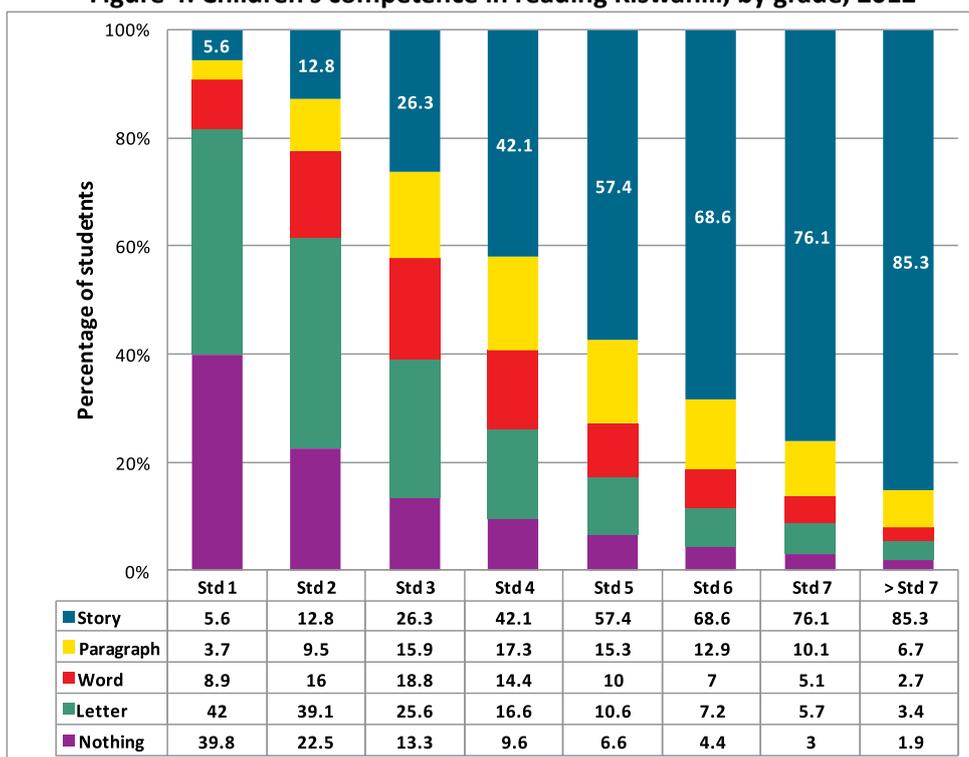
Every child in Standard 3 and above should have been able to read and comprehend the Standard 2 level Kiswahili story in the assessment. However, literacy rates in Kiswahili are low and largely unchanged from 2011 (Figure 3). Results reveal that only 1 out of 4 children in Standard 3 could read a story in Kiswahili. By Standard 7, 8 out of 10 children could read the story.

Figure 3: Percentage of students who were able to read a Standard 2 level story in Kiswahili, by grade, 2011 and 2012⁷



Of further concern, 1 out of 10 Standard 7 pupils were unable to read a Kiswahili paragraph (Figure 4). Figure 4 shows results at all grades and all levels in Kiswahili reading. The levels are in order of difficulty and all children who are marked at a particular level were also able to complete all previous levels. So a child who can read a paragraph can also read words and letters.

Figure 4: Children's competence in reading Kiswahili, by grade, 2012

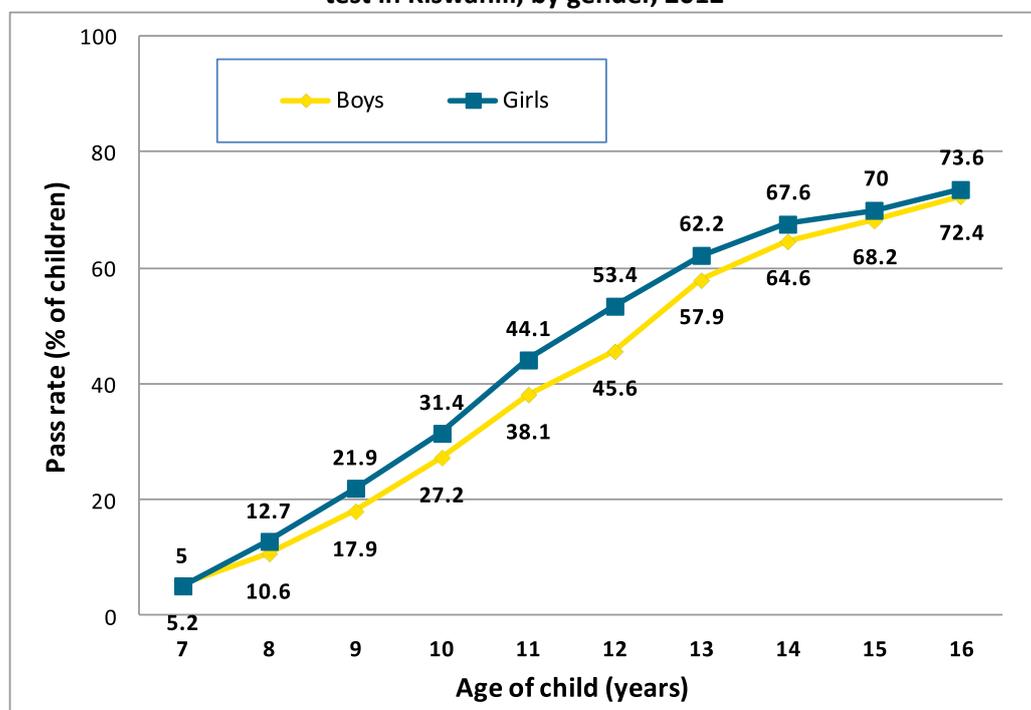


⁷ Children not enrolled in school are included; includes only districts sampled in both 2011 and 2012

6.2.2 Reading Kiswahili by Gender

The 2012 findings mirror the findings of the previous two years in relation to outcomes by gender. Girls outperformed boys at all ages in reading a Kiswahili story (Figure 5). For example, 53% of girls aged 12 years were able to read a Kiswahili story compared with 46% of boys of the same age. Similarly 7 out of 10 girls aged 14 years passed the Uwezo Kiswahili test as compared to 6 out of 10 boys.

Figure 5: Percentage of children aged 7-16 years who passed the literacy test in Kiswahili, by gender, 2012⁸



6.2.3 Reading Kiswahili by Place

Significant regional and district differences in Kiswahili literacy persist across Tanzania. Consistent with the 2010 and 2011 findings, children living in urban districts generally outperformed children in rural districts. In Kinondoni and Temeke districts (both in Dar es Salaam Region with more urban features) more than 70% of children aged 9-13 years could read a story in Kiswahili compared with 15% of children in this age group in Serengeti District (Mara Region). Kinondoni was the best performing district with 76% of pupils able to fluently read a Standard 2 Kiswahili story.

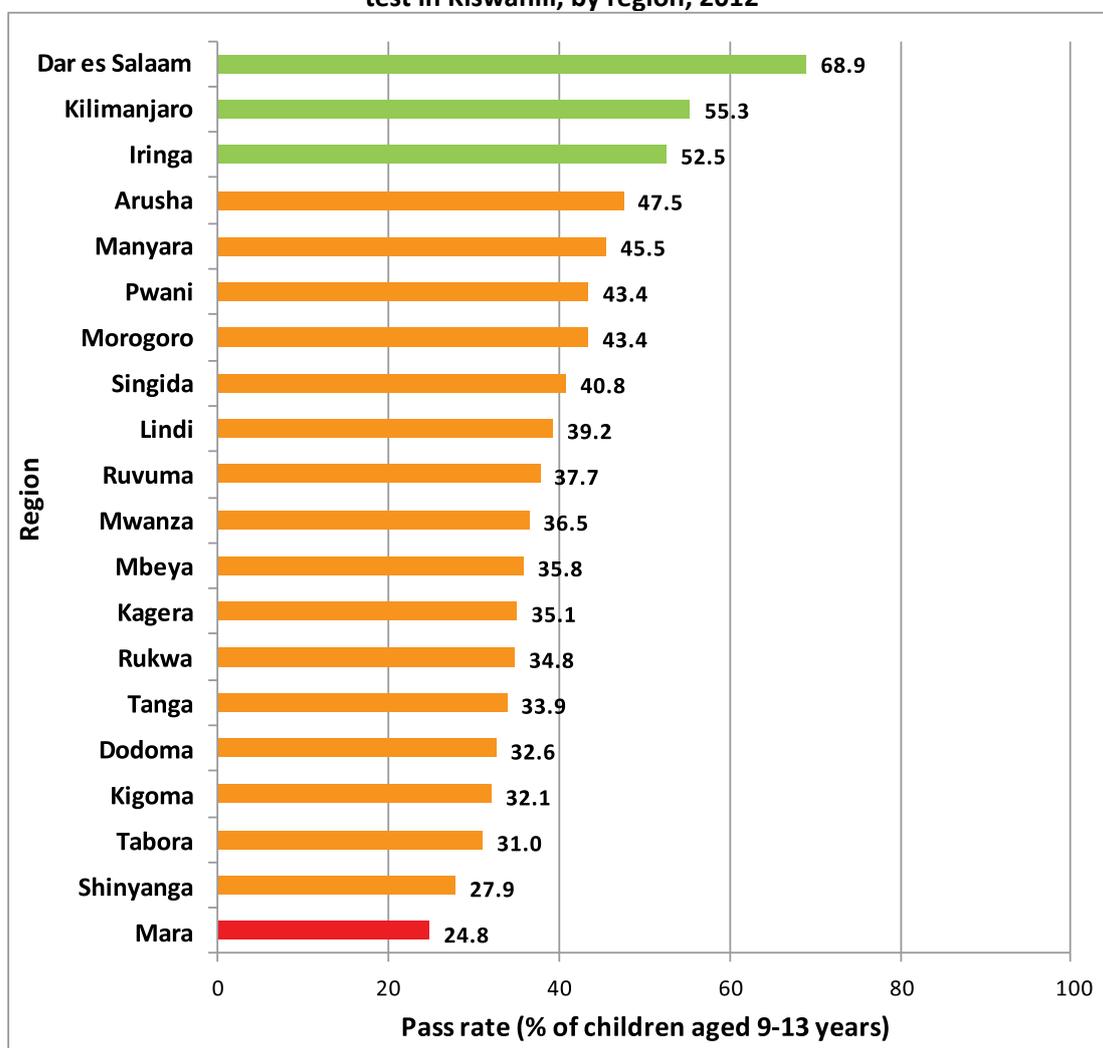
Table 4: Percentage of children, aged 9-13 years, who passed the literacy test in Kiswahili, by district rank (top five and bottom five districts)

Rank	District	Region	Pass rate
1	Kinondoni	Dar Es Salaam	76.1
2	Temeke	Dar Es Salaam	74.2
3	Morogoro Urban	Morogoro	72.3
4	Songea Urban	Ruvuma	68.2
5	Moshi Urban	Kilimanjaro	67.6
122	Ngorongoro	Arusha	21.4
123	Shinyanga Rural	Shinyanga	19.8
124	Bariadi	Shinyanga	18.8
125	Tarime	Mara	17.9
126	Serengeti	Mara	15.4

8 Children not enrolled in school are included.

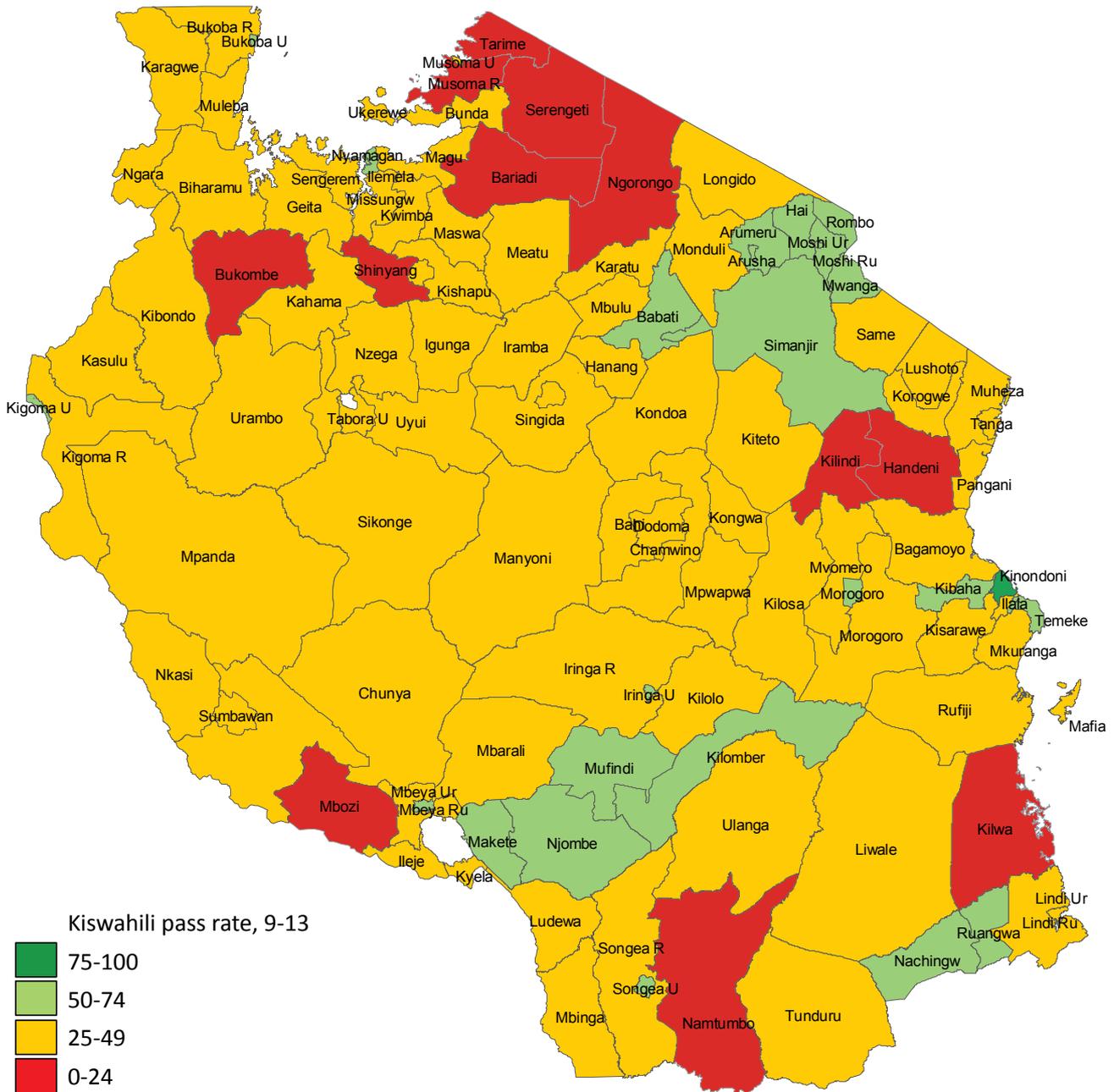
Children in Dar es Salaam Region significantly outperformed their peers in all other regions. The average pass rate in reading Kiswahili among children aged 9-13 years was 69% in Dar es Salaam compared with rates of less than 30% in Shinyanga and Mara (Figure 6).

Figure 6: Percentage of children aged 9-13 years who passed the literacy test in Kiswahili, by region, 2012



Disparities in pass rates by district are clearly illustrated in Map 1.

