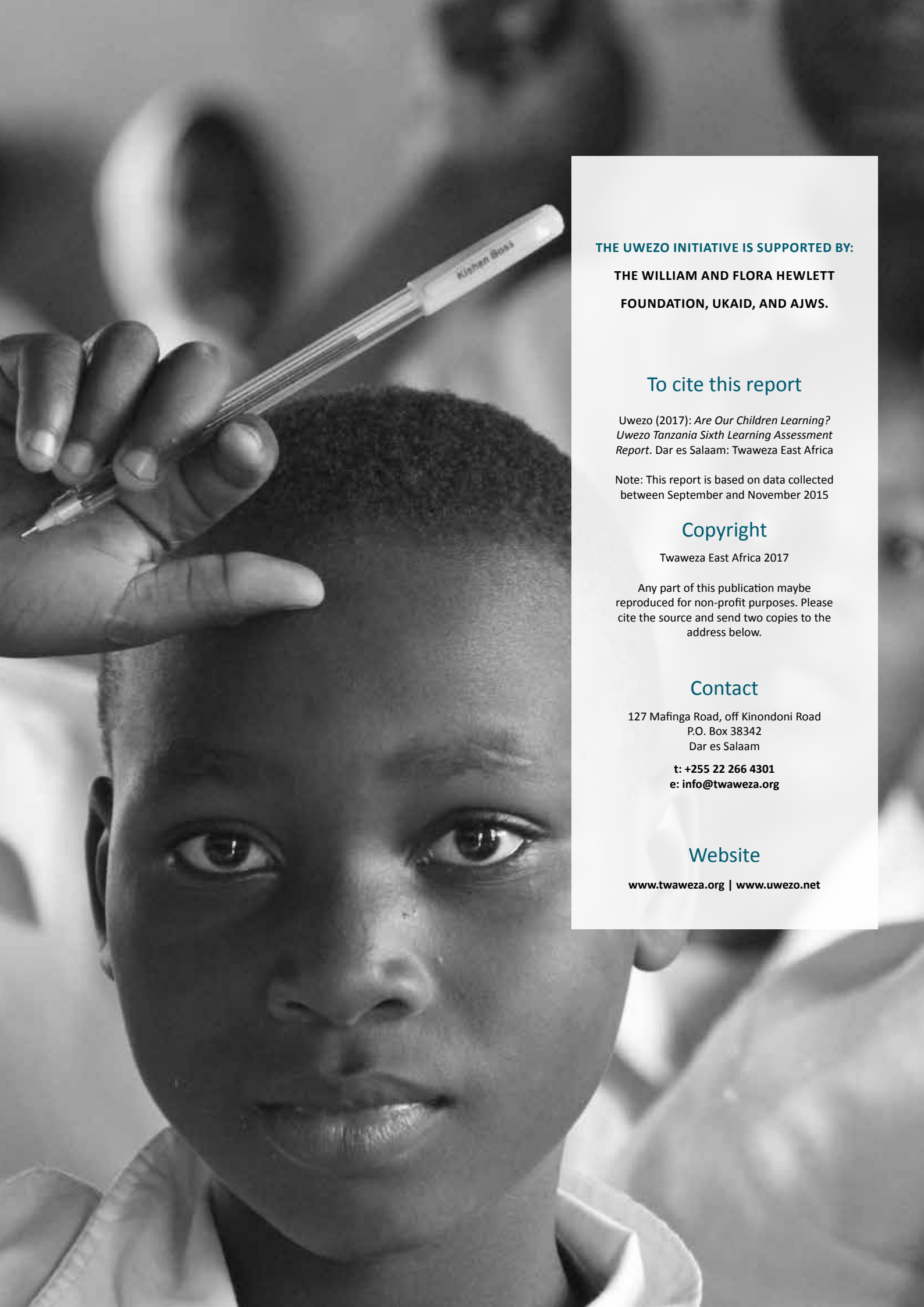
# ARE OUR CHILDREN LEARNING?

## Uwezo Tanzania Annual Learning Assessment Report 2017

Uwezo TANZANIA

Twaweza ni sisi



**THE UWEZO INITIATIVE IS SUPPORTED BY:**

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## To cite this report

Uwezo (2017): *Are Our Children Learning? Uwezo Tanzania Sixth Learning Assessment Report*. Dar es Salaam: Twaweza East Africa

Note: This report is based on data collected between September and November 2015

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# ACKNOWLEDGEMENTS

This report is the culmination of the work of the 159 partner organizations that coordinated the activities of the 2015 Uwezo Annual Learning Assessment (ALA) in 159 districts throughout Tanzania and engaged over 10,000 citizen volunteers to conduct the assessment. Our heartfelt acknowledgement also goes to our regional coordinators for monitoring the assessment in all districts in 25 regions of Tanzania mainland, and our national facilitators and master trainers for training the trainers and volunteers at different levels to ensure quality data collection.

This year, Uwezo volunteers visited over 68,500 households across 4,750 urban neighbourhoods (*mitaa*) and rural villages of Tanzania and assessed over 112,000 children aged 7-16 years on their skills in literacy and numeracy. Our sincere thanks to local leaders in villages and *mitaa*, to head teachers in the primary schools visited, and to all households and children who participated in the survey.

We are very grateful to the Tanzania Commission for Science and Technology (COSTECH) for providing a research permit and the Ministry of Education Science and Technology and President's Office – Regional Administration and Local Government (PO-RALG, more commonly referred to by its Kiswahili acronym, TAMISEMI) for introducing Uwezo representatives to regional and district officials, who, in turn, assisted the team to secure the support of the villages, schools and households visited during the assessment.

Sincere thanks to Aidan Eyakuze, Twaweza's Executive Director, and Dr John Mugo, Director Data and Voice, for their insightful leadership and technical guidance throughout the assessment process, and to Risha Chande, Senior Advisor for Communications, for supervising the editing, design and publication of this report.

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

We extend special gratitude to Dr James Ciera, Uwezo Senior Data Specialist, and Conrad Watola of Electrodynamics Ltd, for their technical support on data management, analysis and cleaning, and Dr Sam Jones for supporting the writing of this report.
We are also grateful to the Uwezo Tanzania Advisory Committee members for providing guidance in the implementation of assessment activities. Committee members include: Professor Halai

Anjum (Aga Khan University), Dr Hillary Dachi (Faculty of Education, University of Dar es Salaam (UDSM)), Demere Kitunga (E&D Readership and Development Agency), Japhet Makongo (Ubunifu Associates), Dr Wilberforce Meena (Tanzania Institute of Education (TIE)), Sylvia Meku (National Bureau of Statistics (NBS)), Mr. Gracian Mukoba (Tanzania Teachers' Union (TTU)), and Cathleen Sekwao (Tanzania Education Network (TEN/MET).

Special thanks also to the test panellists who supported the development of tests used to assess children's literacy and numeracy: Nicholaus Asheli (University of Dar es Salaam (UDSM)), Annie Hassan (primary school teacher), Zenobia Kawishe (National Examinations Council of Tanzania (NECTA)), Hilda Lyimo (primary school teacher), Haika S. Mgeni (primary school teacher), Dr George Mrikaria (University of Dar es Salaam (UDSM)), Stomini Msaka (Tanzania Institute of Education (TIE)), Antony Tresphory (Tanzania Institute of Education (TIE)), Razia Yahaya (Tanzania Institute of Education (TIE)) and Nyanjiga Rukondo (Dar es Salaam University College of Education (DUCE)).

The dedication of the Uwezo Tanzania secretariat to implement the 2015 assessment is well recognized and acknowledged. Specifically, many thanks to Zaida Mgalla (Manager), Richard Temu (Senior Program Officer - Research) and Happiness Nkwera (Program Assistant), who all worked extremely hard to make the assessment a success.

Finally, our appreciation goes to our caring, loving, tolerant and supportive families, who tolerated our frequent absences over the course of the assessment.

We thank you all!

# 10 KEY FACTS ON EDUCATION IN TANZANIA

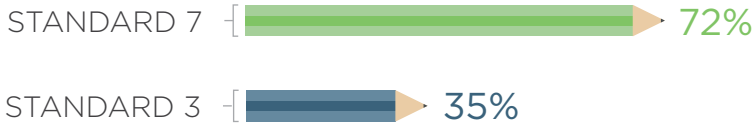
This summary presents ten key facts on the status of education in Tanzania based on the findings of the Uwezo Annual Learning Assessments from 2011 to 2015. The data on learning outcomes focus on the test performance of children in Standard 3 and in Standard 7, which marks the end of the primary cycle in Tanzania. The average pass rate refers to the weighted average of the pass rates on the three individual tests.

## Learning Outcomes

**FACT 1**

Literacy and numeracy skills among primary school children are still well below curriculum expectations across all grade levels

**Average pass rate for all three subjects at Standard 2 level in 2015**



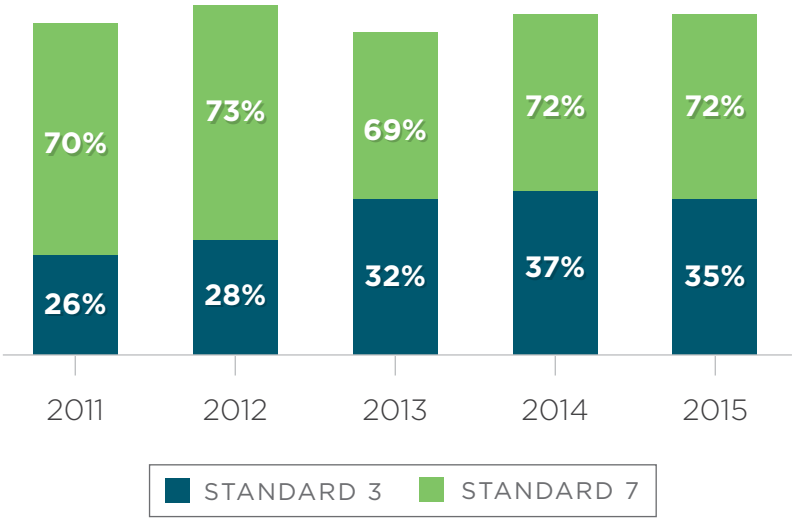

| STANDARD 3 | | STANDARD 7 |
|---|---|---|
| PUPILS ABLE TO READ AND DO MULTIPLICATION AT STANDARD 2 LEVEL | | PUPILS ABLE TO READ AND DO MULTIPLICATION AT STANDARD 2 LEVEL |
| 56% | were able to read a story in Kiswahili | 89% |
| **6** OUT OF 10 | | **9** OUT OF 10 |
| 13% | could read an English story | 48% |
| **1** OUT OF 10 | | **5** OUT OF 10 |
| 35% | were able to do multiplication | 78% |
| **3** OUT OF 10 | | **8** OUT OF 10 |

## FACT 2

Overall learning outcomes have changed little over the period 2011 to 2015

In the five rounds of Uwezo, **the average pass rate** in all three subjects combined (Kiswahili, English, Numeracy) among children aged 9 to 13 (those in and out of school) **has fluctuated in a narrow range**

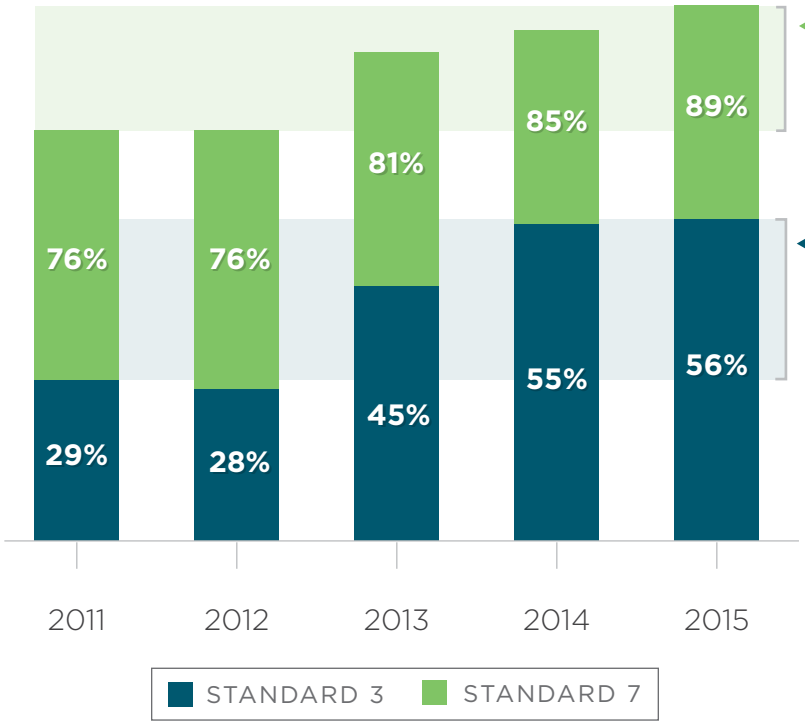

Combined average pass rates in all three subjects (Kiswahili English, and Numeracy), by class:




## FACT 3

Rates of literacy in Kiswahili are consistently much higher than those in English and show a positive trend. The pass rates in the numeracy test show almost no change in the last three years.

Kiswahili pass rates over time




The pass rate in Kiswahili among Standard 7 pupils has increased.

The pass rate in Kiswahili among Standard 3 pupils has almost doubled.

## FACT 4

A strong association was found between a mother's level of schooling and the learning outcomes of her children

**Pupils in Standards 3 to 7 who could do Standard 2 work** (combined average pass rates - Kiswahili, English, Numeracy) **by mothers' education levels**

MOTHERS HAVE SECONDARY EDUCATION OR HIGHER: 74%

MOTHERS HAVE NO FORMAL EDUCATION: 46%

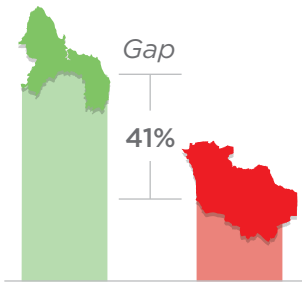
## FACT 5

Huge disparities persist in learning outcomes across different regions and districts

**Children aged 9 to 13** who could do Standard 2 work, combined average pass rates (Kiswahili, English, Numeracy)

### REGION

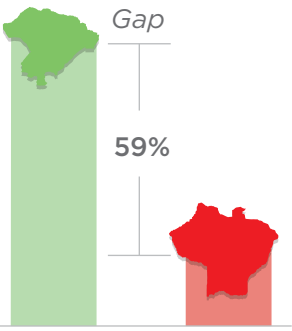
REGION WITH BEST PERFORMANCE: Dar es Salaam 64%




REGION WITH POOREST PERFORMANCE: Katavi 23%

### DISTRICT

DISTRICT WITH BEST PERFORMANCE: Iringa Urban 74%



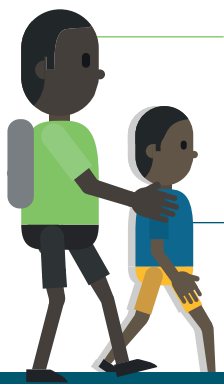

DISTRICT WITH POOREST PERFORMANCE: Sikonge 15%

# Enrolments

## FACT 6

Enrolment rates in school remain high but have declined in recent years and the deterioration has occurred almost exclusively in rural areas. In particular, a significantly lower percentage of children aged 7 were enrolled in primary school in 2015.