Map 1: Percentage of children who passed the literacy test in Kiswahili, 9-13 years of age, by district, 2012



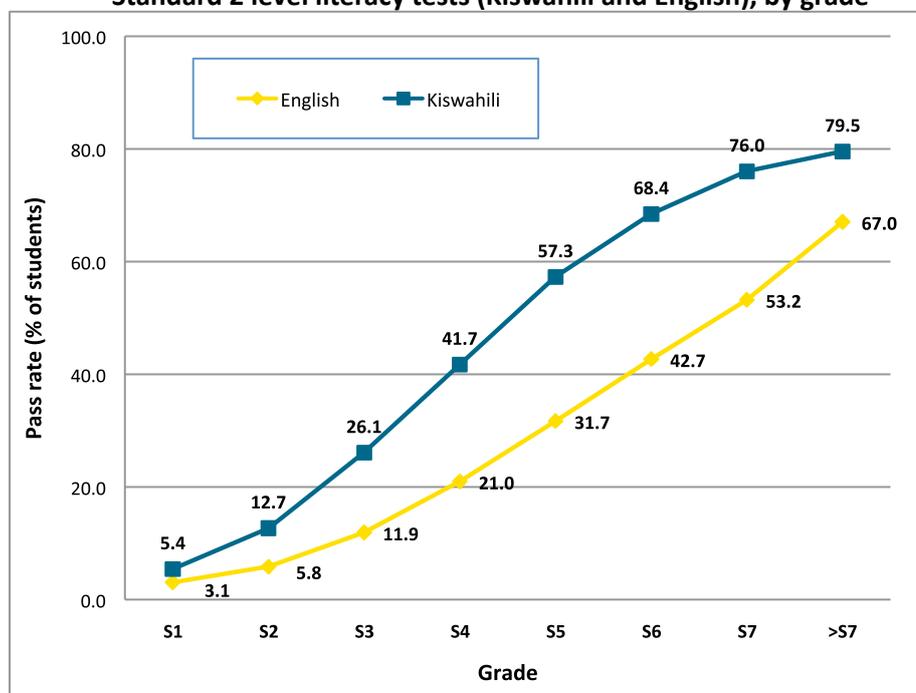


6.3 Results of Literacy Test - English

6.3.1 Reading English by Grade

Competence in reading a story in English remains low. Uwezo 2012 confirmed that rates of English literacy are significantly poorer than rates of Kiswahili literacy among both boys and girls at every class level (Figure 7).

Figure 7: Percentage of students in Standard 1 and above who passed the Standard 2 level literacy tests (Kiswahili and English), by grade⁹

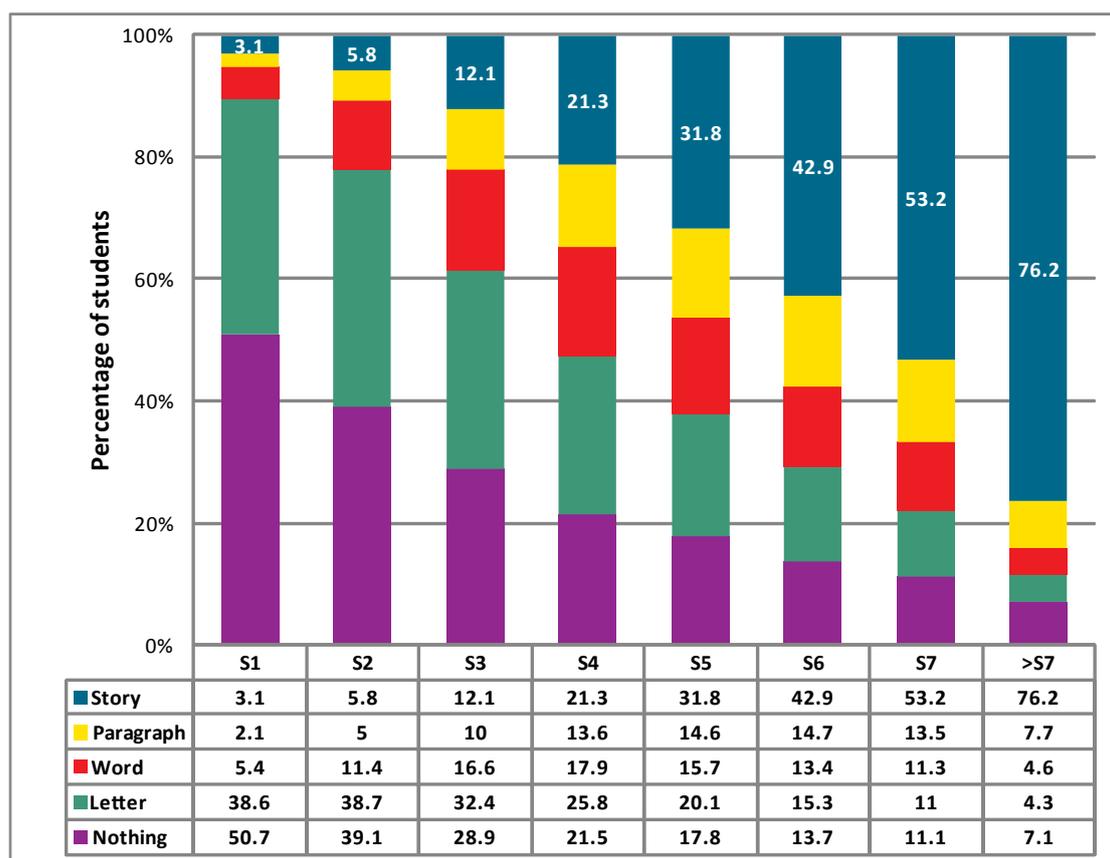


By Standard 7, 53% of students were able to read a Standard 2 level English story. In other words, almost 5 in 10 students leaving primary school have not acquired basic English reading skills (Figure 8). Yet, a growing proportion of these children will advance to secondary level, where English is the medium of instruction.

Figure 8 shows results at all grades and all levels in English reading. The levels are in order of difficulty and all children who are marked at a particular level were also able to complete all previous levels. So a child who can read a paragraph can also read words and letters.

⁹ Children not enrolled in school are included.

Figure 8: Competence in reading English, by grade, 2012



6.3.2 Reading English by Gender

With respect to English acquisition, girls marginally outperformed boys at almost all ages. For example, among children aged 13 years, 37% of boys were able to read an English story compared with 40% of girls. Similarly, at age nine, 8% of boys passed the English test as compared to 10% of girls.

6.3.3 Reading English by Place

The assessment found significant district and regional disparities in English literacy skills across the country. Similar to 2011 findings, while all areas performed poorly, urban districts generally did better than districts in rural areas. Figure 9 illustrates that a child aged 9-13 years in Dar es Salaam, Arusha or Kilimanjaro regions, was more than twice as likely to pass the Uwezo 2012 English test as a child living in Lindi, Kigoma, Pwani, Tabora, Mara or Rukwa regions.

District-level disparities in basic English literacy were even more pronounced. Table 2 shows that the pass rate in Arusha Urban, the highest performing district, was 55% compared with less than 10% in the five lowest performing districts which are all in rural areas. A child in Arusha Urban, Moshi Urban and Songea Urban was five times more likely to pass an English test than a child in Serengeti, Biharamulo and Urambo.

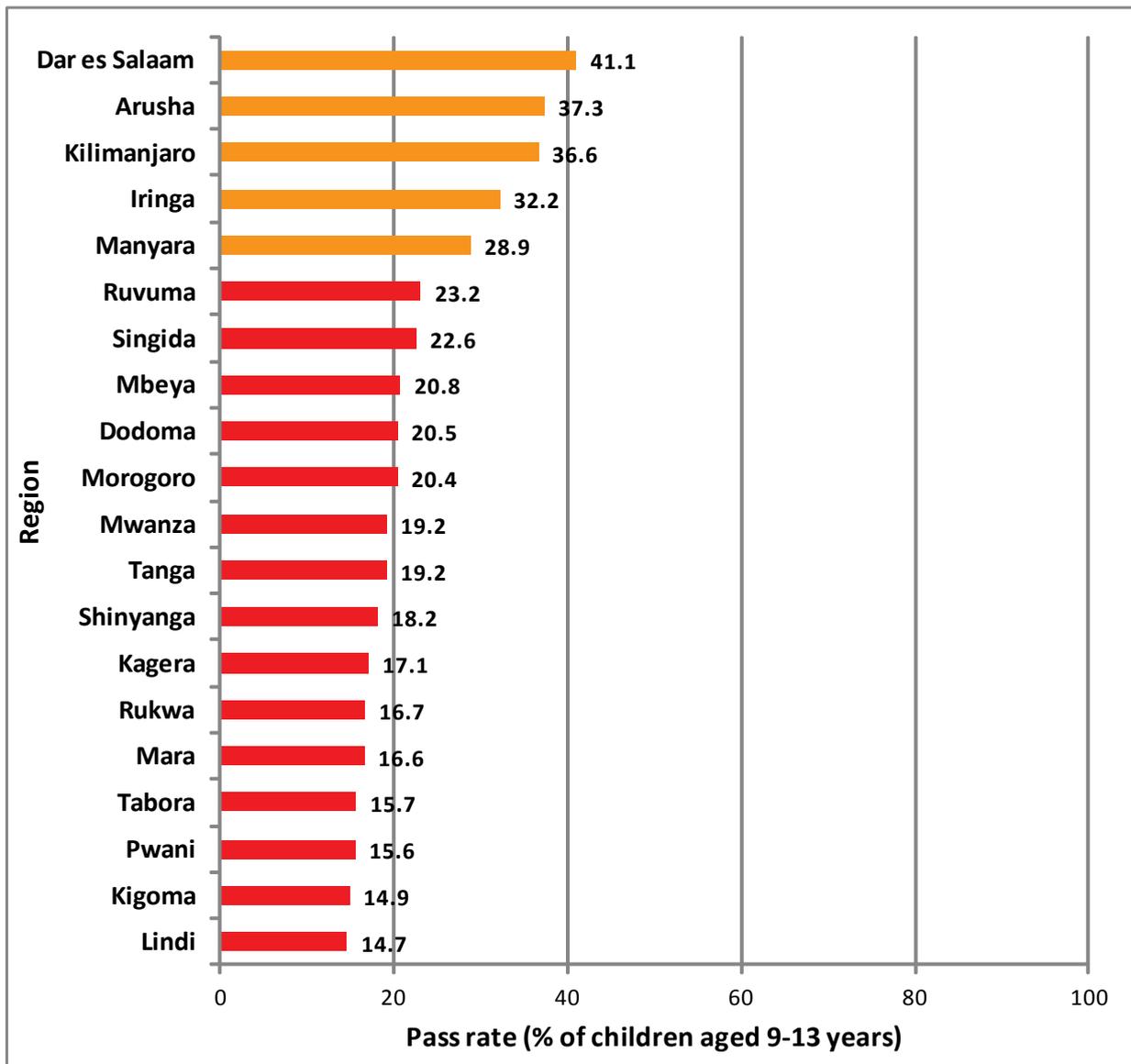
Table 5: Percentage of children, aged 9-13 years, who passed the literacy test in English, by district rank (top five and bottom five districts)

Rank	District	Region	English Pass rate (%)
1	Arusha Urban	Arusha	55.0
2	Moshi Urban	Kilimanjaro	53.0
3	Songea Urban	Ruvuma	51.3
4	Arusha Rural	Arusha	49.2
5	Morogoro Urban	Morogoro	46.2

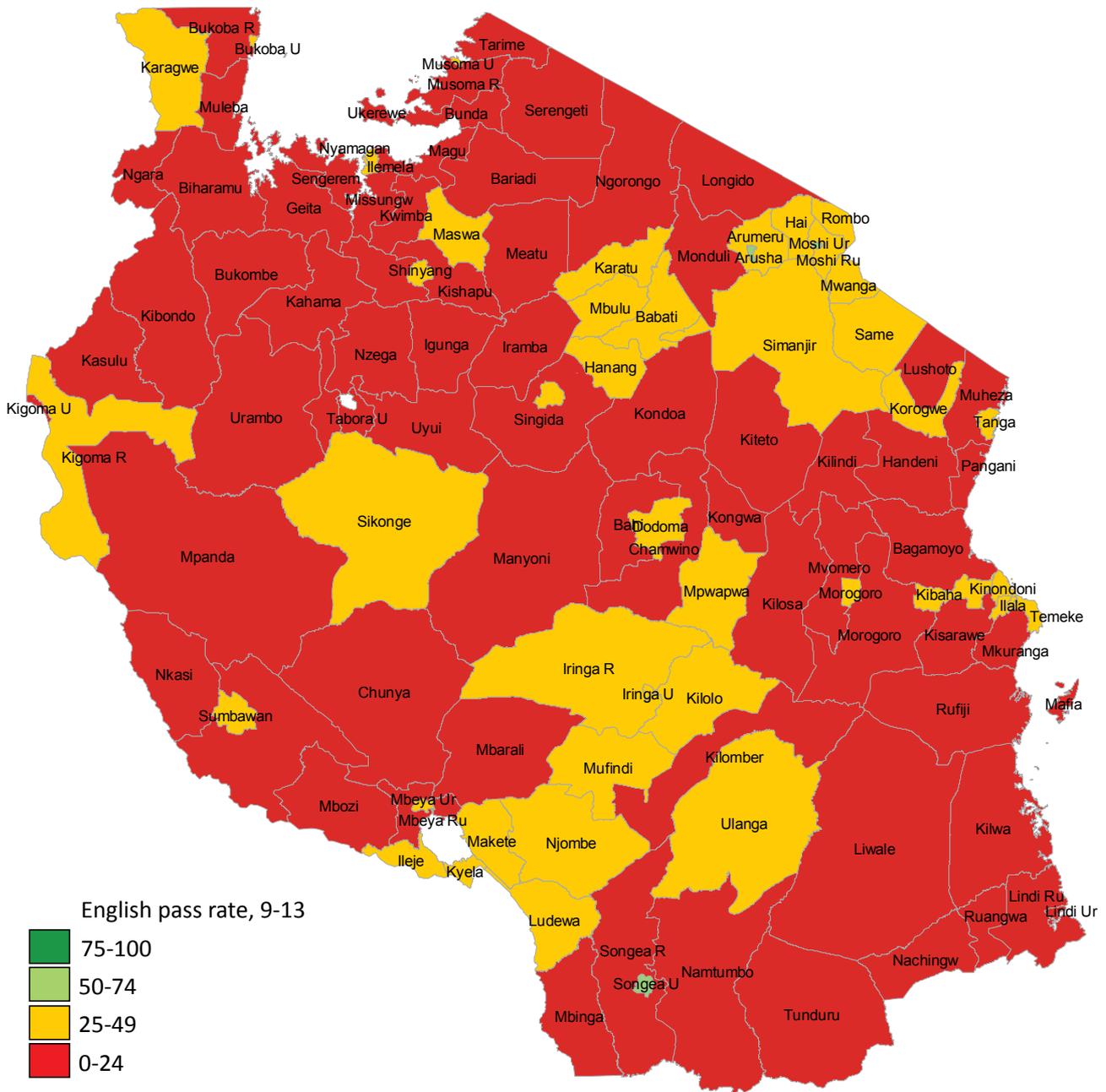
122	Serengeti	Mara	9.5
123	Biharamulo	Kagera	9.2
124	Urambo	Tabora	8.3
125	Handeni	Tanga	8.2
126	Kasulu	Kigoma	5.7

Also See Appendix C for more information on regional and district rankings.