**Among children aged 7 years in 2015**



55% enrolled in **primary school** *(compared with 77% of children of the same age in 2011)*

26% attending **pre-school**

19% **not enrolled** in any educational institution

## FACT 7

The percentage of children not progressing through primary school in line with their age has been increasing over time

In 2015,

48% **of children aged 11 years were one or more grades behind** *(i.e. enrolled in Standard 4 or below)*

compared with

33% **of the same cohort in 2011.**

# The learning environment

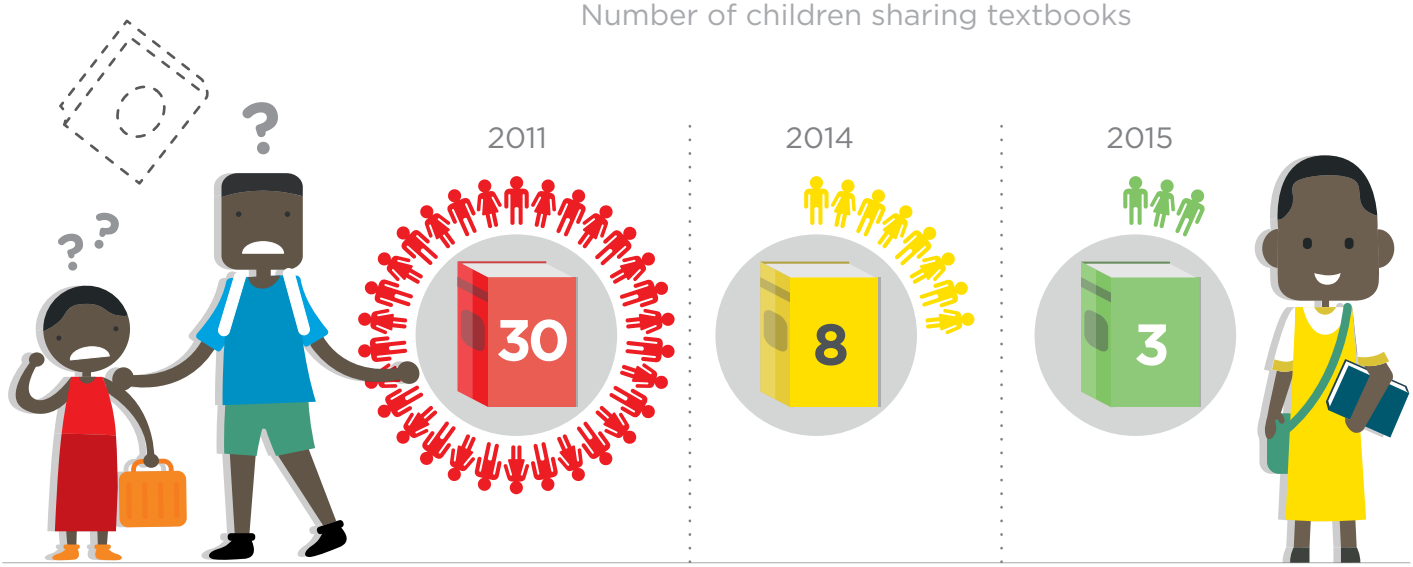
*Data from 2015 unless noted otherwise*

## FACT 8

Nationwide, the availability of textbooks in core subjects (Kiswahili, English and mathematics) has improved significantly

In 2015, around 3 children in Standard 2 shared one textbook compared with 8 children in 2014 and 30 children in 2013.

Number of children sharing textbooks



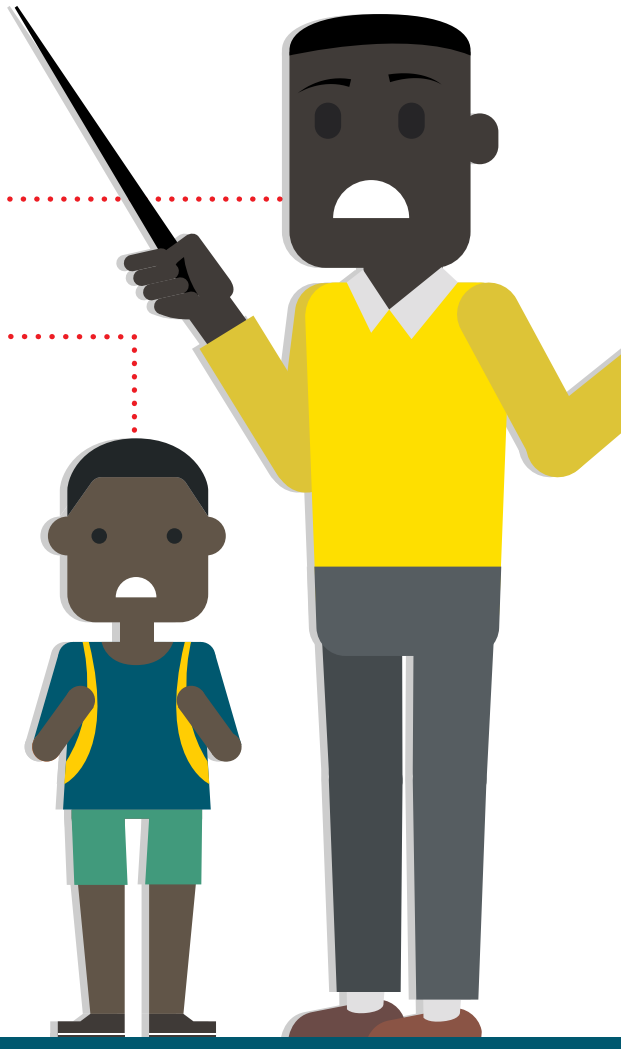

## FACT 9

Rates of teacher and pupil absenteeism are high

**On average, nationally:**

25%
of **teachers** were absent from their schools

29%
of **pupils** were absent from schools



## FACT 10

Few schools provide lunch despite potential impact on children's ability to learn

**24% of schools have a lunch program**

There are significant regional disparities:

79%
KILIMANJARO

6%
KIGOMA

5%
GEITA

# INTRODUCTION

## DOES LEARNING STILL MATTER?

BY ZAIDA MGALLA

While increased enrolments are celebrated as an important achievement of the Millennium Development Goals (MDGs) in improving children's access to primary education, there is still little evidence that children in school are adequately learning. With that in mind, Goal 4 of the recently launched 2030 Agenda for Sustainable Development focuses on learning outcomes, aiming to "*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*".

However, the challenge remains on how to measure "*quality education*" and establish evidence on achieving "*relevant and effective learning outcomes*" for children as required by the first target of Sustainable Development Goal (SDG) 4.[1] Since 2010, Uwezo Tanzania has demonstrated that assessing learning outcomes in households, particularly children's basic literacy and numeracy skills can provide a more holistic, inclusive picture than pass or fail rates in school examinations. Therefore, the emphasis of the Uwezo annual leaning assessments is on whether children are actually learning, not just passing through school. Can a child read? Can a child solve numeracy problems correctly?

The education policy in Tanzania has the same emphasis. For example, education is one of the priority areas under the 'Big Results Now' initiative. The Big Results Now program in education aimed to fast-track a step-change in educational quality by focusing on the timely acquisition of fundamental literacy and numeracy skills and on improving teacher and school performance. The government's investment in education is huge with the expectation that such investment will translate into results. Given these commitments, there is a clear need to monitor children's learning outcomes. This is the fundamental objective of the Uwezo learning assessments. Uwezo believes that independent monitoring of learning outcomes is essential to understand how much our children are learning in school. This information is also critical to be able to hold the government accountable for expenditures in the education sector and to identify policies that are working or failing.

This is the sixth year of the Uwezo assessment report. The report presents the headline results from the sixth round of the Uwezo learning assessment survey, carried out in mainland Tanzania in September and October 2015. The report highlights the most recent set of findings and places them in the context of results from four previous survey rounds (2011-2014). In doing so, we are able to indicate trends in a range of important educational outcomes over the last five years.

The specific objectives of the report are to:

1. Present evidence regarding trends in access to (uptake of) educational services among children.

2. Present evidence regarding trends in learning outcomes, as measured by competence on basic tests in Kiswahili, English and numeracy that correspond to what a child is expected to know after completing two years of full-time primary education.

3. Present evidence regarding inequalities or gaps in learning outcomes between important population sub-groups, such as girls and boys or richer and poorer households.

4. Review sub-national differences in learning outcomes (e.g., between administrative regions and districts) with a view to identifying locations with persistently superior or weaker performance.

5. Provide a snapshot of conditions in government schools across the country, in terms of the physical infrastructure and teaching resources available.

Unless otherwise indicated, all the results presented in this report are estimated directly from the Uwezo survey datasets over the last five years. Additional data work and analysis were performed to ensure consistency across survey years, including estimation of confidence intervals.

Here we highlight four findings which emphasise the continued relevance of Uwezo's central guiding question: Are our children learning?:

The majority of children who attend Standard 3 are not proficient at Standard 2 level. It takes primary school children many more years than it should to establish foundational skills in literacy and numeracy.

We find evidence that literacy skills in English are significantly lower than those in Kiswahili. This applies to children at all levels of primary school which implies that many children who will join secondary school will find it highly problematic to communicate in English, the language of instruction in secondary schools in Tanzania.

There is some evidence that literacy skills in Kiswahili are improving over time – i.e., children in Standard 3 in 2015 show stronger Kiswahili reading skills than children in Standard 3 did in 2012.

Teacher engagement in schools remains deficient. While official pupil-teacher ratios appear broadly adequate in government primary schools, the concern is that a good number of teachers are absent from school on a given day. This implies that instruction time during the school day is likely to be low.

Reflecting on these findings, it is clear that learning still matters and is a critical issue to address in Tanzania.

As we all know, facilitating children to gain the knowledge and skills to lead fulfilling lives is the principal responsibility of the education system. Therefore, we whole-heartedly support the government's commitment to raise the quality of education. Learning has to happen at the right age and the right grade level. However, we cannot simply wait for just the government to act. We encourage everyone with a stake in the education of our children, which is all of us, to start a conversation and consider what they can do to support more learning in school so that more Tanzanian children have the opportunities to secure healthy, peaceful and prosperous futures.

*[1] The first indicator for Goal 4.1 is "Percentage of children/young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics."*

# METHODOLOGY

## RESEARCH DESIGN

The Uwezo Annual Learning Assessments (ALAs) have consistently used a Probability Proportional to Size (PPS) sample of households drawn from census enumeration areas (EAs) in each district of Tanzania Mainland. In 2015, the assessment used the 2012 Tanzania Population and Housing Census frame which comprises 159 districts. After stratifying the districts into rural and urban, the number of EAs and households in each district were determined to ensure that the sample allocation and total sample size met the assessment's precision requirements.

The 2015 survey was designed to allow reliable estimation of most educational variables for the following domains of interest:

i. Tanzania Mainland
ii. Regions
iii. Districts
iv. Urban and rural areas
v. Gender (male/female)

Of important note, the target population for the 2015 assessment was extended to include children aged 6 months to 16 years in contrast to children aged 3 to 16 years in previous years. Data collected on children under 7 years included general characteristics, nutritional status and use of pre-school services among other variables. Based on the survey population and an assumption of two children per household, the 2015 assessment was designed to cover 190,800 children. However, the actual number of children surveyed exceeded this number as some households had more than two children.

## CITIZEN-LED DATA COLLECTION

Unlike most assessments of educational achievement, the Uwezo surveys are completely independent of the government. The Uwezo surveys represent the largest, most extensive, independent data collection initiative ever to have taken place in Tanzania. Given the scale of the survey and in keeping with the philosophy of citizen-led assessments, Uwezo engaged 159 non-governmental organizations to serve as district partners to coordinate the assessment in their respective districts.

The partner organization in each district appointed a District Coordinator (DC) and an assistant to manage the assessment in their district. In turn, each organization recruited 60 volunteers (two from each Enumeration Area (EA)) and three Village Coordinators (VCs) using strict qualification criteria. About 35 qualified trainers were engaged to support training of volunteers on the Uwezo assessment process and tools, including practical sessions for quality data collection. The pairs of volunteers in each EA then conducted the assessment, including the EA, school and household surveys supported by VCs. The assessment process was supported and monitored by 39 Regional Coordinators (RCs) and Twaweza staff members.

## SAMPLING FRAMEWORK

Administratively, Tanzania Mainland is divided into 25 regions. In turn, each administrative region is sub-divided into districts, each district into wards, and each ward into enumeration areas (EA). Each EA is defined as either urban or rural. The census contains information on the number of households and population by sex in each EA.

To select EAs and households, a two-stage stratified sampling procedure was applied. In the first stage, EAs were selected systematically with Probability Proportional to Size (PPS) within each stratum (district) from the list of EAs. The measure of size of each EA was the number of households. Thirty EAs were sampled in each district. Nationally, the survey design contained 4,750 EAs selected from the 159 districts. In the second stage, 20 households were chosen randomly in each EA by a systematic sampling method. In total, 95,400 households were sampled for the survey.

## ASSESSMENT TOOLS

The Uwezo tests are designed to assess basic literacy in Kiswahili and English and numeracy skills of children aged 7-16 years. Specifically, the tests are set according to the Standard 2 level curriculum in Tanzania, i.e., the level of competency that is expected to be attained after completing two years of full-time primary education. Thus, assuming education quality standards are maintained, one would expect that most pupils enrolled in Standard 3 or above should be able to correctly answer all the test questions.

All tests were developed in collaboration with primary school teachers, subject-specific curriculum experts from the Tanzania Institute of Education (TIE) and the University of Dar es Salaam (language and mathematics departments), and assessment experts from the National Examinations Council of Tanzania (NECTA). Three teams of three people each were formed to prepare tests in Kiswahili, English and numeracy.

Both literacy tests have five competency levels: i) non-reader; ii) able to read letters/sounds; iii) able to read words; iv) able to read paragraphs; and v) able to read a short story. In addition, the Uwezo tests verify whether the child comprehended the story by asking two comprehension questions.

The literacy tests were subjected to Type Token Ratio (TTR) calculations to balance the number of words and the difficulty level between different test sets. The English test sets were further subjected to the Flesch-Kincaid Readability test scale, which determines the complexity or simplicity of paragraphs and stories according to a selected level of testing. This helps to standardize the difficulty level of all test sets within a given assessment year as well as across survey years.

The numeracy test has six competency levels: i) non-numerate; ii) number recognition; iii) place value/ greater than; iv) addition; v) subtraction; and vi) multiplication. The numeracy test also evaluated skills in ethno-mathematics.

As in previous years, a bonus question was included in the assessment in Tanzania to assess children's general knowledge. All assessed children were given three pictures of people with different occupations and asked to recognize their occupation based on their clothing and the work they were doing in the pictures.

The tests were subjected to three pre-tests in three different socioeconomic contexts in Temeke, Mvomero and Kibaha districts. A full district pilot was completed in Tanga. Six test sets were pretested. Of these, four from each subject were selected for use in the 2015 assessment. Samples of the tests are attached in Annex 5. The forms used to record data during the assessment were harmonized with the tools used in the Uwezo surveys in Kenya and Uganda.

## SURVEY TOOLS

In addition to the assessment tests, the following three survey questionnaires were developed and administered:

- Village/*mtaa*[2] questionnaire which captured community-level data, including population, economic activities, and availability of public services, such as water supply, health facilities, infrastructure, etc.
- School questionnaire which captured data on school-level indicators, including staffing, enrolment, infrastructure, facilities and resources.
- Household questionnaire which captured household information, including assets, size of household, nutrition, economic activities, and participation in educational activities.

## DATA COLLECTION AND TEST ADMINISTRATION

Consistent with previous Uwezo assessments, the sixth round maintained the same method and sequence of data collection. In each Enumeration Area (EA), the trained pair of citizen volunteers visited the village/mtaa office, one public primary school, and 20 selected households. To begin, the Uwezo volunteers met with the village/*mtaa* chairperson and administered the village/*mtaa* questionnaire. They then visited the public primary school that was attended by most children from the sampled EA to administer the school questionnaire. Finally, they visited participating households where they interviewed the heads of households and assessed all children aged 7-16 years on literacy and numeracy. At the household level, parents/local communities were able to engage in the assessment process by observing the performance of their children and receiving instant feedback from volunteers. Data collection was completed between September and October 2015.

In each household, all children aged 7-16 years, regardless of age, schooling status or grade level were given the same Standard 2 level tests. Each child in the household was given a different test set so as to avoid one child overhearing the answers of another.

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

The numeracy test was implemented in a similar way by asking children to perform tasks of increasing difficulty. These range from counting objects, basic number recognition, place value/ comparison of numbers, and the basic operations of addition, subtraction, and multiplication. The pass rates refer to the proportion of children who are able to undertake all tasks up to multiplication, the highest competency level.

For the first time this year, Uwezo assessed the nutrition status of children age 6 months to 14 years using the Mid-Upper Arm Circumference (MUAC) test, which is widely recognized as a simple but robust metric of nutritional status. MUAC is used as a proxy indicator to screen for wasting or acute malnutrition. Wasting or acute malnutrition is a major contributor to the disease burden and to child mortality (Marion Fiorentino, et al 2016). The MUAC test was conducted at the household and the measurements were recorded based on World Health Organization (WHO) recommended MUAC cut-offs by age (see WHO 2009 and Alice M. Tang, et al, 2013).

## DATA ANALYSIS AND COVERAGE

Data collected were cleaned based on a single data management protocol that has been employed consistently across all Uwezo rounds. For example, missing test observations were imputed (based on a multiple regression method) to reduce systematic bias. Also, demonstrably obvious data 'errors' were excluded.

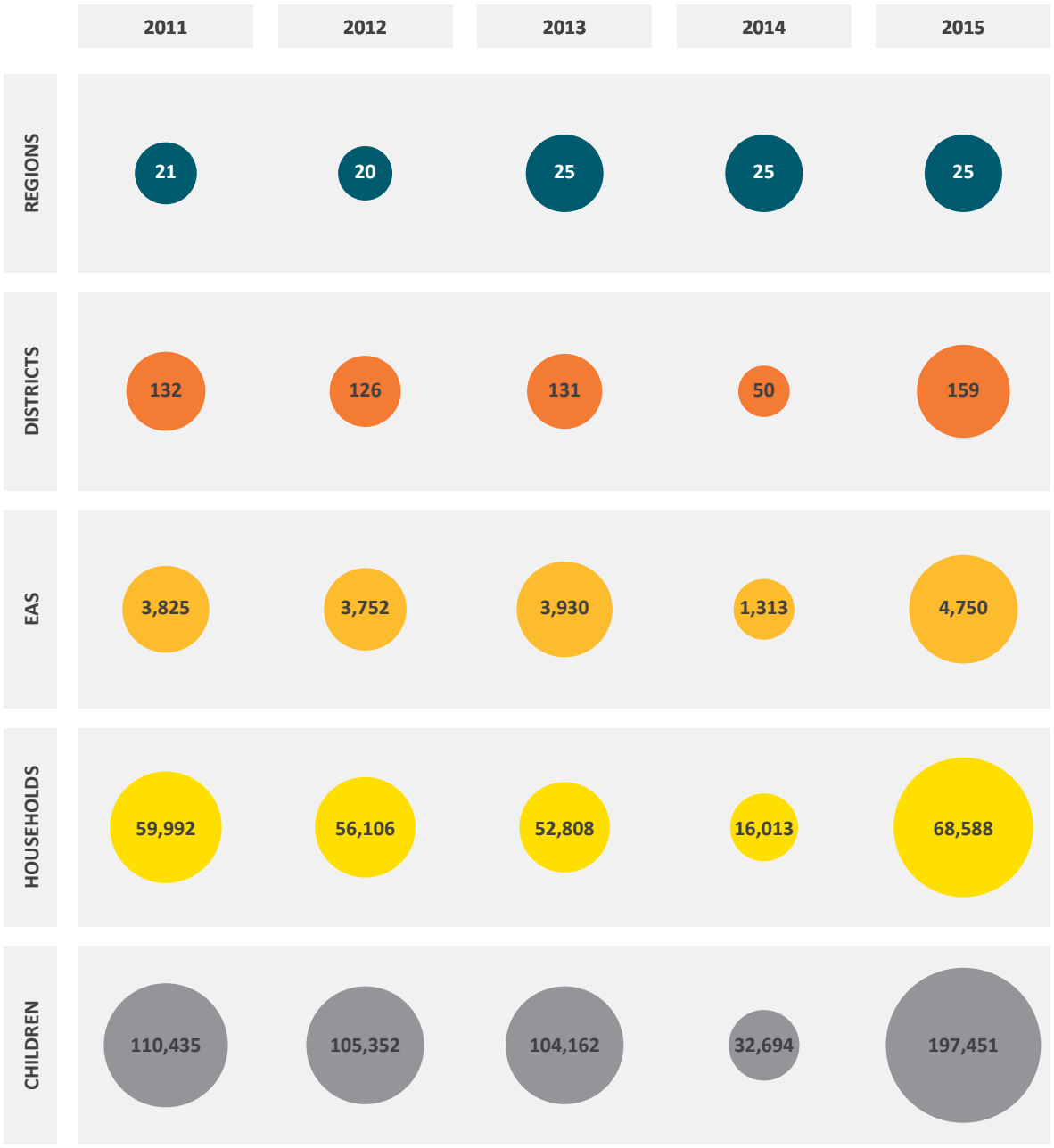
The table opposite summarizes the coverage of the five most recent rounds of the Uwezo survey (2011-2015). Over this period, around 450,000 children were assessed from at least 200,000

households in all regions and districts of the country. In all rounds, district coverage was extensive, with the exception of the assessment in 2014. The latest survey round was the most extensive, covering 4,750 individual enumeration areas (villages) in 159 districts. This allows performance at both national and sub-national levels to be investigated either for a given year or over time.

In 2015, a total of 68,588 households were visited and data collected on 197,451 children aged 6 months to 16 years. Of these, 112,455 children aged 7 to 16 years were tested on literacy and numeracy skills.

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

**SUMMARY OF REALIZED SAMPLE COVERAGE, UWEZO SURVEY ROUNDS 2011-2015**




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

# FINDINGS AND ANALYSIS

This chapter presents findings from the sixth round of the Uwezo assessment, which was conducted in 2015, and analyzes trends in important educational indicators using data from the four previous annual assessments conducted between 2011 to 2014. The analysis of findings is structured into four parts.

- Part A analyzes trends in children's learning outcomes.
- Part B examines inequalities in these outcomes by the sex and nutritional status of children, pre-school attendance, and the background conditions of the households in which the children lived.
- Part C looks at trends in school enrolment.
- Part D investigates a range of conditions in school that may impact children's learning outcomes.

Each part is divided into sections that highlight key facts from the assessment.

## PART A: TRENDS IN LEARNING OUTCOMES

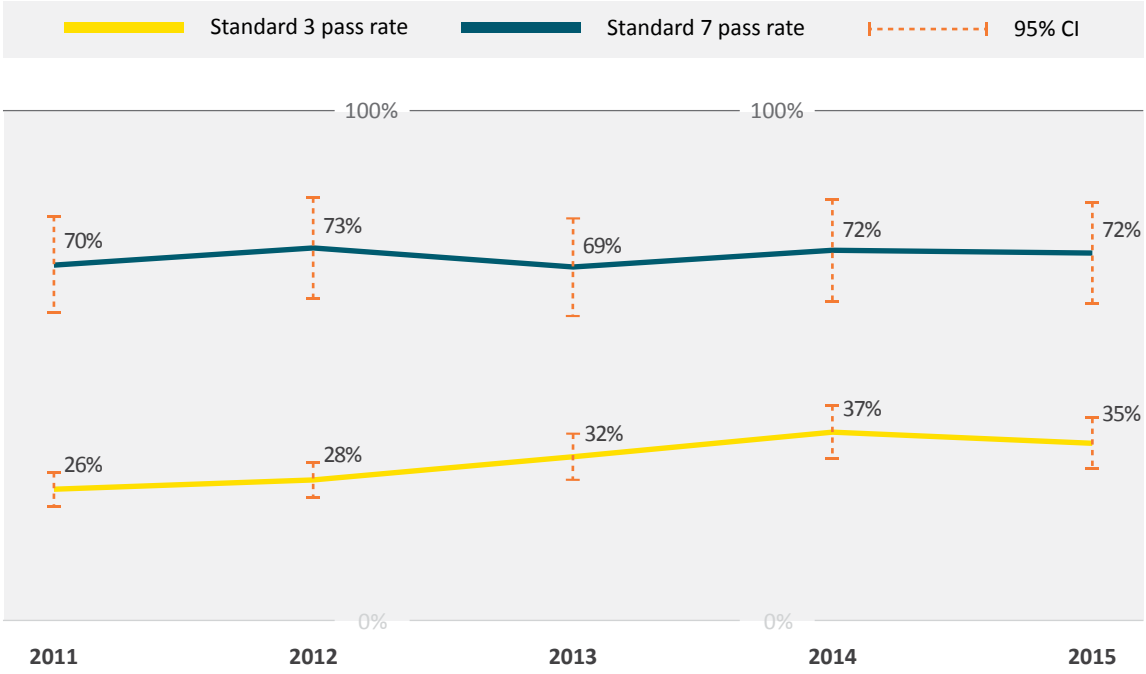
This part presents findings on learning outcomes among the children assessed by the Uwezo survey. In particular, pass rates are examined for pupils in Standard 3 and Standard 7. Having completed the first two years of primary school, pupils in Standard 3 should be able to pass the Uwezo literacy and numeracy tests which are set at Standard 2 level. In Tanzania, Standard 7 marks the end of the primary cycle. Pupils in Standard 7 are expected to be competent at much higher levels than Standard 2 and should, therefore, pass all three Uwezo tests easily. Data are also presented for all children aged 9-13 years, who, by policy, are expected to be in school and enrolled in Standard 3 and above.

For both literacy tests, the pass rate refers to the percentage of children who were able to fluently read the short story. For numeracy, the pass rate refers to the percentage of children who were able to correctly perform all numerical tasks up to multiplication level. In addition, the figures show the 95% confidence interval indicated by the dashed vertical lines above and below the pass rate for each year. This interval reflects the challenge that the estimates calculated from the data may contain some error or noise. The confidence intervals provide an estimate of the range within which the Uwezo team has 95% confidence that the 'true' value lies.

### A.1 OVERALL LEARNING OUTCOMES AMONG CHILDREN REMAIN UNSATISFACTORY

Figure 1 presents findings on the average pass rate across all three tests (Kiswahili, English and numeracy) among pupils in Standards 3 and 7 for the five most recent rounds of the Uwezo assessment. Results show that overall learning outcomes fall well short of curriculum expectations. In 2015, among pupils attending Standard 3 the average pass rate was only 35%. Even by Standard 7, a significant number of pupils were still not able to complete Standard 2 work. Over the five-year period of the assessments, the average pass rate in Standard 7 fluctuated in a range around 70%, implying that about 30% of children in their final year of primary school still lacked basic reading and numeracy skills.

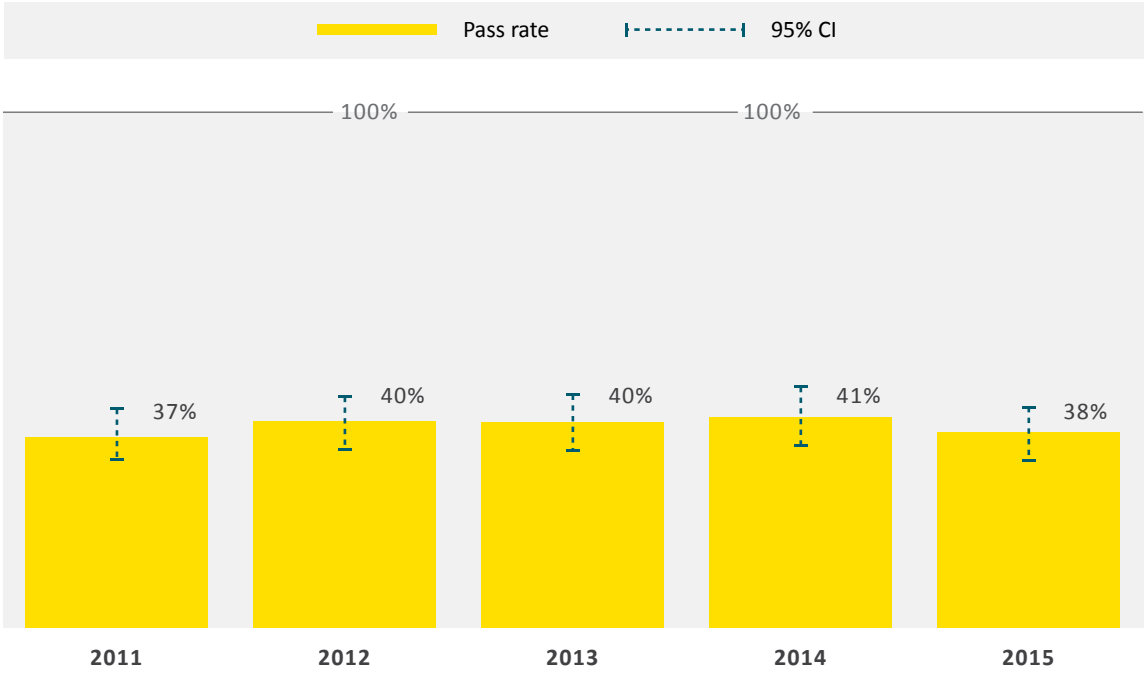
## FIGURE 1: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS IN STANDARD 3 AND STANDARD 7, 2011-2015




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval.*

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

## FIGURE 2: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG CHILDREN AGED 9-13 YEARS, 2011-2015




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval. Data include out-of-school children.*

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

Similarly, Figure 2 shows that the majority of children aged 9-13 years did not possess Standard 2 level literacy and numeracy. Over the period from 2011 to 2015, the average pass rate for all three subjects was around 40%. In sum, the latest Uwezo round confirms the view from previous reports that most children are not fully mastering basic competencies in literacy and numeracy in their early years of schooling. Hence, many children proceed to higher grades in primary school without acquiring these fundamental skills.