Figure 9: Percentage of children aged 9-13 years who passed the literacy test in English, by region



Map 2: Percentage of children who passed the literacy test in English, 9-13 years of age, by district, 2012





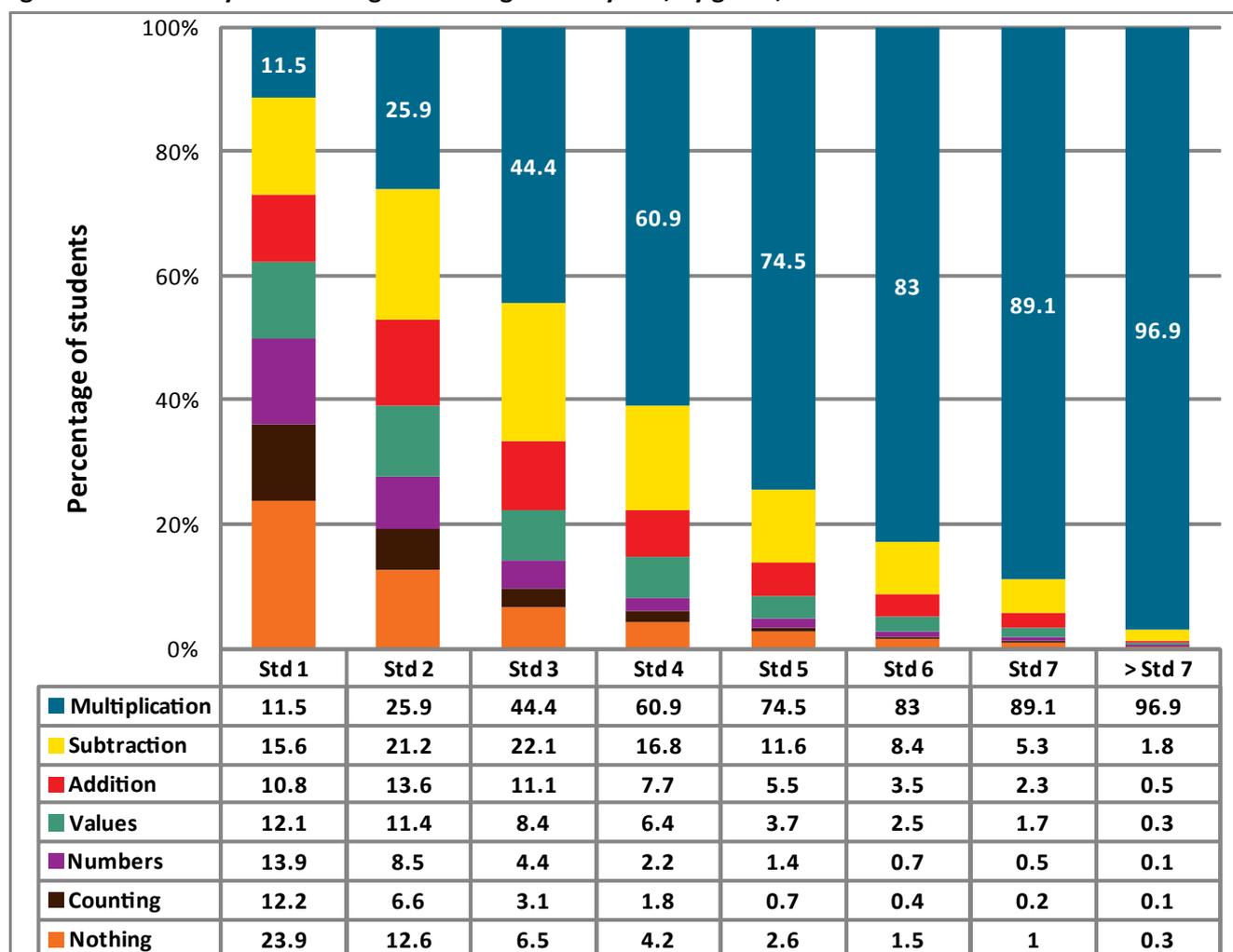
6.4 Results of Numeracy Test

6.4.1 Numeracy - by Grade

The 2012 findings showed modest progress in terms of basic numeracy. Pass rates for the numeracy test in 2012 were higher at all class levels (see Figure 1). For example, in 2012 44% of children in Standard 3 passed the numeracy test at multiplication level compared with 37% of children in 2011. However, the picture is not positive as numeracy levels continue to be below expectation – all children enrolled in school above Standard 2 should be able to pass the numeracy test when in fact they cannot. Even at Standard 7, 1 out of 10 children still cannot pass a Standard 2 level numeracy test.

Figure 10 shows results at all grades and all levels in numeracy. The levels are in order of difficulty and all children who are marked at a particular level were also able to complete all previous levels. So a child who can subtract can also count, identify numbers, assign values and perform addition.

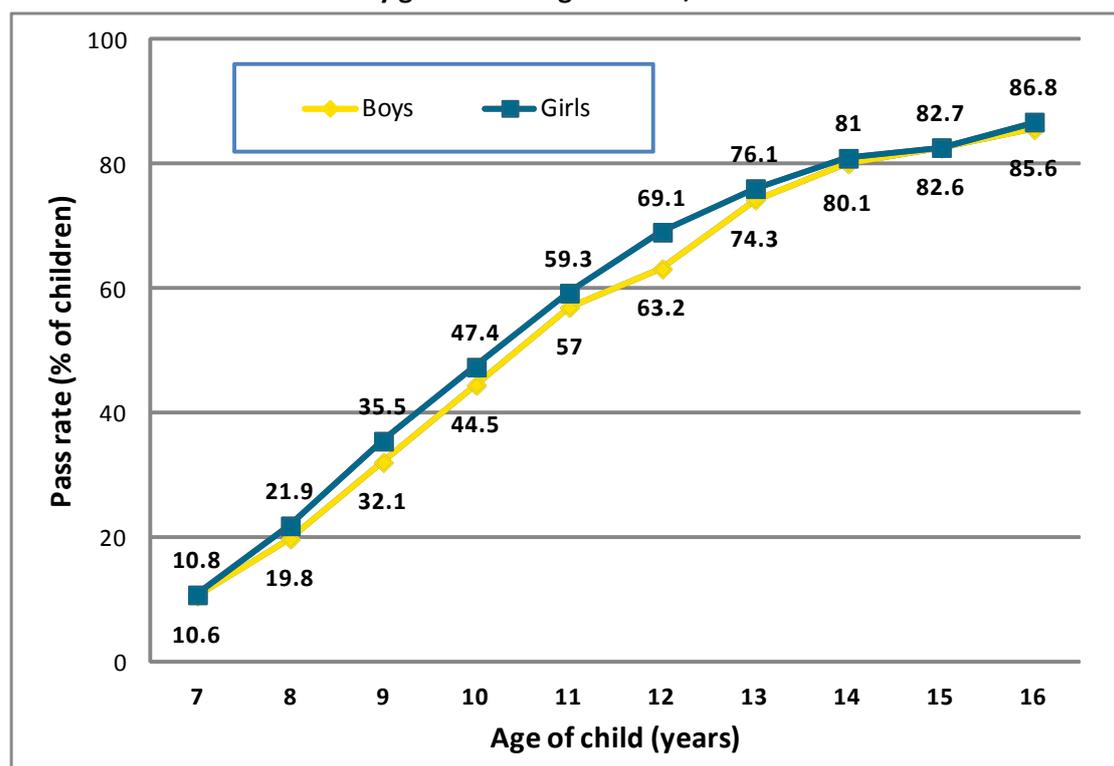
Figure 10: Numeracy skills among children aged 7-16 years, by grade, 2012



6.4.2 Numeracy by Gender

As in the other subjects, the gap in performance between boys and girls in numeracy is small. Girls appear to marginally outperform boys at all ages (Figure 11). For example, among children aged 13 years, 76% of girls passed the Uwezo numeracy test at multiplication level compared with 74% of boys. Similarly, among children aged 9 years, 36% of the girls passed the Uwezo numeracy test compared to 32% of the boys. For those aged 12 years, 69% of the girls passed the maths test compared to 63% of the boys.

Figure 11: Percentage of children aged 7-16 years who passed the Standard 2 numeracy test, by gender and age of child, 2012¹⁰



6.4.3 Numeracy by Place

Again, rates of basic numeracy among children in urban districts were higher than for children in rural districts. In Temeke (Dar es Salaam Region) and Arusha Urban districts, 8 out of 10 children were able to multiply, compared with 3 out of 10 children in Kasulu (Kigoma Region), Bariadi (Shinyanga Region) and Biharamulo districts (Kagera Region), all with rural characteristics. Overall, Temeke District is the best in numeracy performance in the country.

Table 6: Percentage of children, aged 9-13 years, who passed the numeracy test, by district rank (top five and bottom five districts)

Rank	District	Region	Pass rate in %
1	Temeke	Dar Es Salaam	80.4
2	Arusha Rural	Arusha	79.3
3	Rombo	Kilimanjaro	78.7
4	Arusha urban	Arusha	78.4
5	Iringa Urban	Iringa	78.3
122	Urambo	Tabora	38.4
123	Meatu	Shinyanga	37.0
124	Biharamulo	Kagera	36.3
125	Bariadi	Shinyanga	36.1
126	Kasulu	Kigoma	33.0

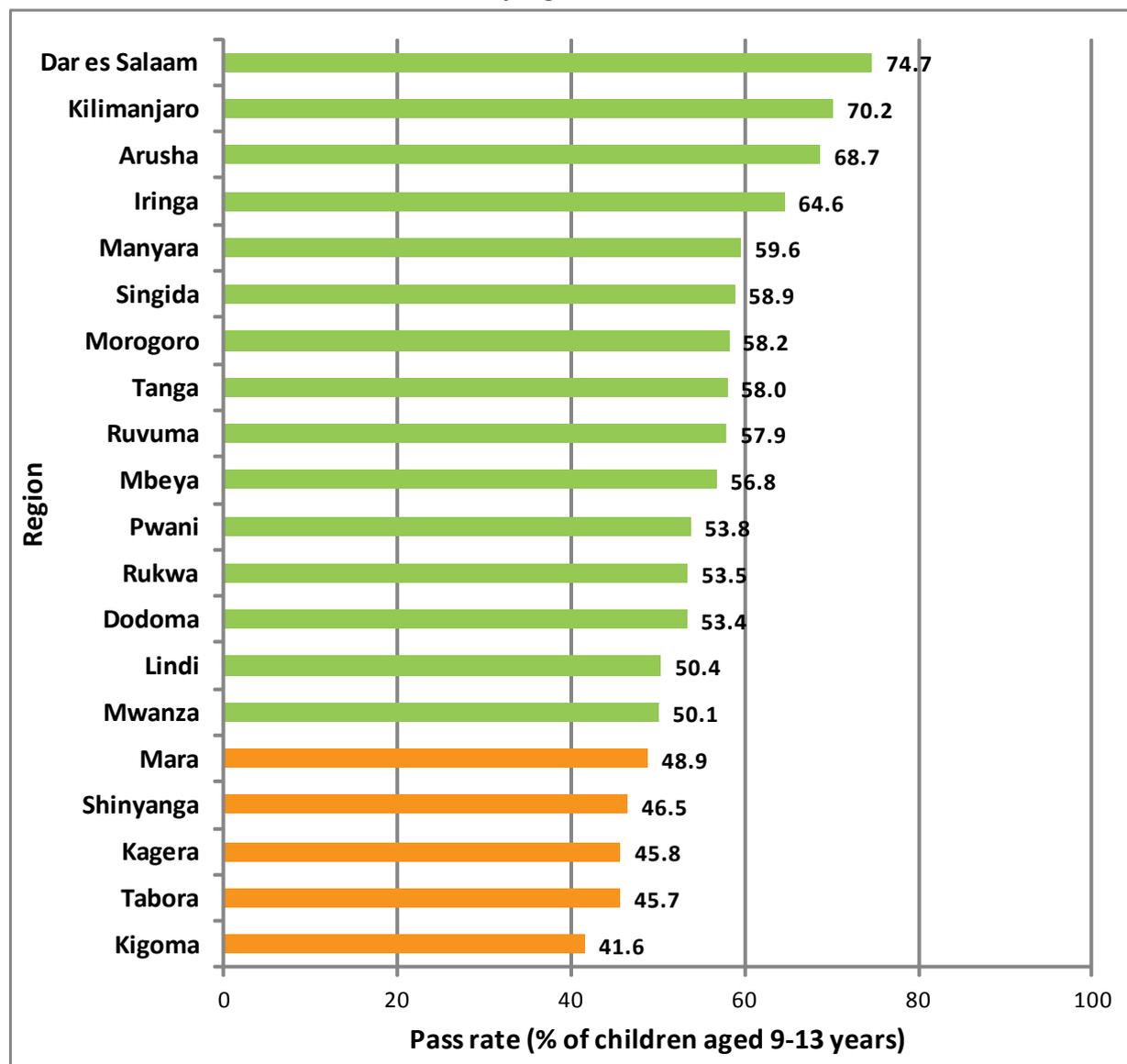
The gap between the top and bottom ranked districts for numeracy remains large (at around 50 percentage points). However, more than 30% of children in the worst performing districts possess basic numeracy skills. This performance is better than that of the worst performing districts in literacy.

There are also large variations among regions on pupils' performance levels in numeracy. Figure 12 shows pass rates in the numeracy test by region. At the upper end of the scale, around 7 out of 10 children aged 9-13 years in Dar es Salaam, Arusha and Kilimanjaro regions passed the Uwezo numeracy test. The lowest rates of numeracy

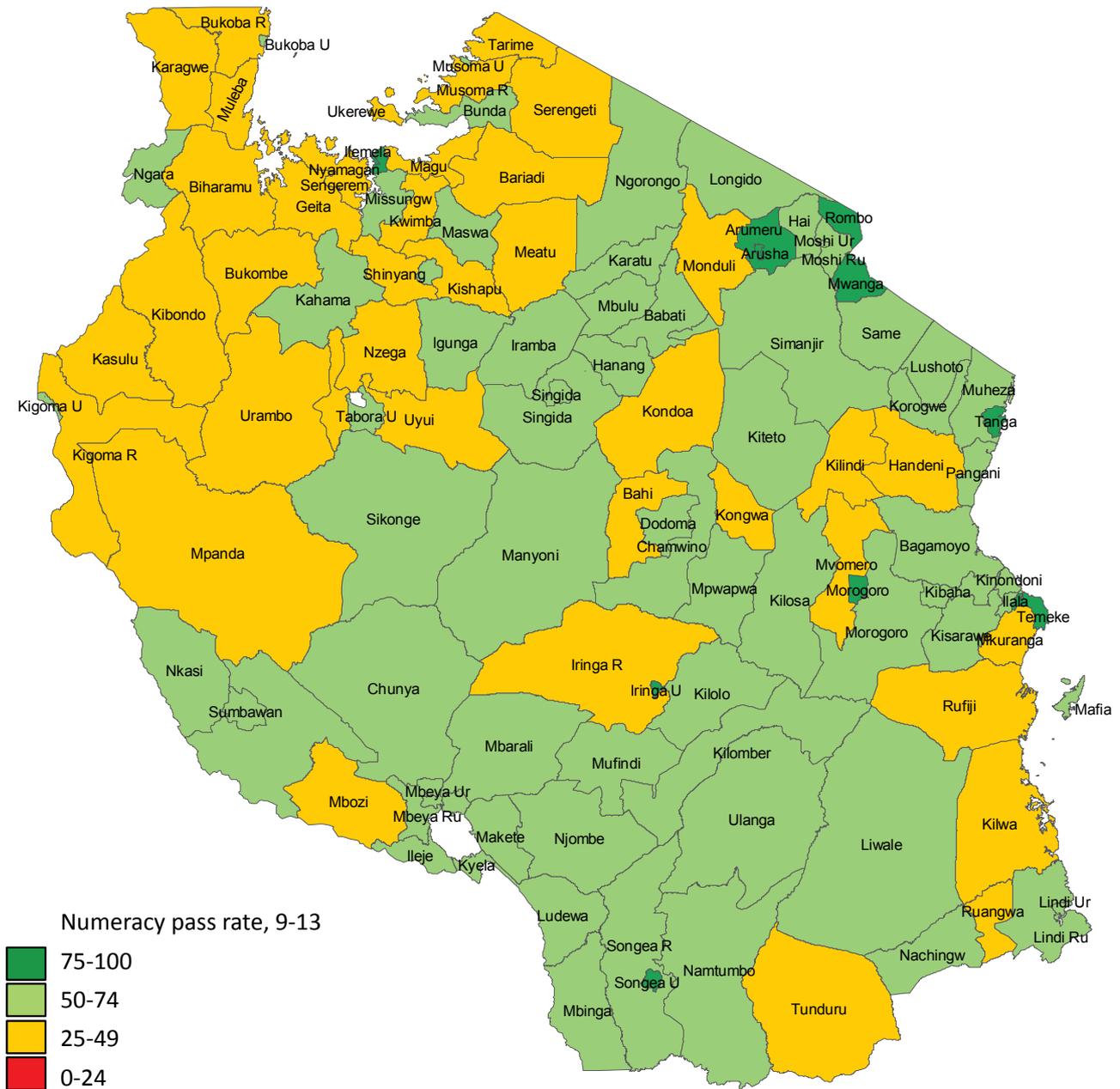
¹⁰ Children not enrolled in school are included.

were found in Mara, Shinyanga, Kagera, Tabora and Kigoma regions where fewer than 5 out of 10 children passed the Uwezo test. Map 3 illustrates these disparities across the country.