### A.2 OVERALL LEARNING OUTCOMES AMONG CHILDREN SHOW NO SYSTEMATIC CHANGE OVER TIME

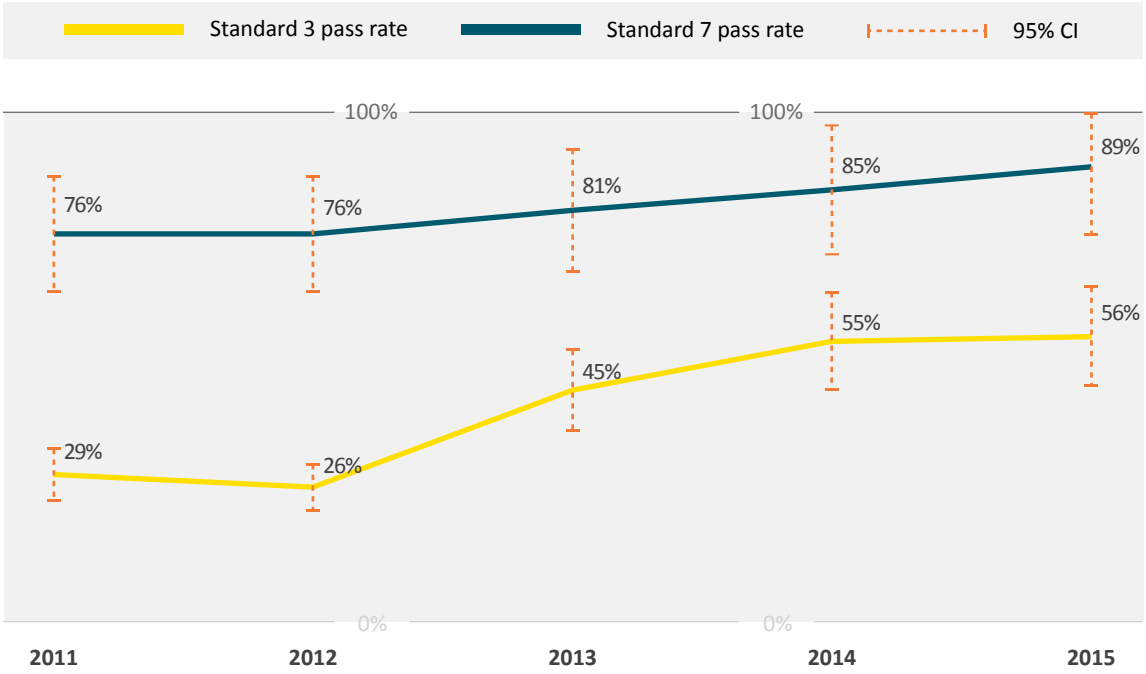
Although Figures 1 and 2 show some fluctuation in the average pass rates between rounds, the observed rate for each year falls within the same range. For example, the dashed confidence intervals for the average pass rates for pupils in Standard 7 suggest that the 'true' pass rate lies in a range of about plus or minus 10% of the observed rate calculated in each survey round (Figure 1). These data indicate that overall learning outcomes have neither systematically improved nor systematically declined between 2011 and 2015. This conclusion is further supported by statistical tests that found no robust statistical difference between the average pass rates achieved by Standard 3 pupils in 2015 and in earlier rounds (2010-2014). However, a slight upward trend can be observed over the years. Although the progress is not statistically significant, there may be cause for cautious optimism moving forward.

### A.3 KISWAHILI LITERACY AMONG CHILDREN IS CONSISTENTLY MUCH HIGHER THAN THEIR ENGLISH LITERACY AND SHOWS A POSITIVE TREND

Figure 3 reports performance on the Kiswahili literacy test by survey round among pupils in Standards 3 and 7. Data show that rates of literacy in Kiswahili are significantly and consistently higher than in English. For example, in 2015, the pass rate on the Kiswahili test among Standard 3 pupils was 56%, compared with just 13% in English (see Figure 5 below). Thus, nearly 6 out of 10 pupils attending Standard 3 were able to read a story at the Standard 2 level in Kiswahili, while only around 1 in 10 could read a story in English. Among Standard 7 pupils, the data show that most children have achieved basic reading competence in Kiswahili. In 2015, nearly 9 out of 10 (89%) of Standard 7 pupils were able to read a story at the Standard 2 level in Kiswahili, but fewer than half (48%) could do so in English.

Figure 4 similarly shows that 54% of children aged 9-13 years passed the Kiswahili test in 2015 compared with just 19% in English. In other words, the Uwezo data show literacy challenges are much more acute in English. However, the figures point to positive progress in achievement in Kiswahili literacy over time. Focusing on Standard 3 students, and taking into account the width of the confidence intervals, statistical tests suggest the pass rate in 2015 is significantly higher than the pass rate in 2012.

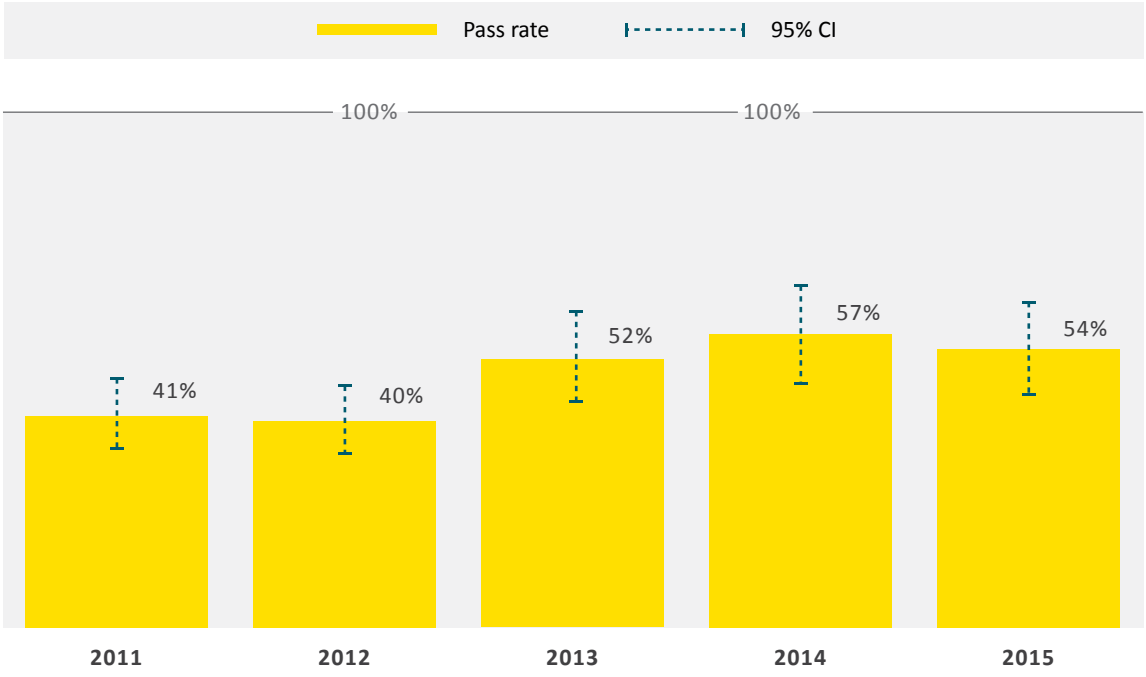
## FIGURE 3: KISWAHILI PASS RATE AMONG PUPILS IN STANDARD 3 AND STANDARD 7, 2011-2015




*Notes: The pass rate for the Kiswahili test refers to the percentage of children who were able to fluently read the Standard 2 level short story in Kiswahili; CI refers to confidence interval.*

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

## FIGURE 4: KISWAHILI LITERACY PASS RATE AMONG CHILDREN AGED 9-13 YEARS, 2011-2015




*Notes: The pass rate for the Kiswahili test refers to the percentage of children who were able to fluently read the Standard 2 level short story in Kiswahili; CI refers to confidence interval. Data include out-of-school children.*

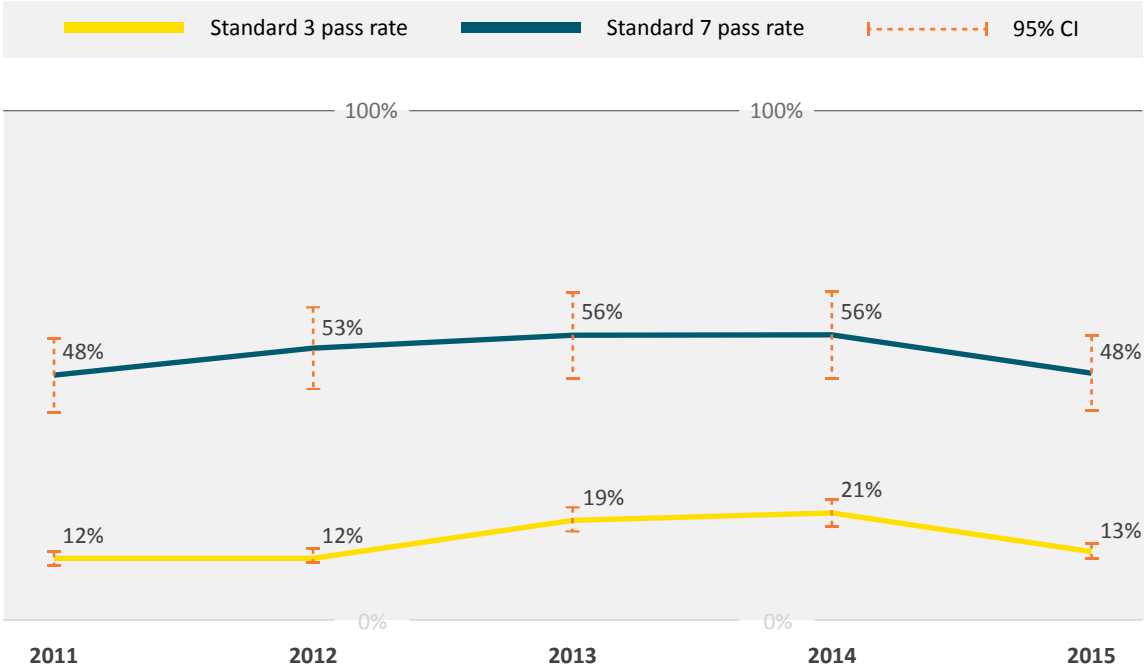
*Source: Calculated from data from the 2011 to 2015 rounds of the Uwezo ALA*


## A.4 ENGLISH LITERACY AMONG CHILDREN IS GENERALLY LOW AND SHOWS NO SYSTEMATIC CHANGE BETWEEN 2011 AND 2015

Figures 5 and 6 indicate that proficiency in English is generally low among primary school-aged children. For example, data from 2015 show that only 13% of Standard 3 students and 48% of Standard 7 students were able to read a Standard 2 level story in English.

Figures 5 and 6 also show that the confidence intervals are rather wide. For example, average pass rates in the English test among 9-13 year-olds appeared to fall from 25% in 2014 to 19% in 2015. Due to the width of these confidence intervals, statistical tests indicate no meaningful differences between these data points. Similarly, statistical tests were performed on the data for pass rates among pupils in Standard 3 and found no robust statistical difference between the average pass rates achieved by Standard 3 pupils in 2015 and in earlier rounds (2010-2014).

### FIGURE 5: ENGLISH LITERACY PASS RATE AMONG PUPILS IN STANDARD 3 AND STANDARD 7, 2011-2015




*Notes: The pass rate for the English literacy test refers to the percentage of children who were able to fluently read the Standard 2 level short story in English; CI refers to confidence interval.*

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

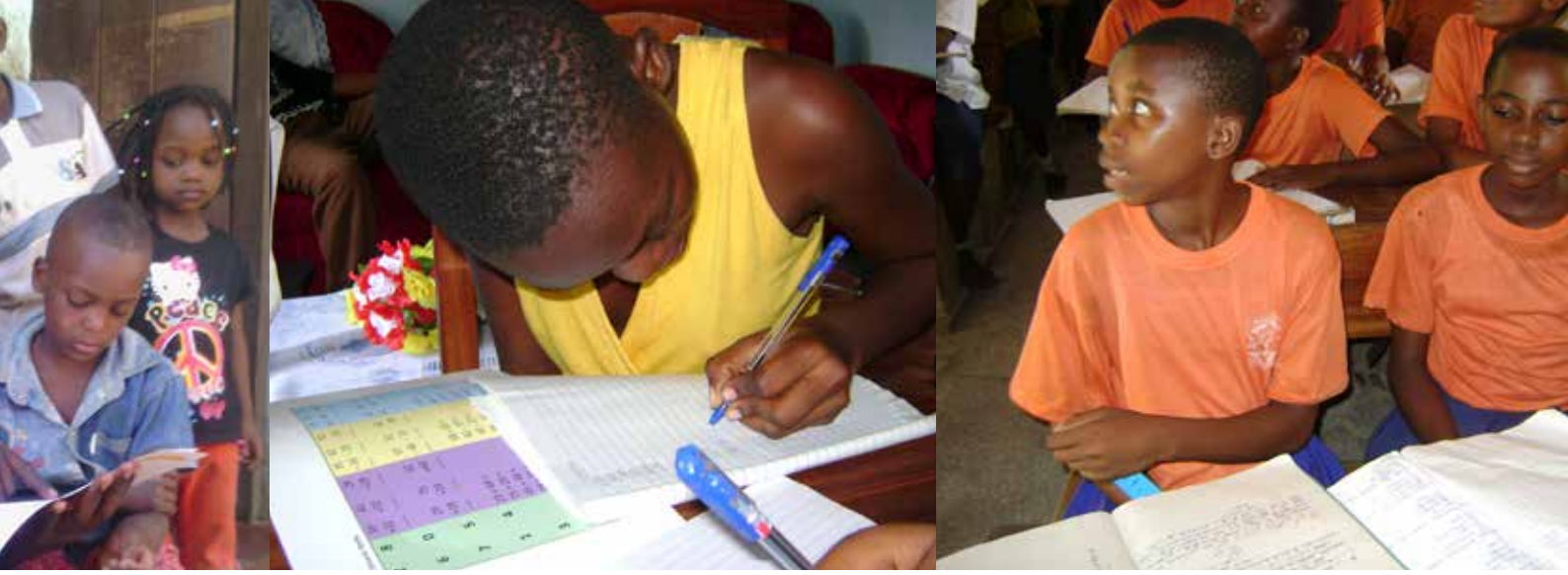
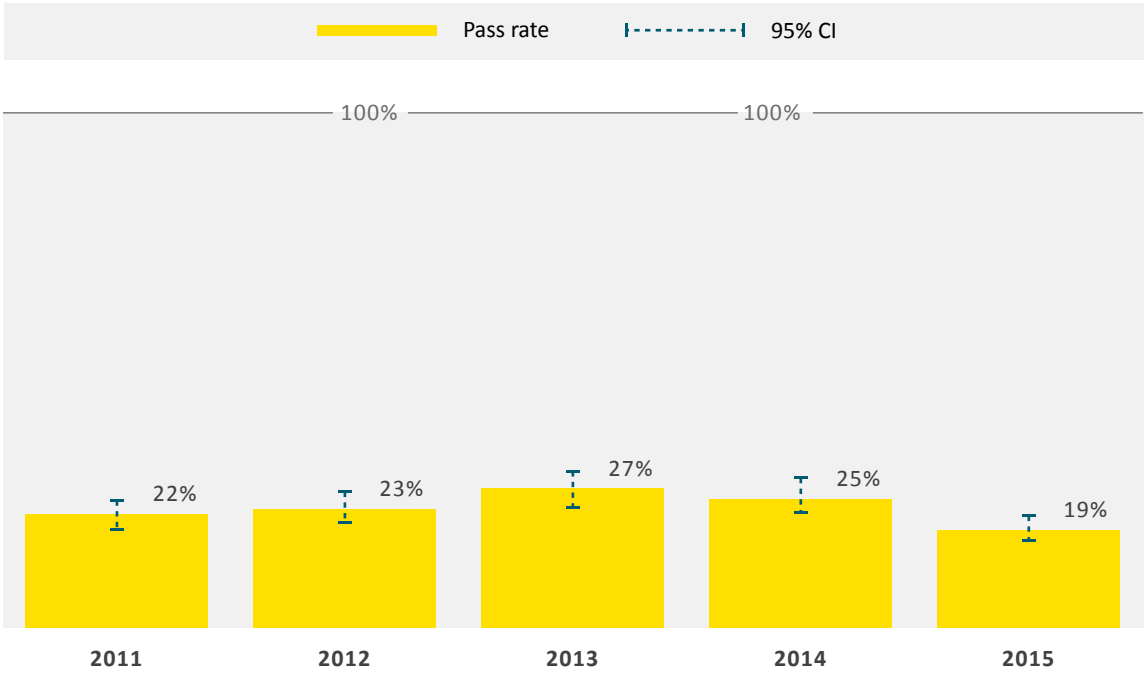