Figure 12: Percentage of children aged 9-13 years who passed all numeracy tests (Standard 2 level), by region, 2012



Map 3: Percentage of children aged 9-13 years who passed all numeracy tests (Standard 2 level), by district, 2012

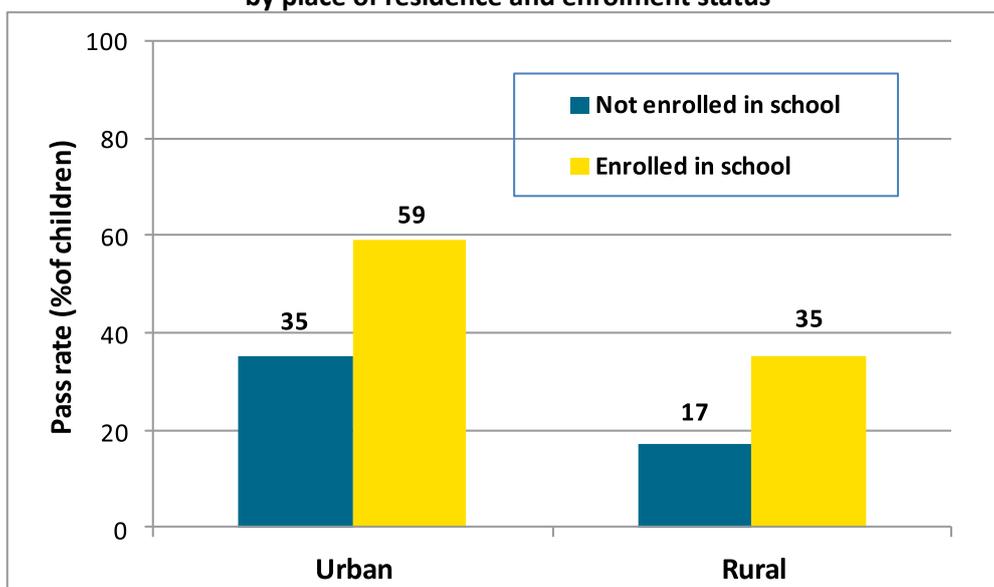


6.5 Results of Bonus General Knowledge Test

In addition to assessing basic literacy and numeracy, each Uwezo assessment includes a bonus general knowledge question. The bonus question in the 2012 assessment focused on the Tanzanian national flag, a symbol of national identity. Children were asked the significance of three of the colours of the flag: green, black and blue.

Findings revealed large gaps in general knowledge between children who were enrolled in school or out of school, and between children living in urban or rural areas (Figure 13). Overall, 59% of children aged 9-13 years who were attending school in an urban setting knew the meaning of all three colours compared with 35% of their out-of-school peers. Corresponding figures for rural locations were considerably lower. Only 35% of children who were in school in rural areas passed the test compared with 17% of out-of-school children. This implies that attending school provides benefits for children's general knowledge.

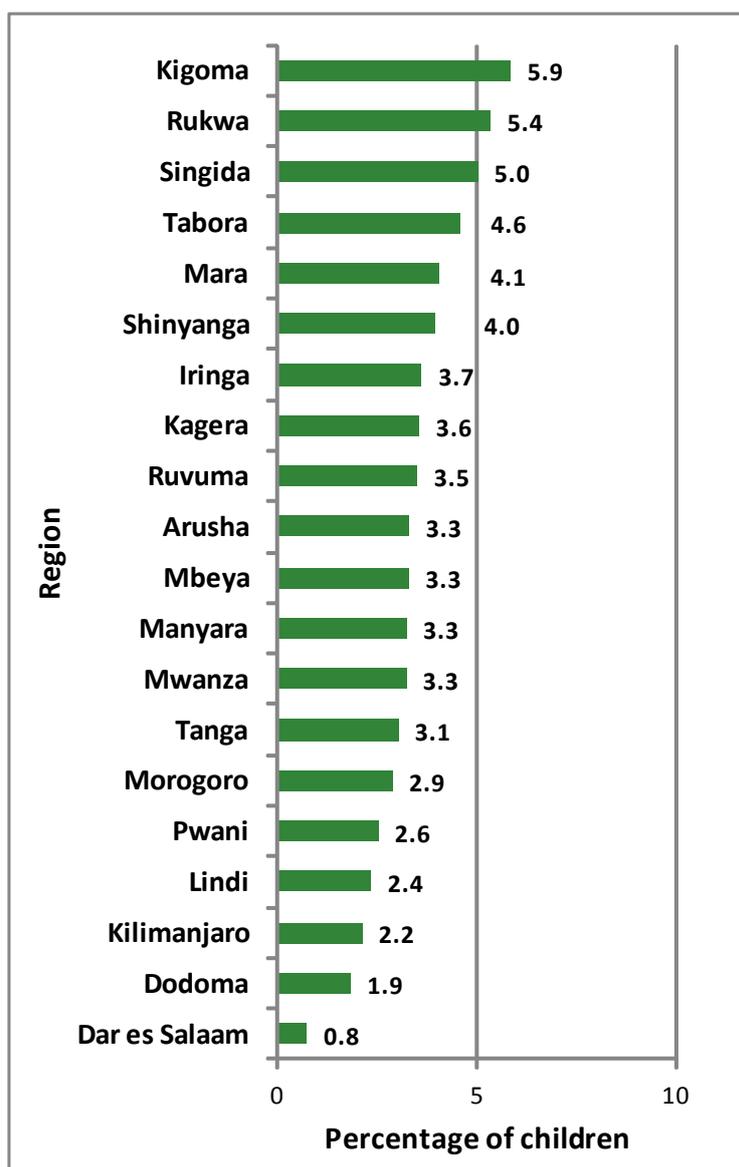
Figure 13: Percentage of children aged 9-13 years who knew the meaning of three of the main colours of the Tanzanian national flag, by place of residence and enrolment status





Net enrollment figures do not adequately capture the rates of participation of children as many leave school at different points in their education. However Uwezo collects data from households and so offers a more accurate rate of school drop outs. Data captured from schools do not show, for example, children who leave one school to attend another. Uwezo 2012 found that across Tanzania, 3.5% of all children enrolled in school dropped out. Again, the assessment recorded large regional and district variations. Figure 14 shows that the dropout rate in Kigoma Region (6%) was much higher than Dar es Salaam Region (1%). In six districts - Serengeti, Ileje, Makete, Kilindi, Igunga and Nkasi – the survey recorded dropout rates in excess of 10%.

Figure 14: Percentage of children aged 9 -13 years dropping out of primary school, by region, 2012



Overall, the assessment found that 7% of children aged 9-13 years were not in school, ranging from 1% in Dar es Salaam Region to 11% in Shinyanga Region (Figure 15).

Figure 15: Percentage of children aged 7-16 years who were out of school, by region, 2012

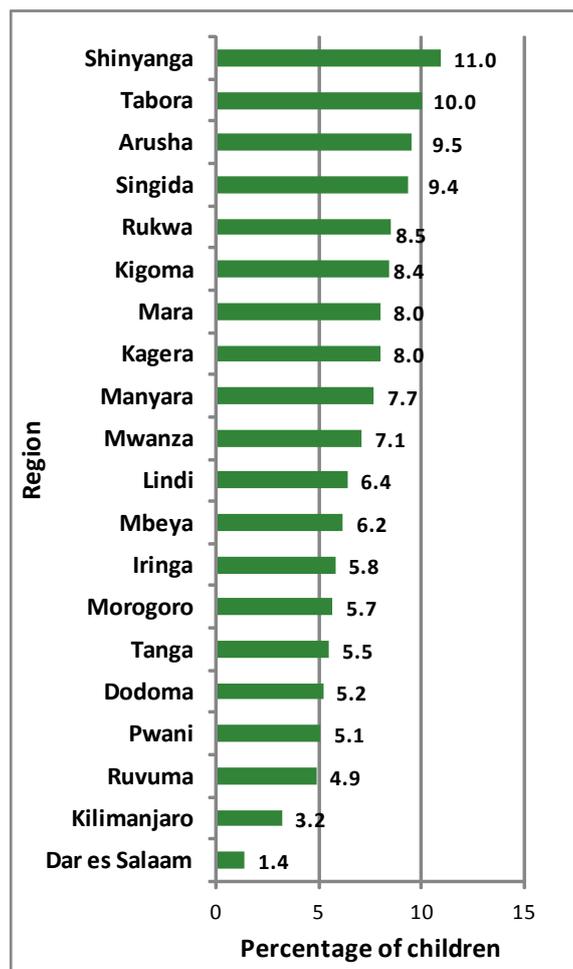


Figure 16: Percentage of children aged 7-16 years who passed the Kiswahili and numeracy tests, by school status, 2012

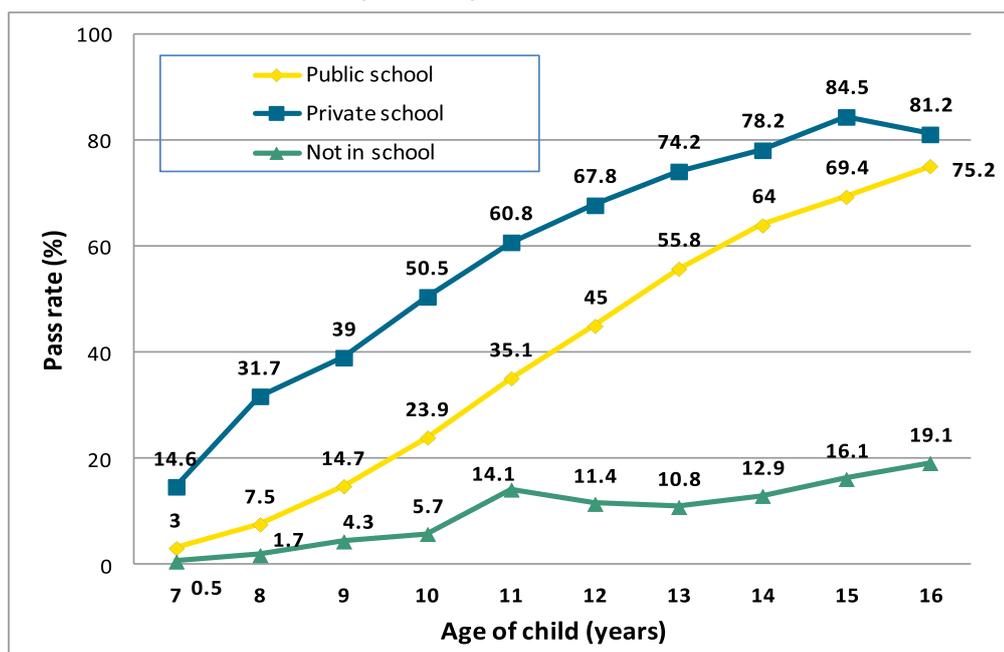


Figure 16 presents pass rates for children in private schools, public schools and those not enrolled in school. Despite low performance across the board, children who are not in school are much less likely to grasp basic literacy and numeracy skills.

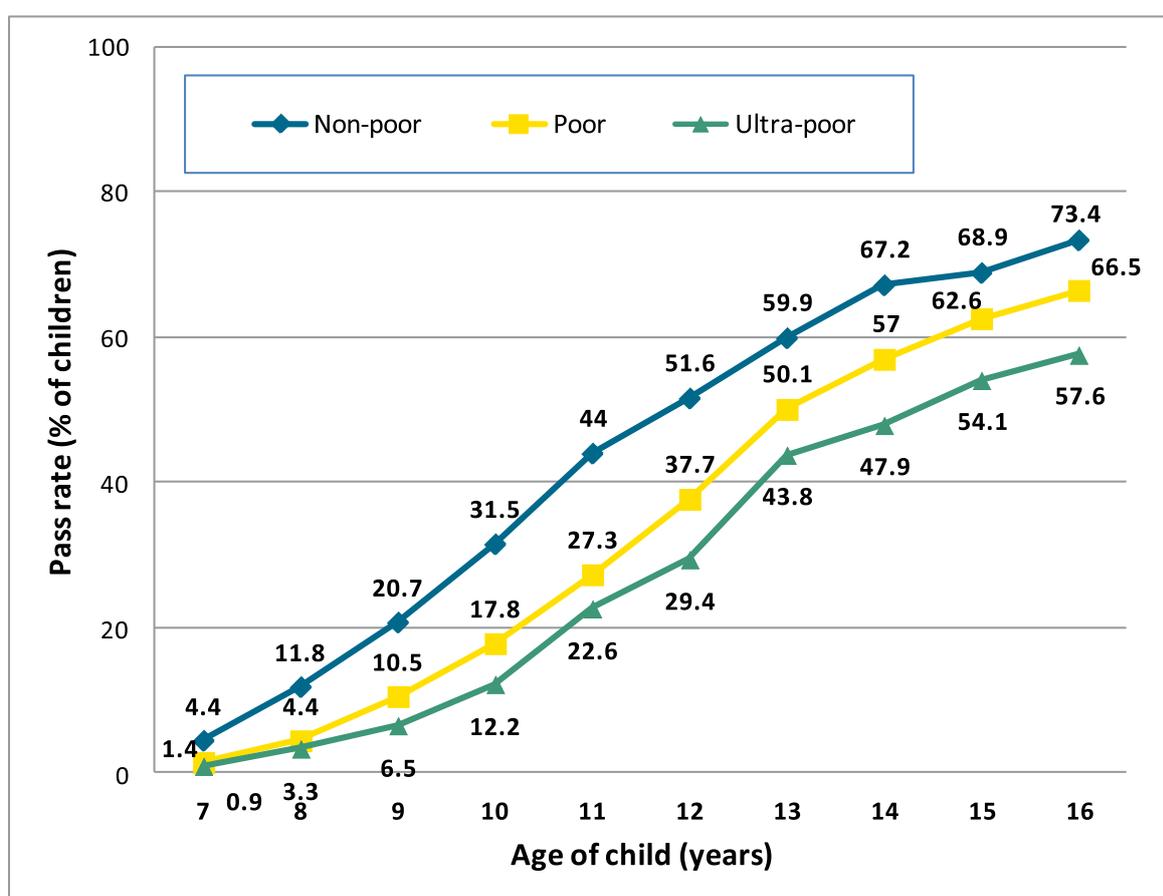
8. SOCIOECONOMIC STATUS

Using information on household ownership of selected assets¹¹, a measure of multi-dimensional poverty was developed. Households were categorized into three groups:

- Non-poor: Households which own more than two assets
- Poor: Households which own one or two assets
- Ultra-poor: Households which own no assets.

Perhaps unsurprisingly, higher rates of literacy and numeracy¹² were recorded among children from non-poor families than their peers in poor and ultra-poor households. This learning gap in basic literacy and numeracy appears to widen throughout early primary school and persists throughout their schooling.

Figure 17: Percentage of children who passed the Kiswahili and numeracy tests, by age and socio-economic status of household, 2012¹³



11 Ownership of the following assets was included: a telephone, bicycle, motorbike, car, fridge, radio, TV, alongside access to electricity and clean water

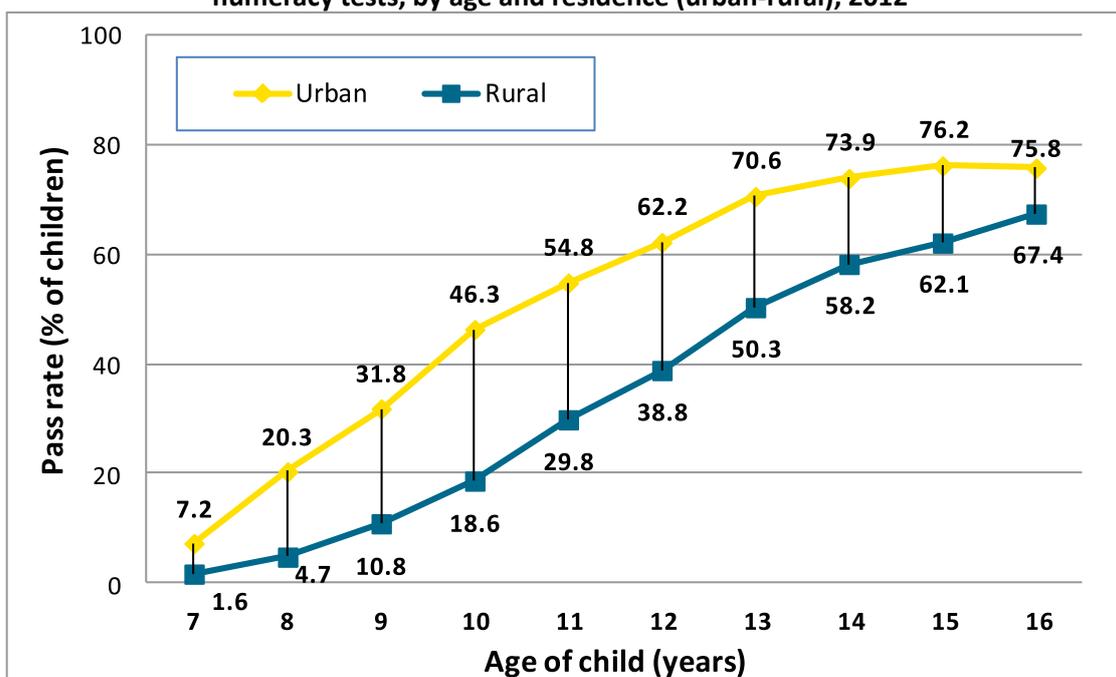
12 The data in this section refer to the combined pass rate on the Kiswahili and numeracy tests.

13 Children not enrolled in school are included.

9. THE URBAN / RURAL DIVIDE

Significant differences in pass rates were found between regions, between districts and between urban and rural areas. In the best performing districts, more than 7 out of 10 children aged 9-13 years passed the Uwezo numeracy and Kiswahili literacy tests. In contrast, in the worst performing districts less than 3 out of 10 children of the same age passed the tests. Figure 18 illustrates a marked urban-rural divide in learning outcomes. This learning gap is apparent from early primary. The pass rate among 13 year-olds in urban settings was 71% compared with 50% for children of the same age in rural areas.

Figure 18: Percentage of children who passed the Kiswahili and numeracy tests, by age and residence (urban-rural), 2012¹⁴



14 Children not enrolled in school are included.



10. CONDITIONS IN GOVERNMENT PRIMARY SCHOOLS

In every enumeration area (EA) sampled, Uwezo visited one school. Where an EA had more than one school, the largest public primary school was visited. During the 2012 assessment, Uwezo collected information from 3,624 public primary schools across Tanzania. Volunteers interviewed the head teacher and directly observed the school environment and classes in order to complete a school level data form.

The data collected provide a basis for reviewing the conditions in which the majority of Tanzanian children are learning, and for scrutinizing how taxpayers' money is being used to provide education services.

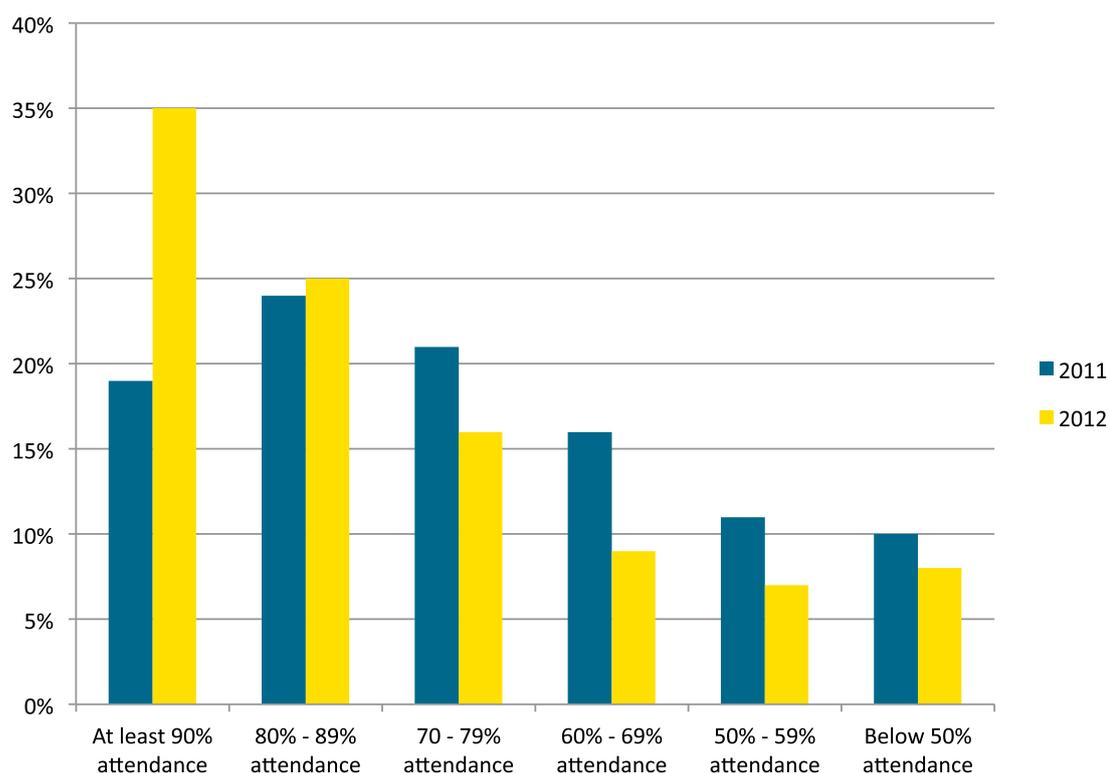
10.1 Pupil Attendance

Increased enrolment rates are only relevant if children are actually attending school. In 2011, 58% of all surveyed schools had pupil attendance rates below 80%. The 2012 assessment recorded a big improvement in attendance rates with only 40% of schools registering attendance rates this low on the day of the Uwezo visit (Figure 19)

Table 1: Top ten districts with pupil attendance rates above 90% and bottom ten districts with pupil attendance rates below 70%

Rank	District	Region	Pupil Attendance (%)
1	Iringa Urban	Iringa	97.2
2	Rombo	Kilimanjaro	96.3
3	Kibaha Urban	Pwani	95.1
4	Bukoba Urban	Kagera	94.5
5	Hai	Kilimanjaro	94.2
122	Ngorongoro	Arusha	65.4
123	Kigoma Urban	Kigoma	64.2
124	Handeni	Tanga	63.2
125	Arusha Urban	Arusha	61.7
126	Mpanda Urban	Rukwa	35.6

Figure 19: Pupil attendance rates in government primary schools, 2011 and 2012



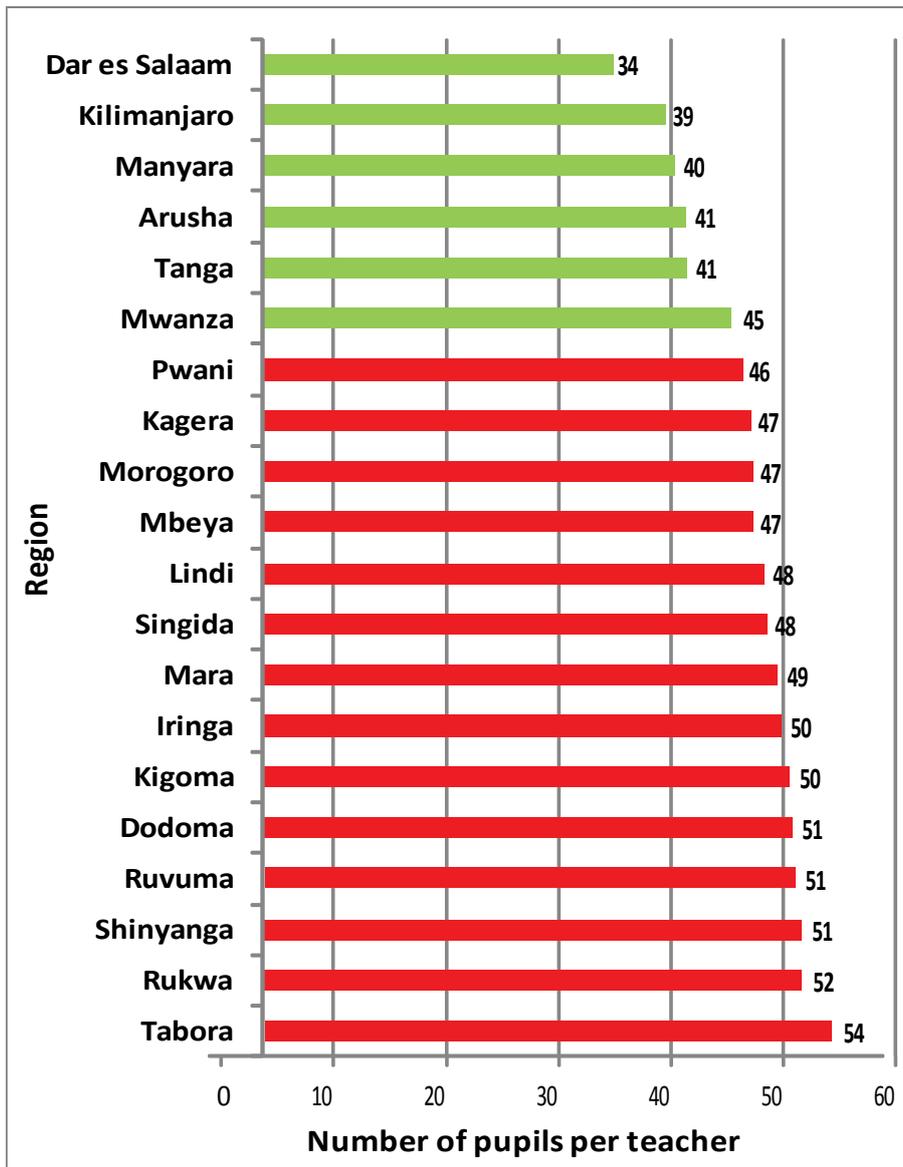
10.2 Pupil-Teacher Ratios

The ratio of pupils to teachers is an important measure of the teaching resources available to each pupil. In Uwezo 2012, this ratio was measured in two ways: (i) according to the official number of teachers against enrolled students in a given school, or (ii) according to the ratio observed at the school on the day of the Uwezo survey.

In 2012, the official results show that, on average, there were 47 pupils per teacher in public primary schools and the average ratio observed was 46 pupils per teacher.

As shown in Figure 20, Dar es Salaam has the best pupil to teacher ratio of all regions in the country at 34:1 (one teacher for every thirty-four students). This compares with greater than 50:1 in Dodoma, Ruvuma, Rukwa, Shinyanga and Tabora.

Figure 20: Average pupil to teacher ratios in government primary schools, (observed on day of Uwezo visit), by region, 2012



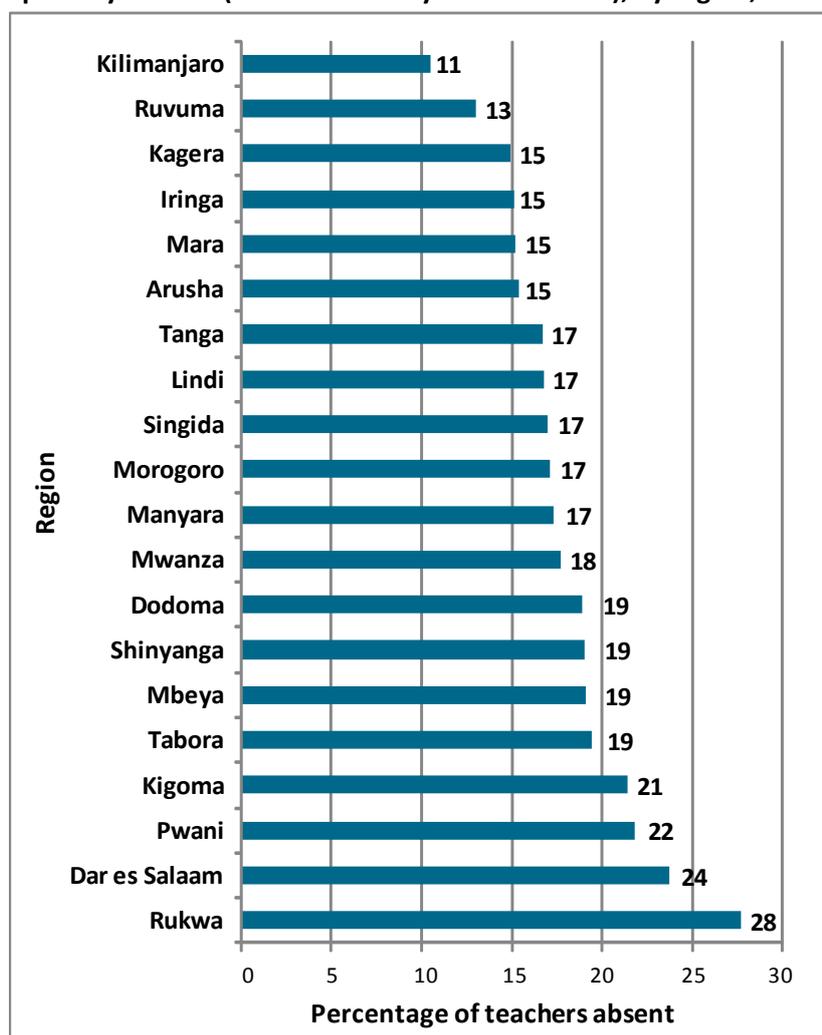
10.3 Teacher Attendance

If teachers are absent from class, how can children learn? On average, 18% of teachers were absent on the day of the 2012 Uwezo assessment.

Figure 21 shows substantial regional differences in teacher absentee rates across the country. For example, 3 out of 10 teachers were absent from schools in Rukwa Region while in Kilimanjaro Region the teacher absentee rate

was 1 out of 10 teachers. Despite strong pupil to teacher ratios, Dar es Salaam Region has the second worst rate of teacher absenteeism in the country.

Figure 21: Average percentage of teachers absent in government primary schools (observed on day of Uwezo visit), by region, 2012



10.4 School Facilities and Services

Facilities and services available in government primary schools vary significantly across the regions and districts of Tanzania.¹⁵ Such facilities include text books, safe drinking water, toilets, libraries and meal services.

In Lindi Region, there is just 1 textbook for every 31 pupils (in the average school) and only 1 in 7 schools have any form of a library. In Dar es Salaam, in contrast, there is 1 textbook for every 14 pupils and 1 in 3 schools has a library (Figures 22 and 23).

There are also significant variations among districts in terms of school facilities.

Figure 22 shows the average number of pupils per textbook in the different regions, ranging from 14 pupils per text book in Dar es Salaam Region to 41 pupils per textbook in Kigoma.

¹⁵ Academic research on the role of school facilities typically shows that these play a minor role in determining learning outcomes, especially compared to family background factors or measures of teacher quality. See for example: Glewwe, P., Kremer, M., Moulin, S., & Zitzewitz, E. (2004). Retrospective vs. prospective analyses of school inputs: the case of flip charts in Kenya. *Journal of Development Economics*, 3(6 2).
Glewwe, P., & Kremer, M. (2006). Schools, teachers, and education outcomes in developing countries. In *Handbook of the Economics of Education, Volume 2, 946-1017*. Elsevier.