FIGURE 6: ENGLISH LITERACY PASS RATE AMONG CHILDREN AGED 9-13 YEARS, 2011-2015




*Notes: The pass rate for the English literacy test refers to the percentage of children who were able to fluently read the Standard 2 level short story in English; CI refers to confidence interval. Data include out-of-school children.*

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

## A.5 NUMERACY PASS RATES AMONG CHILDREN SHOW NO CHANGE OVER TIME

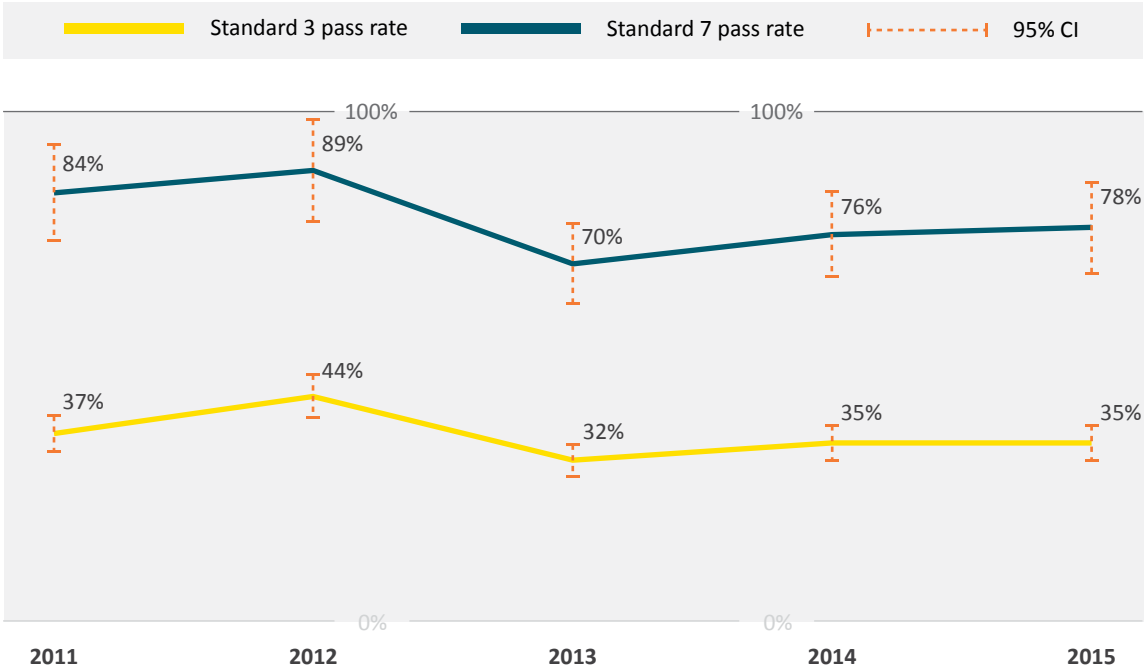
Figures 7 and 8 report pass rates on the numeracy test for the latest five rounds of the Uwezo survey. In the latest round, 35% of children enrolled in Standard 3 passed the test. The data indicate that the average child in this grade was able to perform basic arithmetic (e.g., addition) but not multiplication. Among children attending Standard 7, approximately 8 out of every 10 students (78%) demonstrated competency at the multiplication level in 2015.

Figure 8 shows that the pass rate on the numeracy test among all 9-13 year-olds in 2015 was just 40%. These data confirm that many primary school-aged children have difficulty with higher-level numeracy tasks (e.g., multiplication).

In terms of the trend over time, the results again suggest that performance has been largely

unchanged over the period from 2011 to 2015. This finding was confirmed by statistical significance tests.

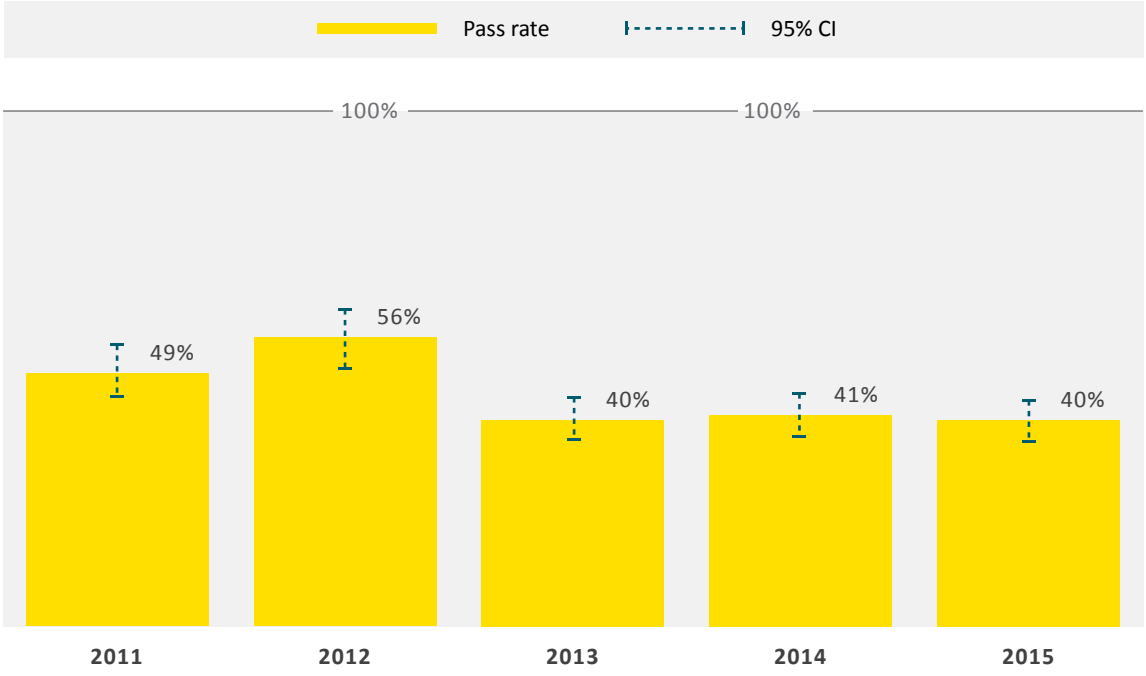
### FIGURE 7: NUMERACY PASS RATE AMONG PUPILS IN STANDARD 3 AND STANDARD 7, 2011-2015




*Notes: The pass rate in the numeracy test refers to the percentage of children who achieved the highest competency, i.e., who were able to complete all numerical tasks up to multiplication level; CI refers to confidence interval.*

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

### FIGURE 8: NUMERACY PASS RATE AMONG CHILDREN AGED 9-13 YEARS, 2011-2015




*Notes: The pass rate in the numeracy test refers to the percentage of children who achieved the highest competency, i.e., were able to complete all numerical tasks up to multiplication level; CI refers to confidence interval. Data include out-of-school children.*

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

## A.6 LEARNING OF BASIC LITERACY AND NUMERACY SKILLS OCCURS SLOWLY, WHICH MEANS THAT CHILDREN FALL BEHIND THE EXPECTED STANDARDS IN THE EARLIEST GRADES OF PRIMARY SCHOOL

As noted earlier, the Uwezo tests are benchmarked against what a child should be able to achieve after completing two years of full-time primary school education. The learning expectations implied by the curriculum are that children rapidly master basic reading skills in both English and Kiswahili, as well as basic numeracy skills up to multiplication.

Figures 9 and 10 investigate progress on the tests by grade and age, respectively, based on 2015 data. Contrary to curriculum expectations, the data show that many children in Tanzania do not master these basic skills quickly. For example, the average pass rate for all three tests starts at around 10% in Standard 1 and consistently rises by just a little over 10 percentage points for each successive grade (Figure 9). This means that for each grade completed around one more pupil in every ten is able to pass the Standard 2 level literacy and numeracy tests.

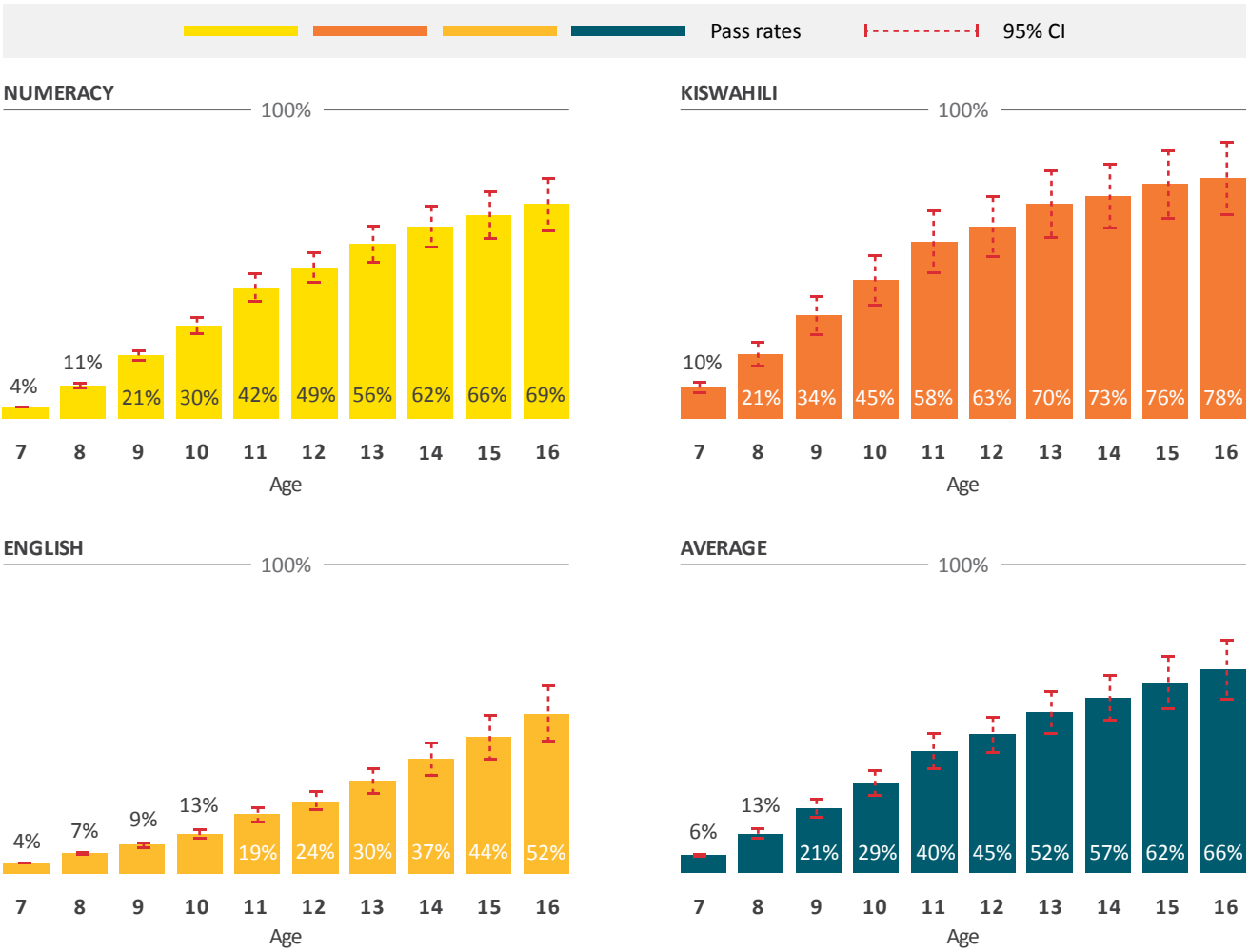
Here, the key insight is that significant and sustained improvement in the average pass rate continues after Standard 3, despite the curriculum-based expectation that pupils in Standard 3 will have largely mastered these skills. Consistent with previous findings, these data show that many children in higher grades of primary school (i.e., Standards 3 to 7) have not mastered the core, foundational skills needed to support their ongoing learning.