Figure 22: Average number of pupils per textbook in government primary schools, by region, 2012

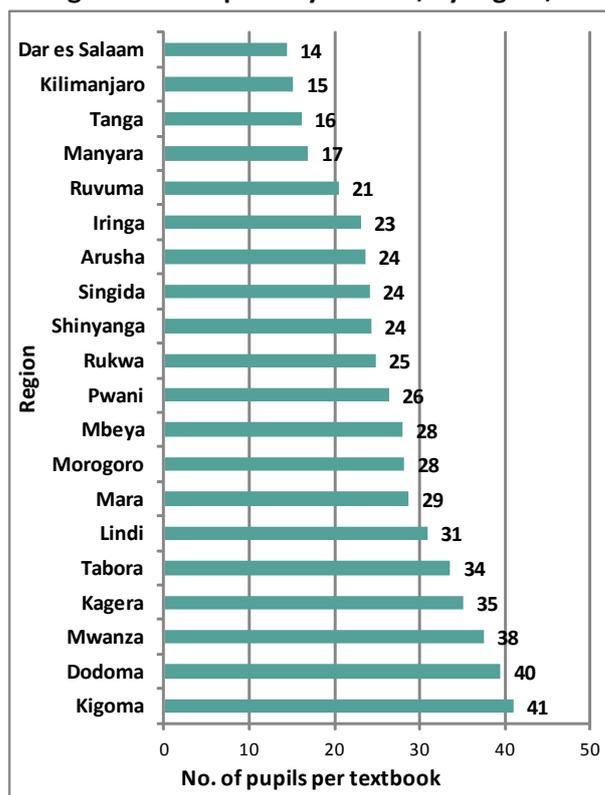
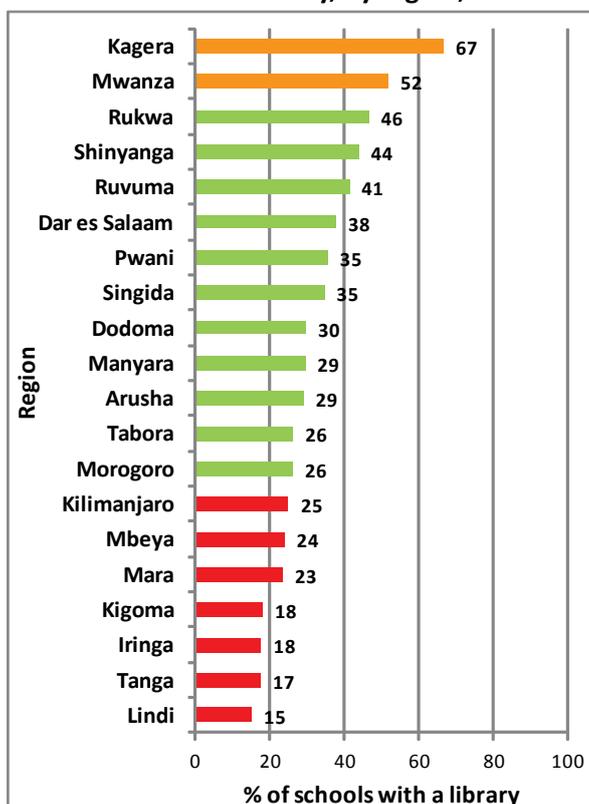


Figure 23 shows the average percentage of government schools with a library in the different regions, ranging from 67% in Kagera to 15% in Lindi.

Figure 23: Percentage of government primary schools with a library, by region, 2012



In Mwanza Region, only 2 out of 10 schools have access to clean drinking water and 1 out of 10 schools provided lunch for the pupils. In Kilimanjaro Region, in contrast, more than 7 out of 10 schools have access to clean drinking water and nearly 8 out of 10 schools provided lunch (Figures 24 and 25).

Figure 24 shows the percentage of schools with clean drinking water in the different regions, ranging from 77% in Kilimanjaro Region to 19% in Tabora.

Figure 24: Percentage of government primary schools with clean drinking water, by region, 2012

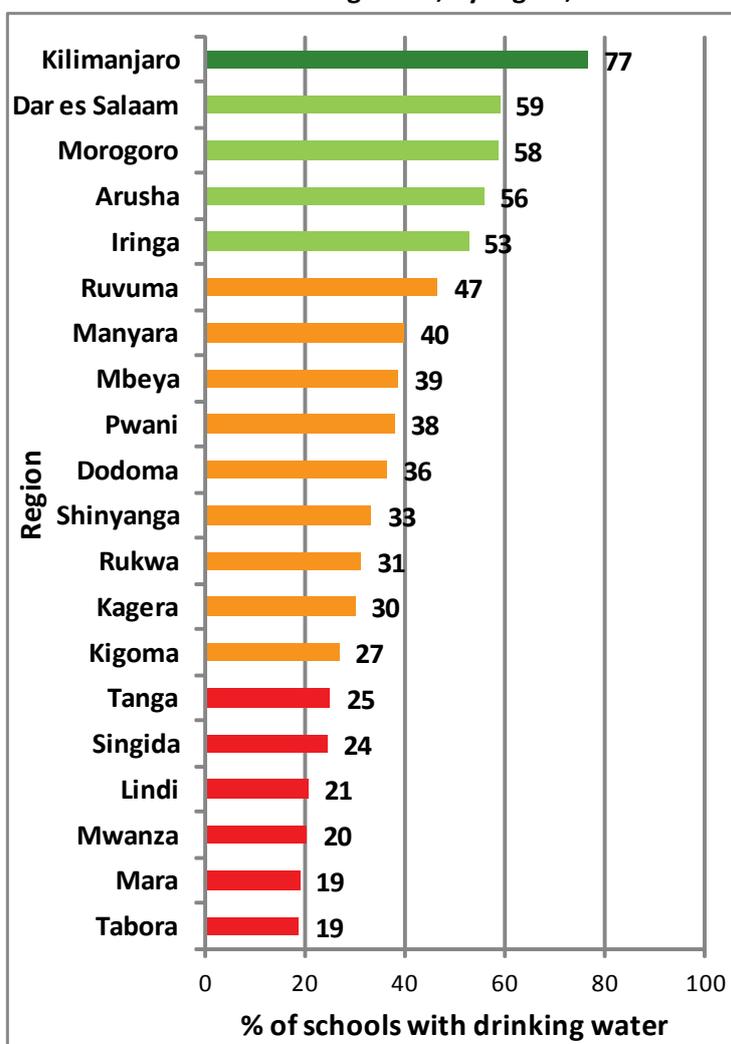
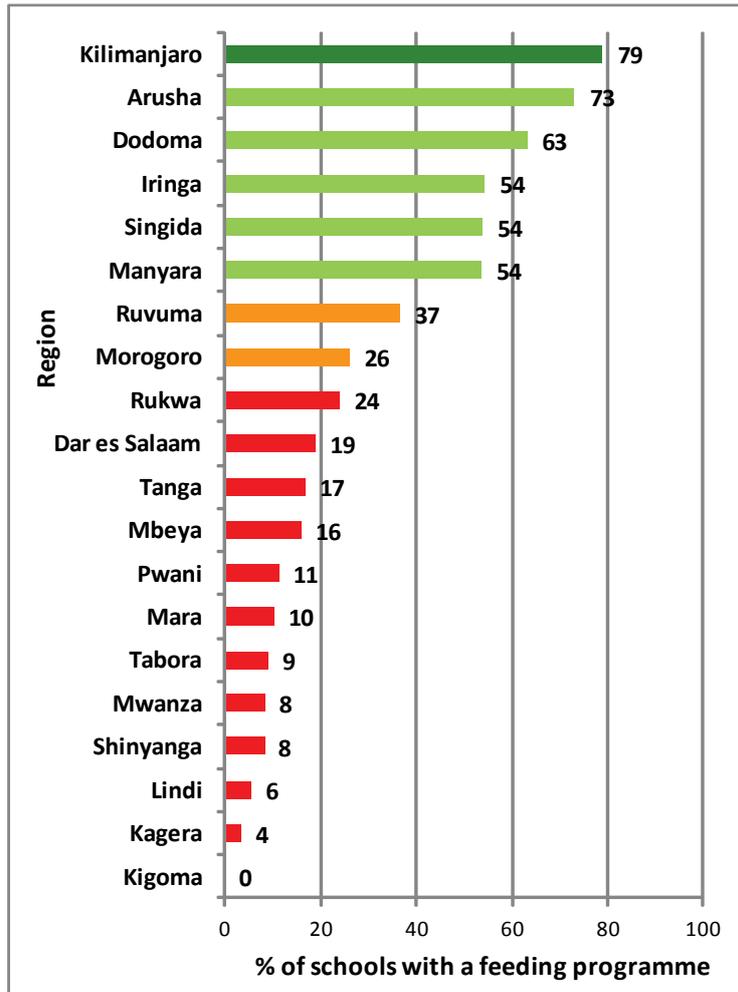


Figure 25 shows the average percentage of schools in each region that provide lunch or some sort of food for pupils. Again there are significant regional differences, in Kigoma Region no schools provide food while in Kilimanjaro 79% of schools do.

Figure 25: Percentage of government primary schools that have a feeding programme, by region, 2012





II. CONCLUSION

The Uwezo 2012 findings demonstrate that children are in school but they are not learning.

In Standard 3, most children have not mastered Standard 2 level work:

- 1 out of 10 children can understand an English story
- 1 out of 4 can understand a Kiswahili story
- 4 out of 10 can perform basic multiplication

By the time children reach Standard 7, a full five years after they should have mastered Standard 2 work:

- 5 out of 10 children can understand an English story
- 8 out of 10 can understand a Kiswahili story
- 9 out of 10 can perform basic multiplication

The findings clearly demonstrate that the national picture is poor. In terms of gender, there are no substantial differences: boys and girls perform equally poorly.

However, the findings also show that Tanzania is not one country in terms of education. There are stark disparities between urban and rural areas. Children in urban areas continually outperform their rural peers. The pass rate among 13 year-olds for the Kiswahili and numeracy tests combined was 71% in urban settings compared with 50% for children of the same age in rural areas.

Socioeconomic status also comes to bear on learning outcomes. At age 11, children from households classed as non-poor are almost twice as likely to pass the Kiswahili and numeracy tests as their counterparts in ultra-poor households.

The data show that there is a crisis of learning in our schools. The question is what is to be done.

First and foremost, we must be cautious not to do more of the same. If the strategies and investments of the last ten years have not borne fruit in terms of learning outcomes, the last thing we need is to continue with more of the same and expect different outcomes.

We need to identify effective evidence-based strategies that have worked in Tanzania or in similar contexts. We particularly need to focus on the interventions that have been confirmed to be impactful by rigorous independent evaluation.

For example, the Abdul Latif Jameel Poverty Action Lab (J-PAL) at Massachusetts Institute of Technology (MIT) has collected evidence of what works from around the world, including Tanzania and other countries in East Africa. This body of evidence should be of use to policy-makers in Tanzania. Similarly the recently published book *The Rebirth of Education: Schooling Ain't Learning* by Lant Pritchett (Professor of the Practice of International Development at the Kennedy School of Government at Harvard University and member of the Twaweza Advisory Board) provides insightful analysis and suggests a potential approach to reform. There are also numerous studies that have been conducted in Tanzania that should be considered seriously rather than left lying on shelves.

Government and key policy partners have a responsibility to do their homework and make sound policy decisions.

While government has the primary responsibility, the challenge of quality education is a societal challenge that involves all of us. Action can be taken at every level. Parents can engage more with what their children are doing in school by checking homework and exercise books. Teachers can ensure that they leave space for dialogue with parents on children's performance. Community leaders can publicise the importance of education and the future value it brings.

Civil society – faith based organizations, trade unions, the media and non-governmental organizations – needs to take a long hard look in the mirror and ask what it is that they are doing to make sure that every Tanzanian child learns.

A key element of civil society engagement in education centres on transparency and openness. All data about capitation grants, and about performance should be made publicly available to enable all of us to play our role.

To this end we are optimistic about Big Results Now. The drive to make school level performance data publicly available and to rate schools on outcomes is an important step in the right direction. The Open Government Partnership also presents new opportunities for citizens to engage with governments, particularly around education.

Concerted and active citizen engagement may not only help to get things done at community level, it may also bring pressure to bear on government to deliver better.



Appendix A: Uwezo Learning Assessment - Design and Process

1. Sampling Process

The Uwezo surveys are large household surveys which follow a random sample design that allows for representativeness and generalisation of results nationwide. With support from National Bureau of Statistics (NBS), two-stage cluster sampling was carried out to obtain a representative sample of enumeration areas and households.

In the first stage, 30 enumeration areas (EAs) were randomly selected in each district of Mainland Tanzania by Probability Proportion to Size (PPS). This is the sampling technique that ensures every EA within a district has an equal chance of being selected. In the second stage, households were selected systematically from each of these EAs. The survey was designed to involve 3,990 EAs, 79,800 households and 159,600 children between 7 and 16 years old.

Despite the fact that the assessment was planned in 133 districts, difficulties encountered in Mtwara Region led to the exclusion of six districts from the sample. These were Masasi, Mtwara Rural, Nanyumbu, Mtwara Urban, Newala and Tandahimba. In addition, process irregularities were found in Rungwe district leading to its exclusion from the final analysis.

Table 2: Uwezo Assessment 2010-2012- What we retained and what is new for 2012

2010	2011	2012
Coverage		
40 districts for pilot	132 districts	126 districts
Age of Children Assessed		
5 – 16 years	7 – 16 years	7 – 16 years
Sampling		
PPS	PPS, Enumeration Areas	PPS, Rotational Panel (dropping 10, maintain 20 EAs)
Assessment		
Three test sets per subject, test cards	Four test sets per subject, test booklet	Six test sets developed per subject but four used, test booklet
	Coding responses	Coding responses
40 district partners	132 District partners	126 district partners

Selecting Households

Trained district partners systematically selected 20 households in each EA using a formula provided during the training. The survey was designed to assess children in 79,800 households.

Selecting Children

All children within the age range of 7-16 years, who lived in the selected households, were assessed. The assessment included all children whether they were attending school or not.

Selecting Schools

In each selected EA, one government primary school was surveyed. In EAs with more than one school, a bigger school with a high student population was selected. In some cases, there was no school at all in an EA. In that case, a public school in a nearby EA which most of the children from the assessed EA attended was surveyed.

2. Test Development Process

Nine experts were recruited as test panellists to support Uwezo in developing the tests. Curriculum developers from the Tanzania Institute of Education (TIE), experts from University of Dar es Salaam, and primary school

teachers for Standard 2 were all included in the panel. The tests were developed based on the Uwezo 'Test Development Framework'. The framework adheres to the official Standard 2 national curriculum, syllabus and related policy documents. The framework provides guidelines for test development and the ranking of numeracy and literacy competence levels among children aged 7 to 16 years.

The literacy tests have five competency levels: reading letter names / sounds, words, paragraphs and stories as well as comprehension. The numeracy test categories include: number recognition, place value, addition, subtraction, multiplication and ethno-mathematics. All literacy tests were subjected to Type Token Ratio (TTR) calculation to balance the weighting between test sets in terms of number of words and simplicity.

To ensure quality and validity, all developed test sets were subjected to three pre-tests for quality assurance. The pre-test involved children aged between 7 and 16 years in three varied communities: Bagamoyo (farming), Lugoba (pastoralist) and Kinondoni (urban). A full district pilot was conducted in Mkuranga district to ascertain the quality of survey tools, training manuals and processes. In total, 30 enumeration areas, 30 schools and 600 households were visited for data collection during the pilot. Comments and recommendations given during the pilot were used by the Uwezo secretariat to improve the tools and training manuals.

3. Partners

To successfully carry out the assessment, Uwezo engaged more than 126 organisations and individuals that had interest in and commitment to improving the quality of education for all children. A total of 126 District Coordinators from partner organisations were engaged to implement Uwezo assessment and communication activities in their respective districts. More than three-quarters of the District Coordinators engaged in 2011 were retained for 2012 assessment activities. This enabled us to sustain institutional memory and work with individuals with expertise in the Uwezo assessment process.

The District Coordinators visited all selected EAs and recruited over 7,500 volunteers, two from each village, who worked tirelessly to collect data in the villages, schools and households. The findings presented in this report are the result of the hard work and dedication of our district partners and volunteers. Without them, the entire assessment exercise would not have been possible. It is through the District Coordinators and volunteers that we were also able to find the remarkable stories of change, achievement and improved learning that continue to provide us with hope and inspiration for the future of education in Tanzania.

4. Process for Recruitment and Training

Proper training of Uwezo trainers, district partners and volunteers is crucial. Well-trained district partners help us ensure the quality of the assessment and the dissemination of Uwezo results in a manner that triggers civic action and enhances government accountability.

Uwezo has a cascading training model that covers the national to district level. Fourteen master trainers (10 men, 4 women) were recruited and intensively trained to enable them to fully comprehend the Uwezo concept, principles, assessment process and facilitation skills as well as to practice the application of assessment tools.

The master trainers facilitated a national training conference which brought together 133 District Coordinators for initial training and reflection on the assessment tools and district training processes. The master trainers also facilitated regional / zonal trainings as second level trainings for 266 District and Assistant District Coordinators. They, in turn, conducted trainings for volunteers in their respective districts. In total 7,620¹⁶ volunteers were trained country-wide on Uwezo assessment tools and processes.

In all stages of training, fieldwork was compulsory for trainees to practice what they learnt including applicability of assessment tools during household and school visits.

16 Initially 133 district partners were recruited and trained, but due to the exclusion of Mtwara Region, only 126 partners completed the assessment process including training volunteers from each enumeration area.



5. Data Analysis

The data used for this report were cleaned and verified according to consistent procedures. Among other things, this involved removing missing observations and assuring coherence across responses. Also, due to missing test score data in some instances, some test scores were imputed via a simple multiple regression procedure. The same cleaning process was not applied for the 2011 report. The cleaning process applied here to 2011 and 2012 data is new and, as such, explains the small differences between the present data for 2011 and that stated in last year's national report.

Due to small differences in the sample between 2011 and 2012 (due to excluded districts), all comparisons across years are based only on the districts present in both the 2011 and 2012 datasets. Furthermore, no reference is made to the 2010 assessment in this report. The main reason is the more limited district coverage in 2010.

APPENDIX B: Additional Tables 2012 National Assessment

All data presented are calculated from the Uwezo 2011 and 2012 national learning assessments.

Table A1: Share of children passing individual tests, by grade of enrolment and Uwezo survey year

Standard	English		Kiswahili		Numeracy	
	2011	2012	2011	2012	2011	2012
S1	2.5	3.1	4.4	5.4	8.2	11.6
S2	5.9	5.8	14.5	12.7	18.7	25.9
S3	11.8	11.9	28.7	26.2	36.9	44.4
S4	20.0	21.0	44.6	41.7	53.9	60.9
S5	30.2	31.7	58.8	57.3	66.2	74.5
S6	38.9	42.7	68.3	68.4	76.1	83.0
S7	48.6	53.2	75.6	76.0	84.4	89.1
>S7	63.8	67.0	77.2	79.5	87.5	91.8
All	26.2	27.3	44.5	42.9	51.9	57.1

Notes: Children enrolled in secondary school are grouped together in the category >S7; children not enrolled are excluded.

Table A2: Share of children passing individual tests, by age and gender

	English		Kiswahili		Numeracy	
	Boys	Girls	Boys	Girls	Boys	Girls
7	2.3	2.4	5.2	5.0	10.6	10.8
8	5.5	5.7	10.6	12.7	19.8	21.9
9	8.0	10.1	17.9	21.9	32.1	35.5
10	14.3	15.9	27.2	31.4	44.5	47.4
11	22.2	23.9	38.1	44.1	57.0	59.3
12	27.4	31.2	45.6	53.4	63.2	69.1
13	36.8	39.1	57.9	62.2	74.3	76.1
14	45.3	47.2	64.6	67.6	80.1	81.0
15	51.5	50.5	68.2	70.0	82.6	82.7
16	57.4	57.7	72.4	73.6	85.6	86.8

Notes: estimates include both children enrolled in school those not enrolled.

Table A3: Share of children enrolled in school by gender and distribution of all children between school type, by age

	Gender		Schooling status			All
	Boys	Girls	Public	Private	Completed	
7	73.0	75.9	70.8	3.6	0.0	74.5
8	88.3	91.3	86.9	3.0	0.0	89.8
9	92.0	93.6	90.1	2.7	0.0	92.8
10	92.8	93.9	90.8	2.6	0.0	93.4
11	94.3	95.0	92.0	2.7	0.0	94.7
12	92.1	93.8	90.5	2.4	0.0	92.9
13	92.1	92.9	89.9	2.6	2.7	92.5
14	87.9	89.1	85.2	3.3	5.4	88.5
15	81.8	81.4	77.3	4.3	10.6	81.6
16	77.0	76.4	71.1	5.6	15.1	76.8

Notes: estimates by gender refer to the share of children of each age and gender that are enrolled in school (primary or secondary); estimates by school type indicate how all children (of a given age) are distributed between school types; 'completed' refers to those reporting to have completed primary school and not enrolled in another school.

Region	Absentee rates		Pupil-teacher ratio	
	Pupils	Teachers	Official	Observed
Arusha	33.4	15.4	42.2	41.0
Dar es Salaam	26.5	23.7	28.5	34.1
Dodoma	26.7	18.9	51.2	50.5
Iringa	12.8	15.1	45.5	49.5
Kagera	23.1	14.9	50.0	46.6
Kigoma	31.6	21.4	55.0	50.3
Kilimanjaro	20.0	10.5	38.8	39.0
Lindi	33.1	16.8	51.8	47.9
Manyara	27.2	17.3	42.8	40.0
Mara	26.3	15.2	51.5	49.2
Mbeya	25.7	19.1	46.4	46.8
Morogoro	23.4	17.1	45.5	46.8
Mwanza	27.6	17.7	50.1	45.3
Pwani	30.5	21.8	41.1	45.8
Rukwa	35.7	27.7	50.1	51.5
Ruvuma	17.3	13.0	52.0	50.8
Shinyanga	23.5	19.0	52.3	51.4
Singida	26.0	17.0	51.1	48.1
Tabora	23.6	19.4	51.8	54.2
Tanga	32.3	16.7	43.6	41.1

Notes: all estimates are (unweighted) school-level averages. Official pupil-teacher ratio is calculated from the official number of teachers per school and enrolled pupils. Observed pupil-teacher ratio is based on direct observation.

Region	Type of facilities available			
	Pupils/ textbook	Library	Provides lunch	Drinking water
Arusha	23.6	28.9	73.1	55.7
Dar es Salaam	14.4	37.6	18.8	58.8
Dodoma	39.5	29.5	63.1	36.4
Iringa	23.1	17.6	54.3	52.5
Kagera	35.1	66.5	3.5	30.0
Kigoma	41.0	17.9	0.0	26.8
Kilimanjaro	15.2	24.9	78.9	76.5
Lindi	30.9	15.0	5.6	20.6
Manyara	16.9	29.3	53.6	39.8
Mara	28.7	23.3	10.1	18.9
Mbeya	28.0	23.8	15.8	38.6
Morogoro	28.2	26.0	26.0	58.4
Mwanza	37.5	51.6	8.4	20.4
Pwani	26.4	35.4	11.1	37.9
Rukwa	24.8	46.4	23.9	31.2
Ruvuma	20.5	41.2	36.5	46.6
Shinyanga	24.3	43.7	8.2	33.3
Singida	24.1	34.5	53.8	24.4
Tabora	33.6	26.1	9.1	18.8
Tanga	16.1	17.4	16.6	25.1

Notes: estimates of the number of pupils sharing a textbook are (unweighted) school-level averages; all other columns refer to the average proportion of schools with the indicated facility.

APPENDIX C: Percentage of children 9-13 years able to pass all three subject tests, by district, 2012

Region	District	Kiswahili						Average 3 Subjects	
		pass		English pass		Math pass		%	Rank
		%	Rank	%	Rank	%	Rank	%	Rank
Dar Es Salaam	Temeke	74.2	2	45.8	6	80.4	1	66.8	1
Arusha	Arusha Urban	64.8	6	55.0	1	78.4	4	66.1	2
Morogoro	Morogoro Urban	72.3	3	46.2	5	77.8	6	65.4	3
Ruvuma	Songea Urban	68.2	4	51.3	3	75.9	9	65.1	4
Dar Es Salaam	Kinondoni	76.1	1	43.6	10	73.8	14	64.5	5
Kilimanjaro	Moshi Urban	67.6	5	53.0	2	71.3	17	64.0	6
Arusha	Arusha Rural	55.0	18	49.2	4	79.3	2	61.2	7
Iringa	Iringa Urban	62.0	8	42.8	11	78.3	5	61.0	8
Mwanza	Ilemela	58.7	12	44.9	8	77.4	7	60.3	9
Iringa	Njombe Urban	59.9	11	45.0	7	70.4	20	58.4	10
Kilimanjaro	Mwanga	64.0	7	33.1	24	75.2	11	57.4	11
Kagera	Bukoba Urban	56.4	15	43.9	9	68.0	26	56.1	12
Pwani	Kibaha Urban	55.6	17	38.8	13	70.3	21	54.9	13
Tanga	Korogwe Urban	58.5	13	35.0	19	71.2	18	54.9	14
Kilimanjaro	Hai	54.9	19	41.0	12	68.5	24	54.8	15
Mwanza	Nyamagana	51.1	25	36.1	18	75.1	12	54.1	16
Manyara	Babati Urban	48.7	32	36.4	17	77.0	8	54.0	17
Kilimanjaro	Rombo	54.2	21	29.0	33	78.7	3	54.0	18
Mbeya	Mbeya Urban	57.9	14	33.9	20	69.5	23	53.8	19
Iringa	Njombe	60.4	10	38.1	15	62.2	43	53.6	20
Arusha	Meru	50.0	29	32.7	27	74.6	13	52.4	21
Kilimanjaro	Moshi Rural	52.6	22	36.9	16	67.5	27	52.3	22
Kilimanjaro	Siha	60.5	9	38.2	14	57.5	57	52.1	23
Iringa	Mufindi	54.4	20	29.2	32	72.2	15	51.9	24
Pwani	Kibaha Rural	50.1	28	33.5	23	71.0	19	51.5	25
Manyara	Babati Rural	56.2	16	29.7	31	67.5	28	51.1	26
Tanga	Tanga Urban	48.7	33	29.0	35	75.5	10	51.1	27
Kilimanjaro	Same	48.7	34	32.6	28	67.0	31	49.4	28
Rukwa	Sumbawanga Urban	44.1	45	32.9	25	68.5	25	48.5	29
Iringa	Makete	51.9	24	25.8	49	67.2	30	48.3	30
Mara	Musoma Urban	43.7	47	33.8	21	66.8	32	48.1	31
Dar Es Salaam	Ilala	46.7	37	27.9	39	67.2	29	47.3	32
Singida	Singida Urban	37.1	71	31.5	29	71.7	16	46.8	33
Manyara	Simanjiro	49.9	30	32.8	26	56.4	62	46.4	34
Dodoma	Dodoma Urban	43.9	46	28.1	37	65.4	36	45.8	35
Iringa	Kilolo	43.6	48	27.1	44	66.4	34	45.7	36
Iringa	Ludewa	44.7	41	28.8	36	61.4	45	45.0	37
Morogoro	Ulanga	37.2	69	27.4	43	69.6	22	44.7	38
Mbeya	Kyela	41.1	52	29.8	30	63.2	40	44.7	39
Arusha	Karatu	39.7	58	26.6	45	66.1	35	44.1	40
Singida	Manyoni	46.4	38	23.5	56	61.1	46	43.7	41
Tanga	Pangani	44.6	42	19.8	66	66.6	33	43.7	42
Kigoma	Kigoma Urban	50.8	26	23.5	55	56.1	64	43.5	43
Mbeya	Ileje	44.9	40	28.0	38	57.1	59	43.3	44
Shinyanga	Maswa	47.0	36	26.0	46	55.9	66	43.0	45
Lindi	Lindi Urban	38.1	65	24.5	52	64.1	38	42.2	46
Tanga	Korogwe	37.3	68	33.6	22	55.3	67	42.1	47

Region	District	Kiswahili						Average 3	
		pass		English pass		Math pass		Subjects	
		%	Rank	%	Rank	%	Rank	%	Rank
Morogoro	Kilombero	52.3	23	18.1	77	55.1	70	41.8	48
Tabora	Tabora Urban	47.8	35	17.0	80	60.5	48	41.8	49
Manyara	Hanang	40.1	57	27.7	41	57.4	58	41.7	50
Singida	Iramba	38.2	63	23.1	57	63.4	39	41.6	51
Manyara	Mbulu	40.8	54	29.0	34	53.5	74	41.1	52
Pwani	Mafia	44.6	43	16.1	86	62.3	42	41.0	53
Dodoma	Mpwapwa	34.2	82	25.5	50	61.1	47	40.3	54
Morogoro	Morogoro	33.7	84	22.1	58	62.9	41	39.6	55
Mbeya	Mbeya Rural	36.7	74	19.8	65	61.4	44	39.3	56
Iringa	Iringa Rural	42.3	51	25.9	48	49.7	86	39.3	57
Tabora	Sikonge	34.9	81	27.5	42	54.5	72	39.0	58
Mbeya	Chunya	38.6	60	19.1	69	58.6	52	38.8	59
Tanga	Muheza	44.6	44	12.3	108	59.0	51	38.6	60
Rukwa	Mpanda Urban	43.4	49	18.4	73	53.1	76	38.3	61
Ruvuma	Mbinga	35.7	78	20.7	63	58.2	54	38.2	62
Pwani	Kisarawe	43.0	50	13.5	100	58.0	55	38.2	63
Mara	Bunda	33.4	87	21.2	61	59.2	50	37.9	64
Lindi	Ruangwa	50.6	27	14.2	93	48.3	93	37.7	65
Lindi	Nachingwea	49.9	31	13.6	97	49.4	87	37.6	66
Lindi	Liwale	40.3	56	16.3	85	56.0	65	37.5	67
Kigoma	Kigoma Rural	35.6	79	27.9	40	48.3	92	37.3	68
Shinyanga	Shinyanga Urban	33.6	85	25.5	51	52.0	78	37.0	69
Pwani	Bagamoyo	45.1	39	13.6	98	52.2	77	37.0	70
Singida	Singida Rural	41.0	53	19.5	67	50.1	84	36.9	71
Arusha	Longido	26.9	108	23.9	53	59.7	49	36.8	72
Kagera	Karagwe	37.1	70	25.9	47	46.2	100	36.4	73
Ruvuma	Namtumbo	23.2	117	21.1	62	64.3	37	36.2	74
Tanga	Mkinga	39.0	59	18.4	74	50.5	83	36.0	75
Morogoro	Kilosa	38.1	64	13.5	99	56.1	63	35.9	76
Lindi	Lindi Rural	38.3	62	14.5	92	54.1	73	35.6	77
Shinyanga	Kahama	27.9	106	23.9	54	54.6	71	35.5	78
Rukwa	Sumbawanga Rural	28.8	102	18.8	70	57.8	56	35.1	79
Manyara	Kiteto	34.9	80	19.5	68	50.7	82	35.0	80
Arusha	Monduli	36.4	75	21.3	60	47.1	96	34.9	81
Ruvuma	Songea Rural	29.7	99	17.2	79	56.8	60	34.6	82
Kagera	Misenyi	38.4	61	13.8	95	51.0	79	34.4	83
Mbeya	Mbarali	35.7	77	16.5	82	49.8	85	34.0	84
Tanga	Lushoto	25.2	112	18.3	76	58.5	53	34.0	85
Shinyanga	Kishapu	31.2	94	21.9	59	48.3	91	33.8	86
Kagera	Bukoba Rural	33.7	83	18.4	72	47.6	94	33.2	87
Pwani	Mkuranga	40.8	55	12.1	110	46.7	98	33.2	88
Dodoma	Chamwino	24.9	113	16.5	83	56.6	61	32.7	89
Ruvuma	Tunduru	36.9	72	16.3	84	44.3	109	32.5	90
Dodoma	Kondoa	31.7	92	20.6	64	45.1	103	32.5	91
Pwani	Rufiji	37.7	66	10.0	120	49.4	88	32.4	92
Rukwa	Nkasi	33.3	88	12.4	105	50.9	80	32.2	93
Mwanza	Geita	36.9	73	18.6	71	40.2	119	31.9	94
Tabora	Igunga	24.7	114	15.5	89	55.2	69	31.8	95
Kagera	Ngara	28.7	103	13.1	102	53.3	75	31.7	96
Arusha	Ngorongoro	21.4	122	17.9	78	55.3	68	31.5	97