### FIGURE 9: TEST PASS RATES AMONG CHILDREN IN SCHOOL, BY STANDARD, 2015


*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## FIGURE 10: TEST PASS RATES AMONG ALL CHILDREN ASSESSED, BY AGE, 2015



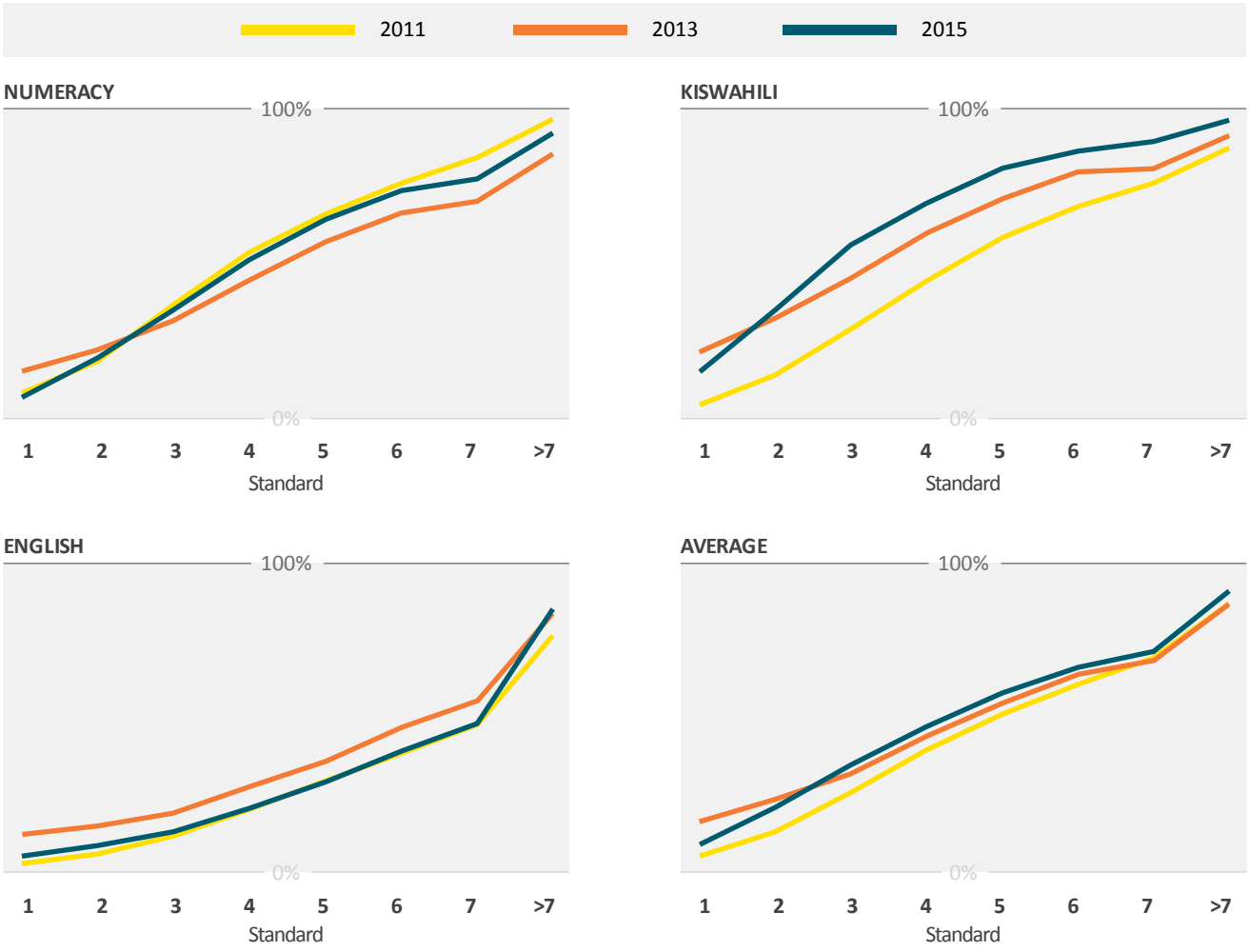

*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval. Data include out-of-school children.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## A.7 THE PACE OF LEARNING IN ENGLISH AND NUMERACY HAS REMAINED STABLE OVER TIME BUT HAS IMPROVED IN KISWAHILI

The previous insights are reinforced when trends in performance by subject are examined. Figure 11 shows test pass rates by grade for three survey rounds (2011, 2013 and 2015). For each test, the pattern of achievement is broadly similar across different survey rounds. With the exception of Kiswahili, pass rates on each test are approximately equivalent by grade in each survey round. As such, we conclude that the pace of improvement (difference in pass rates) across grades has remained broadly stable over time. The only minor exception is in Kiswahili. Here, the steeper slope in 2015 highlights the higher pass rates in each grade for this subject.

### FIGURE 11: TEST PASS RATES AMONG CHILDREN IN SCHOOL, BY STANDARD AND SUBJECT, 2011, 2013 AND 2015




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval.*

*Source: Calculated from data from the 2011, 2013 and 2015 rounds of the Uwezo ALA*

# PART B: INEQUALITIES IN LEARNING OUTCOMES

In this part, differences in the average pass rate across the three Uwezo tests are examined by:

- Gender
- Children's nutritional status
- Pre-school attendance
- Household poverty status
- Level of the mother's education
- Location of household (urban versus rural areas)
- Region
- District

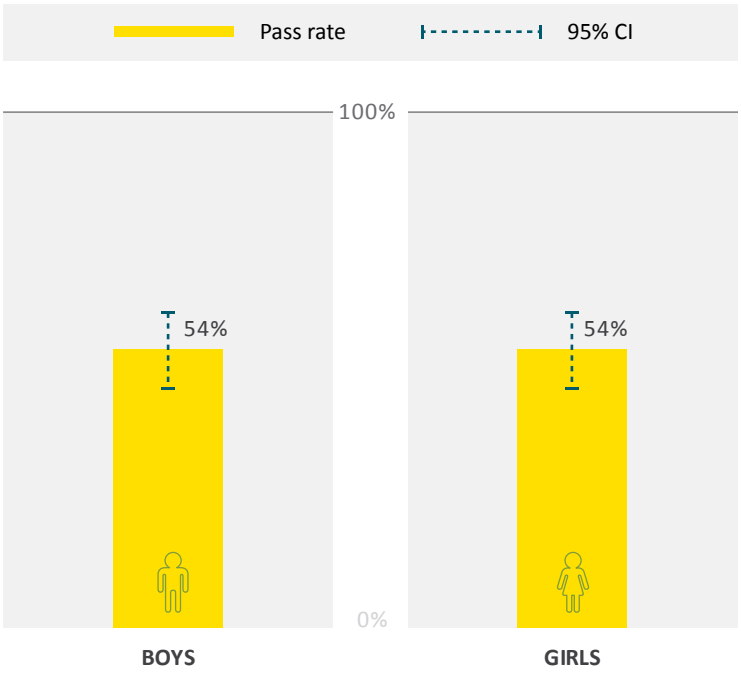
Confidence intervals are shown. Once again they may be interpreted as follows: if the average value for one group (e.g., boys) falls within the range of the confidence interval of another group (e.g., girls), then the difference in learning outcomes between the groups is unlikely to be statistically significant.

## B.1 TEST PASS RATES INDICATE NO DIFFERENCE IN LEARNING OUTCOMES BETWEEN GIRLS AND BOYS

Figure 12 shows the average pass rate for all children enrolled in Standards 3 to 7 in 2015 by gender. The data indicate no difference in performance between boys and girls.

This view is reinforced by data for each grade. Figure 13 illustrates that girls and boys perform almost exactly the same (on average) over all grades, with the exception of Standard 7 where boys very marginally outperform girls.

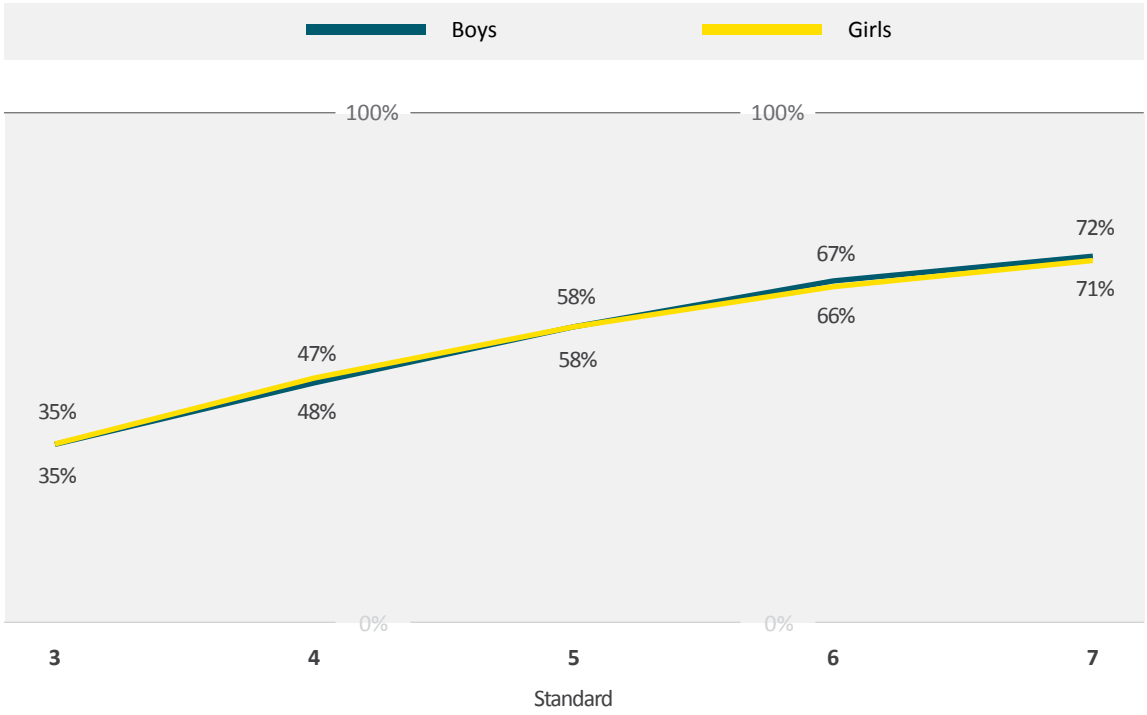
### FIGURE 12: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS IN STANDARDS 3 TO 7, BY GENDER, 2015




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval.*

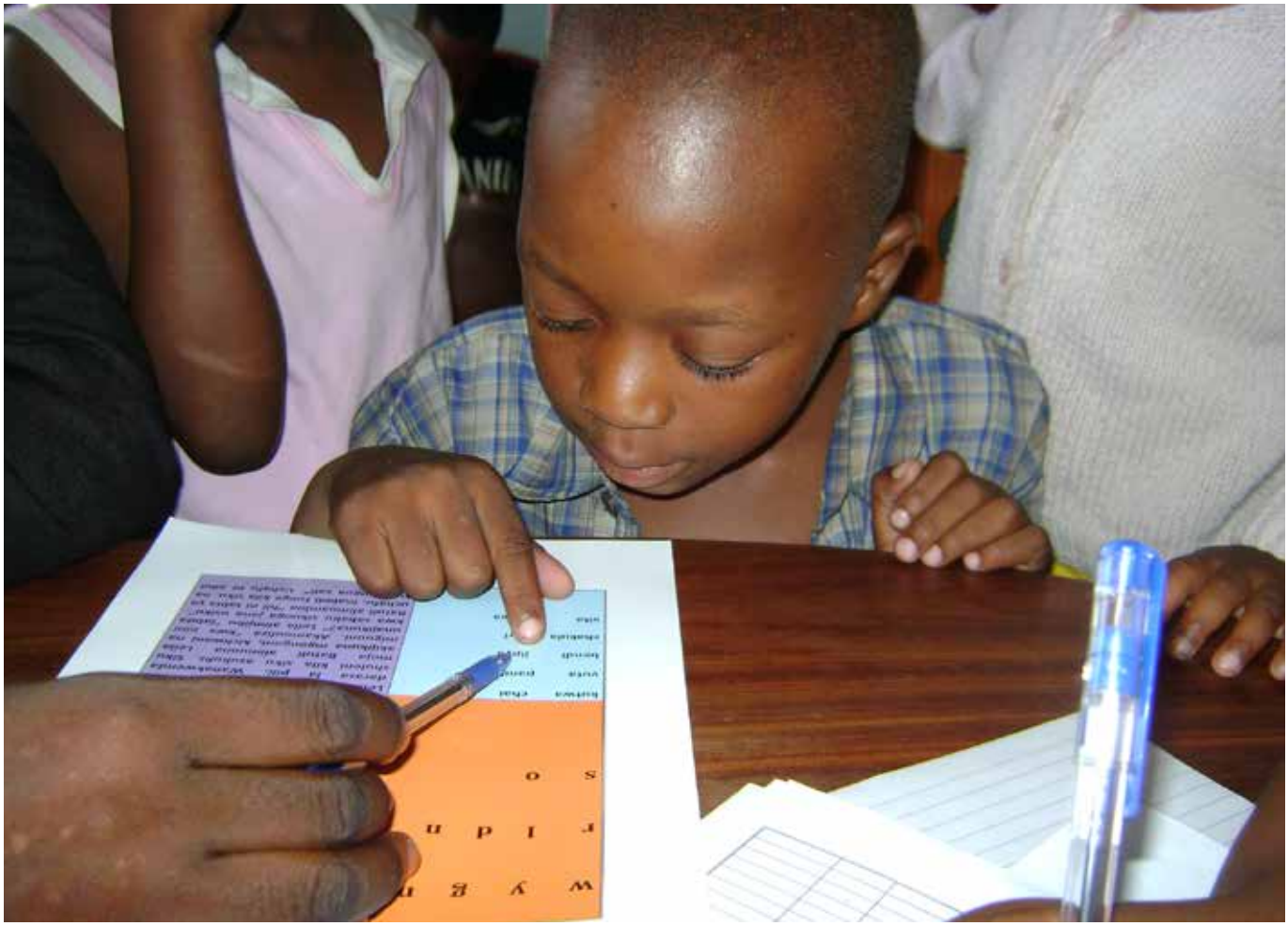
*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## FIGURE 13: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS IN STANDARDS 3 TO 7, BY GENDER AND STANDARD, 2015




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*



## B.2 THE NUTRITIONAL STATUS OF CHILDREN SHOWS A POSITIVE ASSOCIATION WITH LEARNING OUTCOMES

Figure 14 shows the learning gap among pupils in Standards 3 to 7 based on their nutritional status. For the first time, Uwezo collected data on children's nutrition status using the Mid-Upper Arm Circumference (MUAC) measurement. The MUAC is widely recognized as a simple but robust metric of nutritional status and a better indicator of the mortality risk associated with malnutrition than weight-for-height. The recommended MUAC cut-offs were then applied to classify the children into one of three nutritional categories: not malnourished, moderately malnourished or severely malnourished.

The data show moderate differences in children's learning outcomes by their nutritional status. Among all pupils attending Standards 3 to 7, the average pass rate was 11 percentage points lower for the children who were identified as severely malnourished compared with children identified as not malnourished (45% versus 56%). However, further analysis is required to confirm the strength of this relationship.

### FIGURE 14: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS IN STANDARDS 3 TO 7, BY NUTRITIONAL STATUS, 2015


*Notes: Pass rates refer to the highest competency in each test and refer to the numeracy, English and Kiswahili tests combined. Nutrition status is based on the MUAC measurement.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## B.3 A WEAK ASSOCIATION WAS FOUND BETWEEN ATTENDING PRE-SCHOOL AND FUTURE LEARNING OUTCOMES

Expansion of access to pre-school has been an important government policy in recent years. Figure 15 presents data on test pass rates among pupils in Standards 3 to 7 based on whether they attended pre-school. Findings indicate a moderate difference in the average pass rate between children who had attended pre-school (56%) versus those who did not (50%). The relatively small gap could be explained by the type and quality of pre-schools and/or the lack of data to contextualise pre-school attendance such as length of time in pre-school.

### FIGURE 15: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS IN STANDARDS 3 TO 7, BASED ON PRE-SCHOOL ATTENDANCE, 2015


*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## B.4 HOUSEHOLD POVERTY HAS A STRONG INFLUENCE ON LEARNING OUTCOMES

The 2015 round of the Uwezo survey assessed the poverty status of households based on the following six criteria.

- Access to clean water (in the home)
- Access to electricity
- Ownership of a mobile phone
- Ownership of a radio
- Ownership of a television
- Ownership of a means of transport (bicycle, motorbike or car)

A household was categorized as "**non-poor**" if it met at least four of the criteria; as "**poor**" if it met less than four of these criteria; and "**ultra-poor**" if it met none of the criteria.

As shown in Figure 16, the average pass rate across the three tests is 58% among children from non-poor households who are attending Standards 3 to 7 compared with 42% among children from ultra-poor families. This gap of 16 percentage points is statistically significant.

### FIGURE 16: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS IN STANDARDS 3 TO 7, BY HOUSEHOLD POVERTY STATUS, 2015

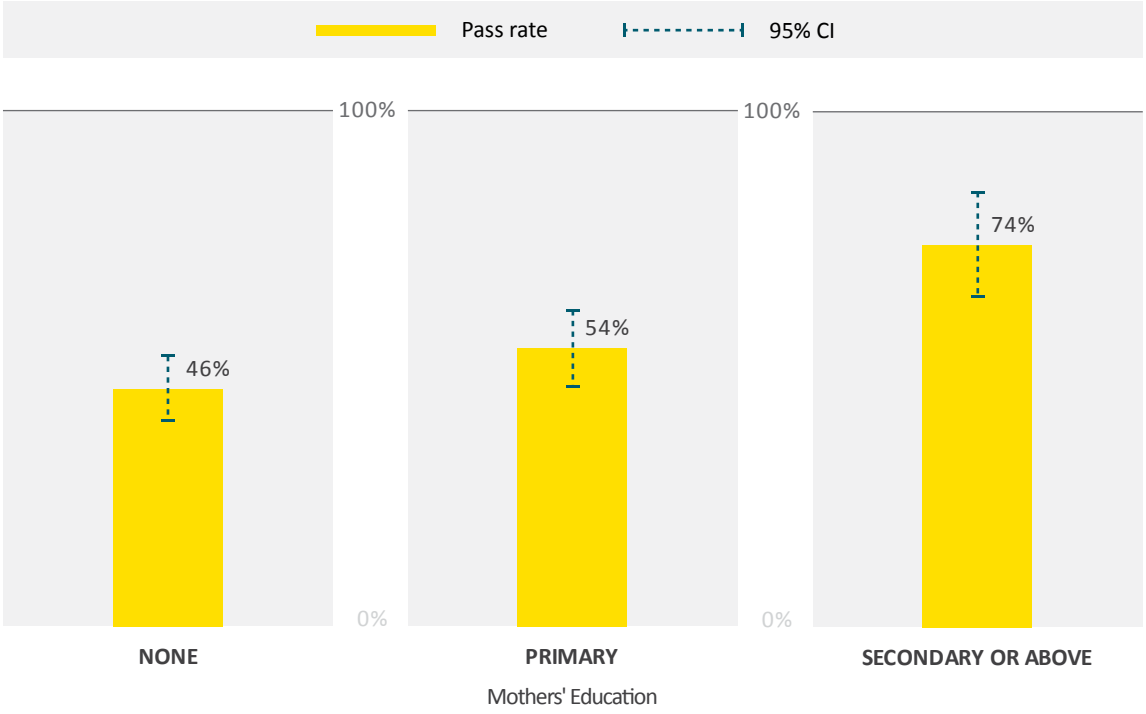

*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval; household poverty status is defined in the text.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## B.5 A STRONG POSITIVE ASSOCIATION WAS FOUND BETWEEN A MOTHER'S HIGHEST LEVEL OF SCHOOLING AND THE LEARNING OUTCOMES OF HER CHILDREN

As presented in Figure 17, pupils attending Standards 3 to 7 whose mothers had no formal education achieved an average pass rate of 46% across the three tests compared with 74% of their peers whose mothers had some secondary education or higher. As in prior years, the results indicate a pronounced intergenerational effect on children's learning outcomes.

### FIGURE 17: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS IN STANDARDS 3 TO 7, BY LEVEL OF MOTHER'S EDUCATION, 2015




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.; CI refers to confidence interval; the groups for mother's level of education refer to highest grade attended, i.e., mothers with a 'primary' level of education indicates that the highest grade attended was a grade in primary school.*

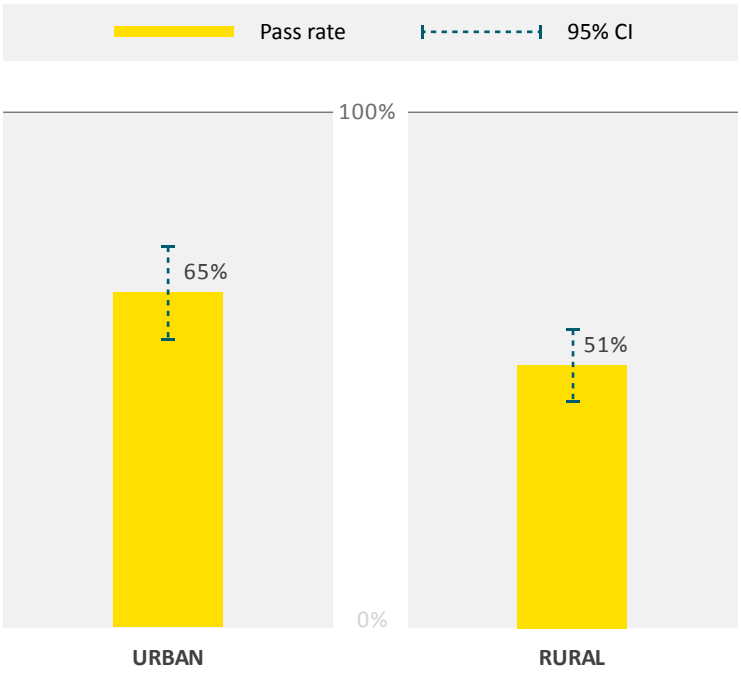
*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## B.6 CHILDREN LIVING IN URBAN AREAS PERFORM SIGNIFICANTLY BETTER ON THE UWEZO TESTS THAN CHILDREN LIVING IN RURAL AREAS

The learning gaps by household characteristics also overlap with differences by location. For example, mothers in poorer households are more likely to live in rural areas and have less education than mothers in richer, urban households. Results in Figure 18 show a material disparity in learning outcomes based on where children live. Children attending Standards 3 to 7 in urban areas performed 14 percentage points higher on the literacy and numeracy tests than children in rural areas. However, the difference is not statistically significant due to the width of the confidence intervals.

As described above, the gap in children's learning outcomes by sex was almost non-existent yet the disparities based upon different household characteristics, in particular, poverty status, level of mother's education and household location were large. The results suggest that the school system may not be failing all children equally, but may entrench inequality by failing to target children from less advantaged backgrounds and areas.

**FIGURE 18: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS IN STANDARDS 3 TO 7, BY LOCATION (URBAN/RURAL), 2015**




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval; the designation of an area as either rural or urban is at the district-level.*

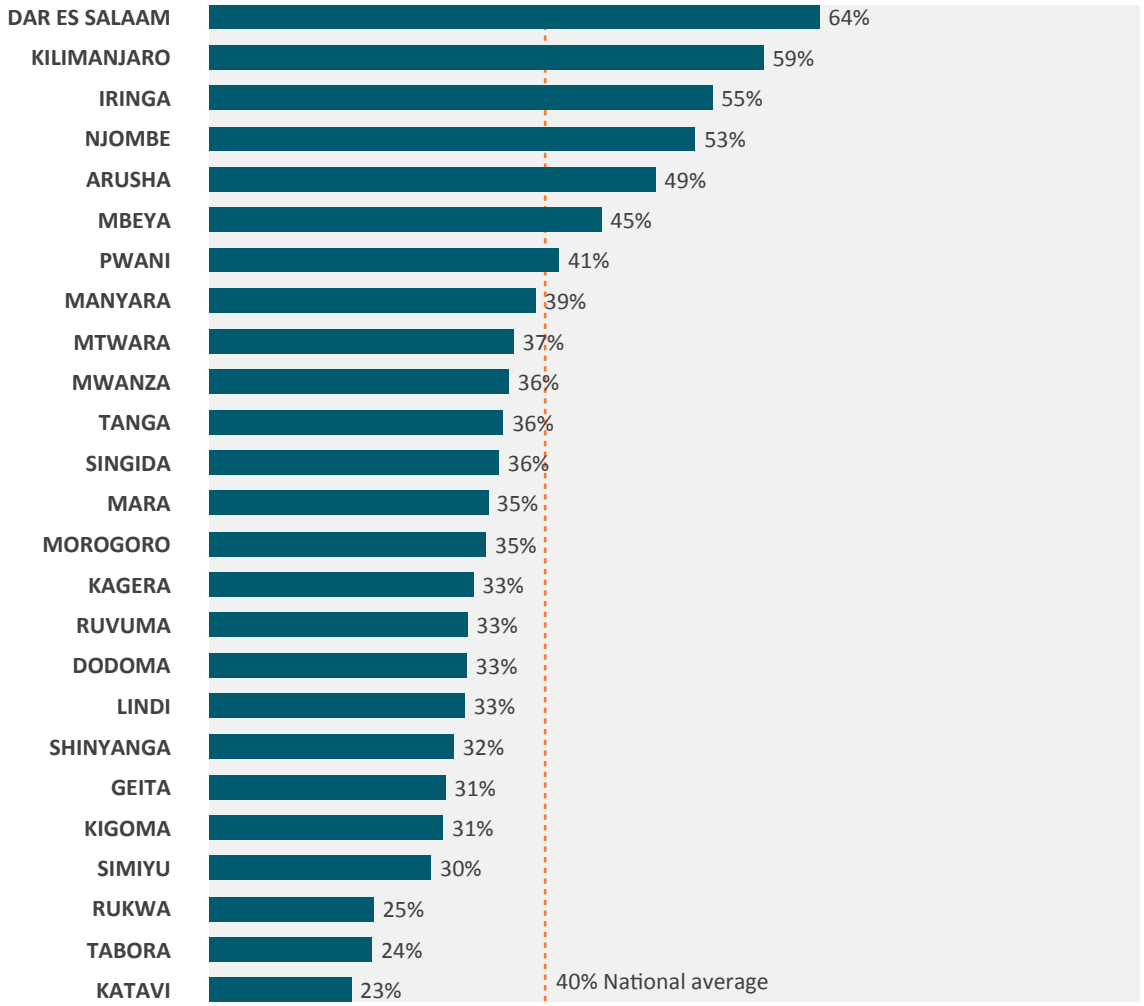
*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## B.7 LARGE GAPS IN CHILDREN'S LEARNING OUTCOMES PERSIST AMONG REGIONS

The dimensions along which the different gaps by household and location were analyzed are often clustered spatially. For example, certain regions have lower average levels of adult education than others. This means that children residing in different regions or districts may perform better than children from other areas. To gain a deeper insight into differences in children's learning outcomes between regions and districts, in particular to highlight the effects of slower progression through school, late or non-enrolment and dropping out, the analysis will focus on pass rates among children of the same age, not the same grades. For this reason, the results presented in this and the next section will examine learning outcomes among all children aged 9-13 years, including those who are out of school. In addition, as discussed in Part C of the findings, important differences in school enrolment, grade progression and drop-out rates also persist by region and district.

Figure 19 plots the average pass rate across all three tests among children aged 9-13 years in each region, based on data from the 2015 assessment. The data show marked disparities in learning outcomes, much larger than any of the gaps based on household characteristics. Children in the best performing region (Dar es Salaam, 64%) had a pass rate over 40 percentage points higher than children in the worst performing region (Katavi, 23%). As noted earlier, if average pass rates improve by around 10 percentage points in each consecutive grade, then a 40 percentage point gap corresponds to a difference in outcomes of about four years of schooling. In other words, it is 'as if' children of the same age from Dar es Salaam have been exposed to four more years of schooling than their counterparts in Katavi.

**FIGURE 19: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG CHILDREN AGED 9-13 YEARS, BY REGION, 2015**




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

Pass rates for each of the three individual tests revealed similar regional patterns. In particular, children in Dar es Salaam region ranked the highest on all three tests. Other strongly performing regions included Kilimanjaro, Iringa, Arusha and Njombe. The poorly performing regions across all tests included Rukwa, Katavi, Tabora and Simiyu regions. Moreover, these regional rankings have been broadly stable over the different rounds of the Uwezo assessment.

Consistent with earlier findings, English literacy skills were low across all regions. In 20 out of the 25 regions nationally, less than 1 in 4 children (25%) aged 9-13 years passed the English test and no region recorded a pass rate of 50%. Dar es Salaam region (44%) had the highest pass rate. Indeed, the regions with relatively strong performance in English are in general more urbanised. The data suggest that reasonable progress in English language learning is occurring almost exclusively in these urban often wealthier regions.

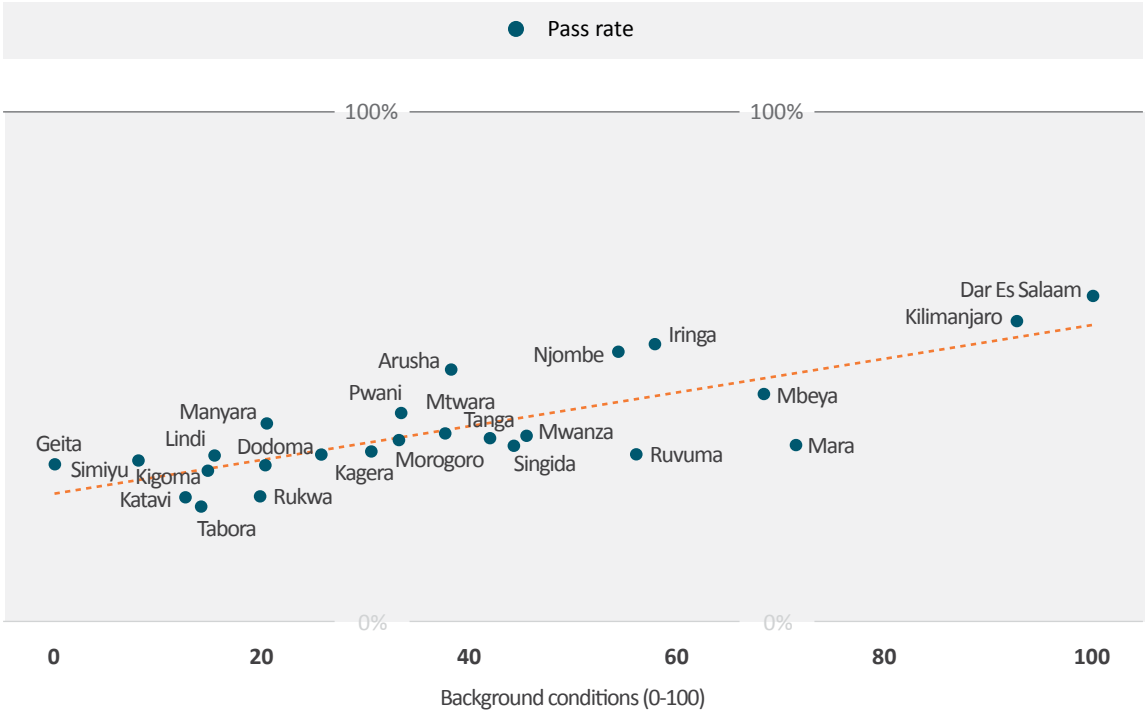
These raw differences between regions in test results are likely to reflect a whole host of underlying factors, such as differences in mean poverty rates. To investigate further, the association between average background conditions in each region and average test scores was analyzed. For this exercise, each region was given a score for the following four relevant dimensions:

- Percentage of children enrolled in school
- Percentage of children from non-poor families
- Percentage of children whose mothers have some education (either primary or secondary)
- Percentage of children who are not malnourished.