Region	District	Kiswahili						Average 3	
		pass		English pass		Math pass		Subjects	
		%	Rank	%	Rank	%	Rank	%	Rank
Mwanza	Ukerewe	28.6	104	15.5	90	48.5	90	30.9	98
Mwanza	Missungwi	30.2	98	11.0	116	50.8	81	30.7	99
Dodoma	Kongwa	31.6	93	15.1	91	45.0	105	30.6	100
Rukwa	Mpanda	37.6	67	9.8	121	44.0	112	30.5	101
Kagera	Chato	33.5	86	11.7	113	45.1	104	30.1	102
Tabora	Nzega	28.4	105	18.4	75	43.1	114	30.0	103
Tabora	Uyui	32.1	89	16.0	87	40.8	118	29.6	104
Kigoma	Kibondo	31.8	90	11.6	114	45.1	102	29.5	105
Mwanza	Sengerema	31.7	91	11.9	111	44.0	111	29.2	106
Mwanza	Magu	30.3	96	12.2	109	44.2	110	28.9	107
Kagera	Muleba	35.8	76	11.8	112	38.5	120	28.7	108
Dodoma	Bahi	26.0	109	12.8	104	46.6	99	28.5	109
Mara	Rorya	24.1	115	15.6	88	45.4	101	28.4	110
Shinyanga	Meatu	30.6	95	16.8	81	37.0	123	28.1	111
Mbeya	Mbozi	21.4	121	13.7	96	48.6	89	27.9	112
Morogoro	Mvomero	30.3	97	10.3	119	42.3	115	27.6	113
Tanga	Kilindi	21.9	120	12.4	106	47.4	95	27.2	114
Mwanza	Kwimba	28.8	101	11.3	115	41.5	116	27.2	115
Shinyanga	Bukombe	25.3	111	10.4	117	44.7	107	26.8	116
Tanga	Handeni	23.6	116	8.2	125	46.8	97	26.2	117
Lindi	Kilwa	22.5	119	12.8	103	41.3	117	25.5	118
Tabora	Urambo	29.1	100	8.3	124	38.4	122	25.3	119
Shinyanga	Shinyanga Rural	19.8	123	10.4	118	44.5	108	24.9	120
Mara	Musoma Rural	22.9	118	13.3	101	38.4	121	24.9	121
Mara	Tarime	17.9	125	12.3	107	43.4	113	24.5	122
Kagera	Biharamulo	27.0	107	9.2	123	36.3	124	24.2	123
Mara	Serengeti	15.4	126	9.5	122	44.7	106	23.2	124
Shinyanga	Bariadi	18.8	124	13.9	94	36.1	125	22.9	125
Kigoma	Kasulu	25.3	110	5.7	126	33.0	126	21.3	126

District Coordinators



Appendix D: Our Partners

REGION	DISTRICT	NAME OF THE COORDINATOR	POSTAL ADDRESS PO Box	ORGANIZATION
1. DODOMA	Dodoma (U)	Hassan Muhammad	1562/128 Dodoma	Women Wake Up
	Bahi	Samsoni Njowoka	1126, Dodoma	Faraja Human Development Trust
	Chamwino	Nicholaus Mabula	128, Dodoma	Women Wake Up
	Kondoa	Shedrack Kapasi	1218, Dodoma	Faraja Human Development Trust
	Kongwa	Slmba Ahmed Jumla	262, Mpwapwa	Faraja Human Development Trust
	Mpwapwa	Jumanne Simba	1126, Dodoma	Faraja Human Development Trust
2. ARUSHA	Arusha (U)	Adela Njau	110110 Dar es Salaam	WRDP
	Arusha (R)	Laurent Sabuni	10534 ARUSHA	Initiative for Youth
	Meru	Gipson R.Ole Kinisa	6070 Arusha	World Vision
	Monduli	Javes Sauni	15197 Arusha	TCBA
	Longido	Joseph Raphael Mollel	3134, Arusha	EDC
	Karatu	Damian Sanka	28 Karatu	Sustainable Development Initiative
	Ngorongoro	Chresensia Joseph	6137, Arusha	ANGONET
3. KILIMANJARO	Moshi (U)	Lucas Mkwizu	343 Moshi	SVGT
	Moshi (R)	Gamaliel Mbalase	6968 Moshi	WOY
	Hai	Godness J. Kisoka	35510 Dar es Salaam	FARAJA
	Siha	Anitha Masaki	63319 Dar es Salaam	Forum for African Women Educationalists (FAWE)
	Mwanga	Sauli Peter	138 Mwanga	KIFUMWA
	Rombo	Innocent Malamsha	218 Mkuu Rombo	TRC- Rombo
	Same	Kandi Saidi	33123 Dar es Salaam	Forum for African Women Educationalists (FAWE)
4. TANGA	Tanga (U)	Mathew Philip Murra	1126 Dodoma	Faraja Human Development Trust / Dodoma Friends Club
	Handeni	Amina Mlawa	35108 Dar es Salaam	WRDP
	Kilindi	Leonard Bukuku	9193 Dar es Salaam	WRDP
	Korogwe (U)	Florence Katabazi	60038 Dar es Salaam	FIT
	Korogwe (R)	Fabia Fredrick Shundi	496 Dar es Salaam	WRDP
	Lushoto	Antony A. Sheshe	10534 Arusha	Initiative For Youth
	Mheza	Priscilla Nanyaro	35108 Dar es Salaam	WRDP
	Mkinga	Sherbanu Kassim	35108 Dar es Salaam	WRDP
Pangani	Paschal Chibala	10534 Arusha	Initiative For Youth	
5. MOROGORO	Morogoro (U)	Hellen Nkalang'ango	6031 Morogoro	SAWA
	Morogoro (R)	Leonidas Mbele	52702 Dar es Salaam	MWAYODEO
	Mvomera	Felistas Kalomo	54 Mzumbe	CDTFN
	Kilosa	Venance Mlally	5286 Morogoro	MWAYODEO
	Kilombelo	Grace Zambi	180 Morogoro	TASEWE
Ulanga	Ashery Makengo	5269 Morogoro	TETA	

REGION	DISTRICT	NAME OF THE COORDINATOR	POSTAL ADDRESS PO Box	ORGANIZATION
6. PWANI	Kibaha (U)	Beatrice Mtobesya	7416 Dar es Salaam	Pwani Promotion and Development Agency (PDA)
	Bagamoyo	Nora Rwebangira Schubert	3196 Dar es Salaam	PRODAMS
	Kibaha (R)	Mathew Chungu	30431 Kibaha	Pwani Promotion and Development Agency (PDA)
	Kisarawe	Suzan Ngahyoma	75720 Dar es Salaam	Taaluma Women Group
	Mafia	Yusufu R. Makuri	30431 Kibaha	Pwani Promotion and Development Agency (PDA)
	Mkuranga	Evenna Masae	71434 Dar es Salaam	COSUPED
	Rufiji	Dr John Kaijage	30431 Kibaha	Pwani Promotion and Development Agency (PDA)
7. DAR ES SALAAM	Ilala (U)	Jessica Samwel	7433 Dar es Salaam	TASEWE
	Kinondoni (U)	Zipora Shekilango	71898/75720 Dar es Salaam	Taaluma Women Group
	Temeke (U)	Kellen Sylvester Mngoya	496 Dar es Salaam	WRDP
8. LINDI	Lindi (U)	Jabir Said	1053 Lindi	LISAWÉ
	Lindi (R)	Didas S. Nzingamasabo	75720 Dar es Salaam	Taaluma Women Group
	Kilwa	Mary Masala	411 Kilwa	TASEWE
	Liwale	Ali Ligai	141 Liwale	ULIDINGO
	Nachingwea	Thomas Chitanda	161 Nachingwea	NAESO
	Ruangwa	Mauren Ishengoma	32076 Dar es Salaam	PRODAMS
9. MTWARA	Mikindani	Dr Nesta Sekwao	5384 Dar es Salaam	WRDP
	Mtwara (R)	Halima Nambunga	215 Newala, Mtwara	NEW-NGONET
	Masasi	Dr William Chikumba	524 Masasi	MANGONET
	Nanyumbu	Yusuph Hashim Muluma	246 Nanyumbu	NANGONET
	Tandahimba	Mr Amri Lutera	904 Mtwara	Action Aid Mtwara
	Newala	Nicholaus Mhozya	904 Mtwara	Action Aid Mtwara
10. RUVUMA	Songea (U)	Walter Chidyaki Gama	2 Peramiho	SONGO
	Songea (R)	Herman John	2 Peramiho	SONGO
	Namtumbo	Samwel Chiwango	560 Songea	RUWODEFU
	Mbinga	Sophia Komba	63319 Mbinga	Forum for African Women Educationalists (FAWE)
	Tunduru	Paulo Lugongo	35690 Dar es Salaam	Coastal Youth Vision Agency
11. IRINGA	Iringa (U)	Ellen Binagi	41834 Dar es Salaam	MCHAKATO
	Iringa (R)	Raphael Mwakagungi Mtitu	776 Iringa	MMADEA

REGION	DISTRICT	NAME OF THE COORDINATOR	POSTAL ADDRESS PO Box	ORGANIZATION
	Njombe (U)	Laurentia Msangi	16172,Dar es Salaam	TAHEA
	Njombe (R)	George Lameck Ubuyu	10754 Dar es Salaam	TAWIF
	Kilolo	Miraji Vanginothi	479 Iringa	Global Outreach
	Ludewa	Lenis Mtitu	389 Njombe	LDF
	Makete	Vicent Mwaja	488 Njombe	SEECO
	Mufindi	Winifrida T Swai	54 Mafinga	Afya Women Group
12. MBEYA	Mbeya (U)	Jeremia Jackson Cheyo		SHIDEPHA+
	Mbeya (R)	Tuti Mwankusyey	25654 Dar es Salaam	KIU
	Chunya	Enock Kijo	31406 Mbeya	EHE
	Ileje	Danny Tweve	220 Mbeya	Elimisha
	Kyela	Felix A. Mwakyembe	220 Mbeya	Elimisha
	Mbarali	Glory Komba	237, Rujewa, Mbeya	Elimisha
	Mbozi	Stephene Bitta	220 Mbeya	Elimisha
13. SINGIDA	Singida (U)	Zuhura karya	5 Singida	RAS Singida
	Singida (R)	Tiluganilwa Mayunga	5 Singida	RAS Singida
	Iramba	Paulo Z. Mulumba	106 Singida	IRAHOPEGA
	Manyoni	Nason Wa Nason	69 Manyoni	LAP
14. TABORA	Tabora (U)	Robert Sizya	755 Tabora	Ablama Ethics
	Uyui	Alfred Pigangoma	943 Tabora	CYF
	Igunga	Paul D. Kahumbi	146 Tabora	TAVICO
	Nzega	Joachim W. Milambo	943 Tabora	YLRf
	Sikonge	Philemon G. Boyo	1387 Tabora	FADICE
	Urambo	Isaak P Nkeyemba	73 Urambo	Tabora Vision Community
15. RUKWA	Sumbawanga (U)	Theresia Suwi	235 Sumbawanga	IGN
	Mpanda (U)	Steven John	1126 Dodoma	FARAJA
	Mpanda (R)	Steven John	1126 Dodoma	FARAJA
	Sumbawanga (R)	Felician Simwela	285 Sumbawanga	Rukwa Press Club
	Nkasi	Hamis Ally Keto	100 Sumbawanga	TND Mapambazuko
16. KIGOMA	Kigoma/Ujiji	Ms. Marcelina Mshana	1063 Kigoma	NWB
	Kigoma (R)	Fred Selabwa	1333 Kigoma	KDPA
	Kasulu	Leonard Soza	1333 Kigoma	KDPA
	Kibondo	Martine Mpemba	148 Kibondo	KIDEEA
17. SHINYANGA	Shinyanga (U)	Gerald s. Ng'ong'a	2078 Shinyanga	ABY project, IYF
	Shinyanga (R)	John Mtinga Masatu	1282 Shinyanga	SHIVYAWATA
	Kishapu	William Shayo	123 Shinyanga	Umoja Fadhila Kaskazini

REGION	DISTRICT	NAME OF THE COORDINATOR	POSTAL ADDRESS PO Box	ORGANIZATION
	Bariadi	Ngwesa Grayson	533 Bariadi	SDO
	Bukombe	Gosbert Kabendera	2326 SHINYANGA	Youth Health and Development Association (YHDA)
	Kahama	Fredrick Malale	2201, Kahama	Tabora Vision Community
	Maswa	Denis Feya	170 Maswa	Modern Education & Culture Group
	Meatu	Castory M. Daudi	1061 Kahama	SHUUKA
18. KAGERA	Bukoba (U)	Wilbroad Kahigi Peter	518, BUKOBA	Kagera Youth Forum (KYF)
	Bukoba (R)	James Barongo	1603 Bukoba	TADEPA
	Misenyi	Consolata M. Barongo	1518 Bukoba	Amka Kazinga
	Chato	Agastin K. Anjelo	1240 Bukoba	KADETFU
	Biharamulo	Tinkamwesigile T. Nicolaus	Box 1240 Bukoba	Mhola Bukoba
	Muleba	Saulo Malauri	1240 Bukoba	MHOLA
	Karagwe	Joas M. Kajjage	379 Bukoba	KANGONET
	Ngara	Innocent Bideberi	107 Bukoba	GLOFEO
19. MWANZA	Ilemela	Michael Kikungo	10630 Mwanza	Adilisha
	Nyamagana	Gervas Anton Amos	11701 Mwanza	Adilisha
	Geita	Sospeter A. Mafuru	2065 Mwanza	Aide et Action
	Kwimba	Shakiula Deoglas	2065 Mwanza	Aide et Action
	Magu	Shabani Halfani	2065 Mwanza	Aide et Action
	Misungwi	Yared Babona	10630 Mwanza	EDFO
	Ukerewe	Lina F. Mareale	2065 Mwanza	Aide et Action
	Sengerema	Nickson Samwel Alex	78883 Dar es Salaam	EDFO Mwanza
20. MARA	Musoma (U)	Apaisaria Kiwori	668 Musoma	ACT
	Musoma (R)	Philipina Labia	1126 Dodoma	FARAJA
	Bunda	Peter Kairanya		WRDP
	Serengeti	Chacha B. Wambura	854 Musoma	Foundation Help
	Tarime	Roseline Mossama	134 Tarime	Mogabiri Farm Extension Centre
	Rorya	Mary Chacha	519 Musoma	Foundation Help
21. MANYARA	Babati (U)	Wiliam Shelatano Swai	316 Babati	PIDERS
	Babati (R)	Mariana Sumari	9 Mbulu, Manyara	AFNET
	Kiteto	Onesmo Barakaeli Kivuyo	83 Kiteto, Manyara	CORDS
	Hanang	Iriya Nemence Joseph	7737 Moshi	Mererani Green Society
	Mbulu	Ansila Tembo	179 Mbulu	Dioces of Mbulu Development Organisation
	Simanjiro	**Elipid J. Urassa	83 Kiteto, Manyara	MACSNET (Died in July, 2012)

This report presents the 2012 findings of Uwezo at Twaweza, Africa's largest survey of basic literacy and numeracy. The results are not good. This is Uwezo's third annual report, and little has changed over the past years. In Standard 3 only one out of four children have Standard 2 level literacy in Kiswahili and only four in ten have Standard 2 numeracy skills. In English the picture is worse: less than one out of ten children have basic English literacy skills. By Standard 7, the last year of primary school, half of the pupils still cannot read and comprehend a Standard 2 level English story.

Moreover, across the country there are large variations. Urban children outperform their rural peers and children in poorer households performing do less well than their wealthier counterparts.

Education is meant to be a ticket to a better life. The rude realization is that sending your child to school is not enough; that indeed schooling is not the same as learning; and that the majority of children in school do not have the competencies they require.



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