Each dimension was weighted equally to produce a score ranging from a minimum of 0 to a maximum of 100. This analysis yields a simple metric of average background conditions by region, where higher values represent more favourable conditions.

Figure 20 presents the results of the analysis using a scatter plot, with the regional score for background conditions on the horizontal axis and the average pass rate on the vertical axis. As shown, many regions lie on or close to a straight line, which indicates that regional differences in learning outcomes are largely explained by underlying differences in average (household) conditions. Hence, the same variables identified in Section B.4 account for much of the difference in test score performance between regions.

**FIGURE 20: RELATIONSHIP BETWEEN AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG CHILDREN AGED 9-13 YEARS AND BACKGROUND CONDITIONS, BY REGION, 2015**




*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; background conditions refer to an index discussed in the text. Data include out-of-school children.*

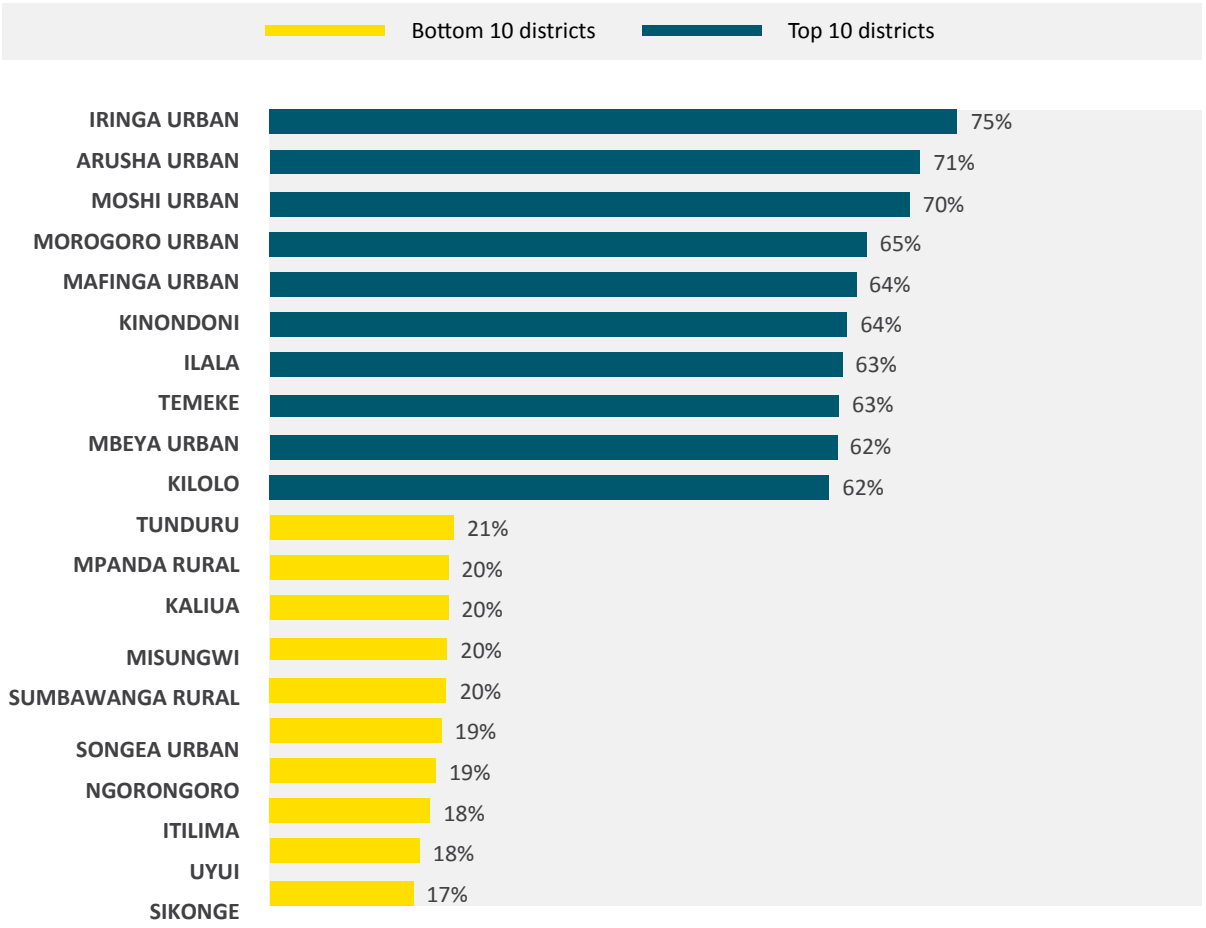
*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## B.8 DIFFERENCES IN LEARNING OUTCOMES BETWEEN DISTRICTS WERE EVEN WIDER THAN REGIONAL DISPARITIES

The Uwezo data also allows analysis of performance between individual districts. For this exercise, each district was ranked according to the average pass rate over on the three tests among children aged 9-13 years. Figure 21, which shows the top 10 and bottom 10 districts, again reveals very large gaps in learning outcomes by location. For example, 74% of children aged 9-13 years in Iringa Urban (Municipal) passed all three tests compared with only 15% of their peers in Sikonge. The average pass rate across the top ten districts is 65% compared with

18% in the bottom ten districts. In other words, many children in disadvantaged districts have very limited competencies in literacy and numeracy, placing them far below what is expected for this age group according to the national curriculum. Moreover, the gap of almost 60% between the top district (Iringa Urban, 74%) and bottom district (Sikonge, 15%) is even larger than the gap of 41% found between the top and bottom regions in 2015.

**FIGURE 21: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG CHILDREN AGED 9-13 YEARS, BEST AND WORST PERFORMING DISTRICTS, 2015**

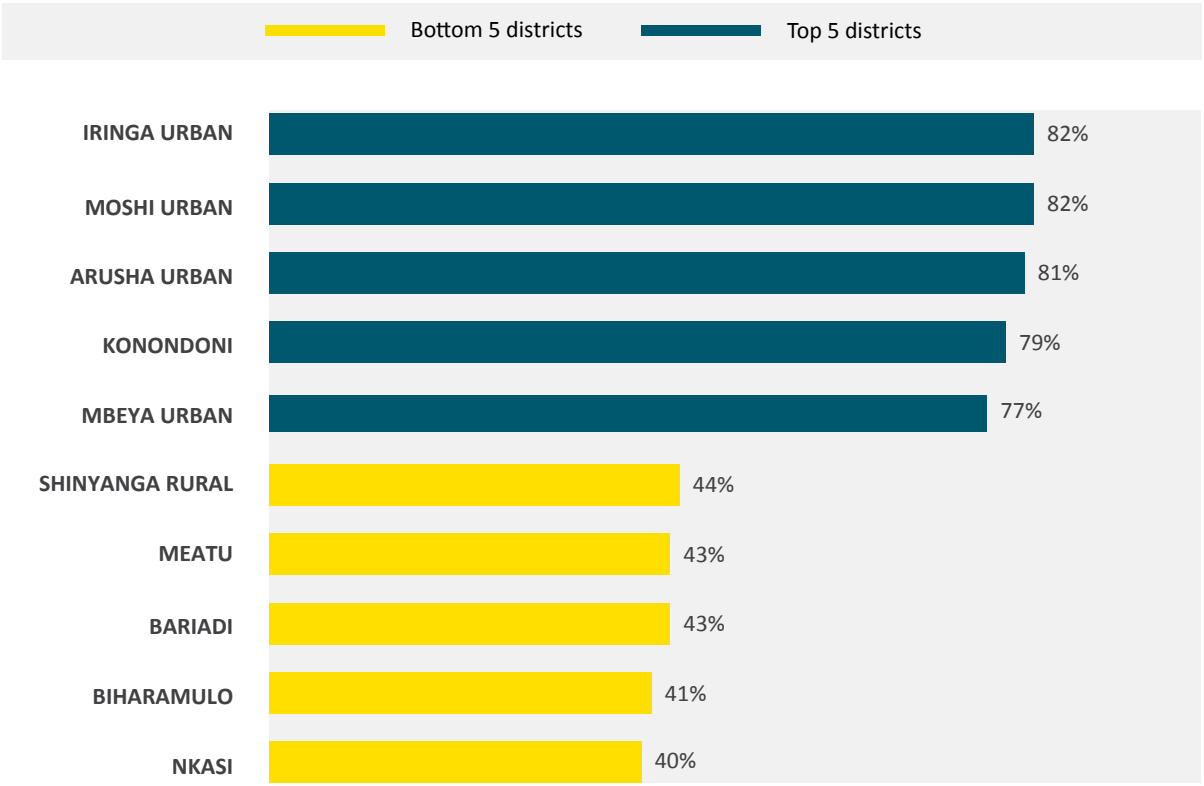



*Notes: The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

The analysis also identified the top five and bottom five performing districts over the five rounds of the Uwezo assessment from 2011 to 2015. Figure 22 shows the district-specific medians of the average pass rate among children aged 9-13 years. The findings show that the top five performing districts are consistently urban districts in major cities or more prosperous areas, while the bottom five districts are more remote rural districts.

## FIGURE 22: AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG CHILDREN AGED 9-13 YEARS, BEST AND WORST PERFORMING DISTRICTS OVER PERIOD 2011 TO 2015




*Notes: Only top and bottom five districts shown. The pass rate in each test refers to the percentage of children who achieved the highest competency level for that test; the average pass rate refers to the arithmetic mean of the pass rates on the three individual tests; CI refers to confidence interval.*

*Source: Calculated from data from the 2011 to 2015 rounds of the Uwezo ALA. Since district boundaries have changed significantly during this period, moving from 133 to 159 districts, we are forced to use the list of districts as it existed in 2011, with 133 districts, for the purposes of analysing trends.*

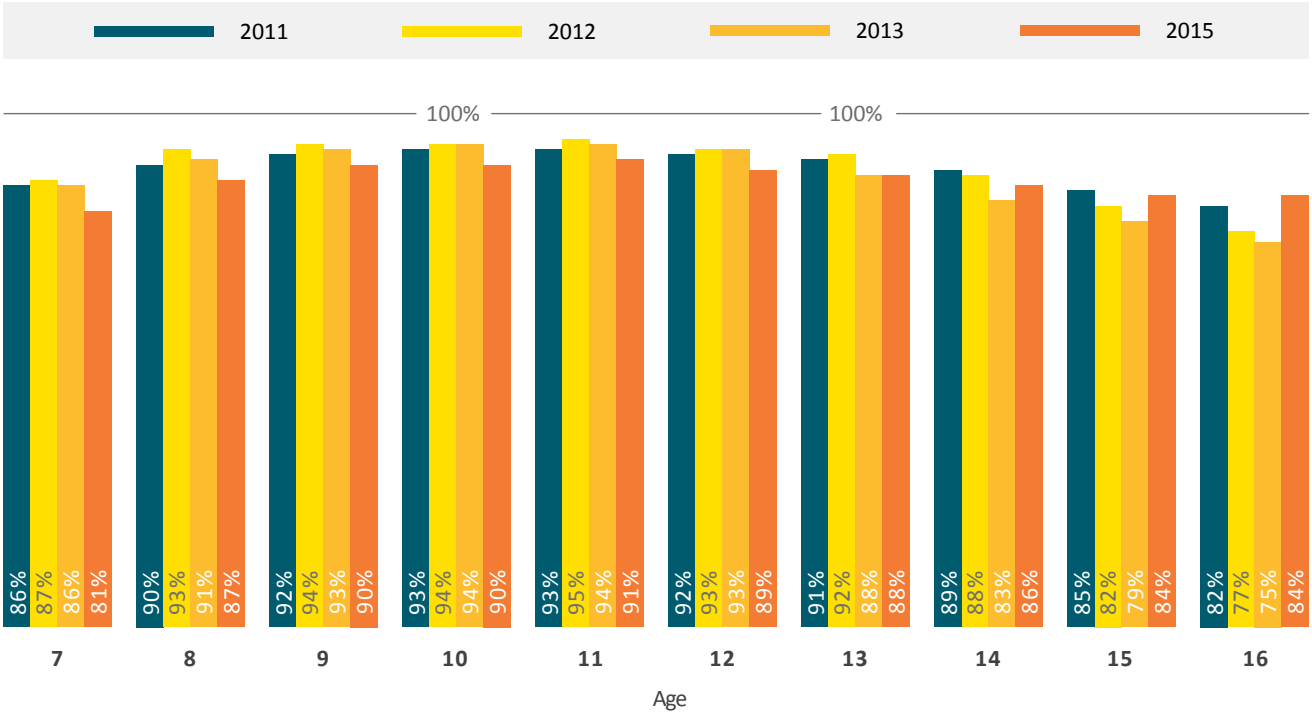
# PART C:
# TRENDS IN ACCESS TO SCHOOLING

## C.1 ENROLMENTS IN SCHOOL REMAIN HIGH BUT APPEAR TO BE DETERIORATING

The Uwezo surveys provide unique insights into the number of children enrolled in educational institutions. Figure 23 presents data on the proportion of children enrolled in any educational institution (pre-school, primary or secondary school), by age, for four rounds of the assessment, 2011, 2012, 2013 and 2015. The figure shows that the vast majority of children attend some form of schooling and that this proportion has been relatively stable over time. For example, 91% of children of primary school age (7-13 years) were enrolled in an educational institution in 2011 compared with 88% in 2015.

Despite these relatively high rates of enrolment, the survey data indicate a moderate decline in enrolment rates. The most notable drop was recorded among children aged 7 years. For example, in 2011, approximately 86 out of every 100 seven year-olds were enrolled in an educational institution. However, by 2015, this had fallen to 81 out of every 100 children. This means that out of every 100 seven year-old children in Tanzania Mainland, 5 *fewer* children were attending an educational institution in 2015 as compared to 2011.

**FIGURE 23: RATES OF ENROLMENT IN EDUCATIONAL INSTITUTIONS (% OF CHILDREN), BY AGE AND SURVEY YEAR**



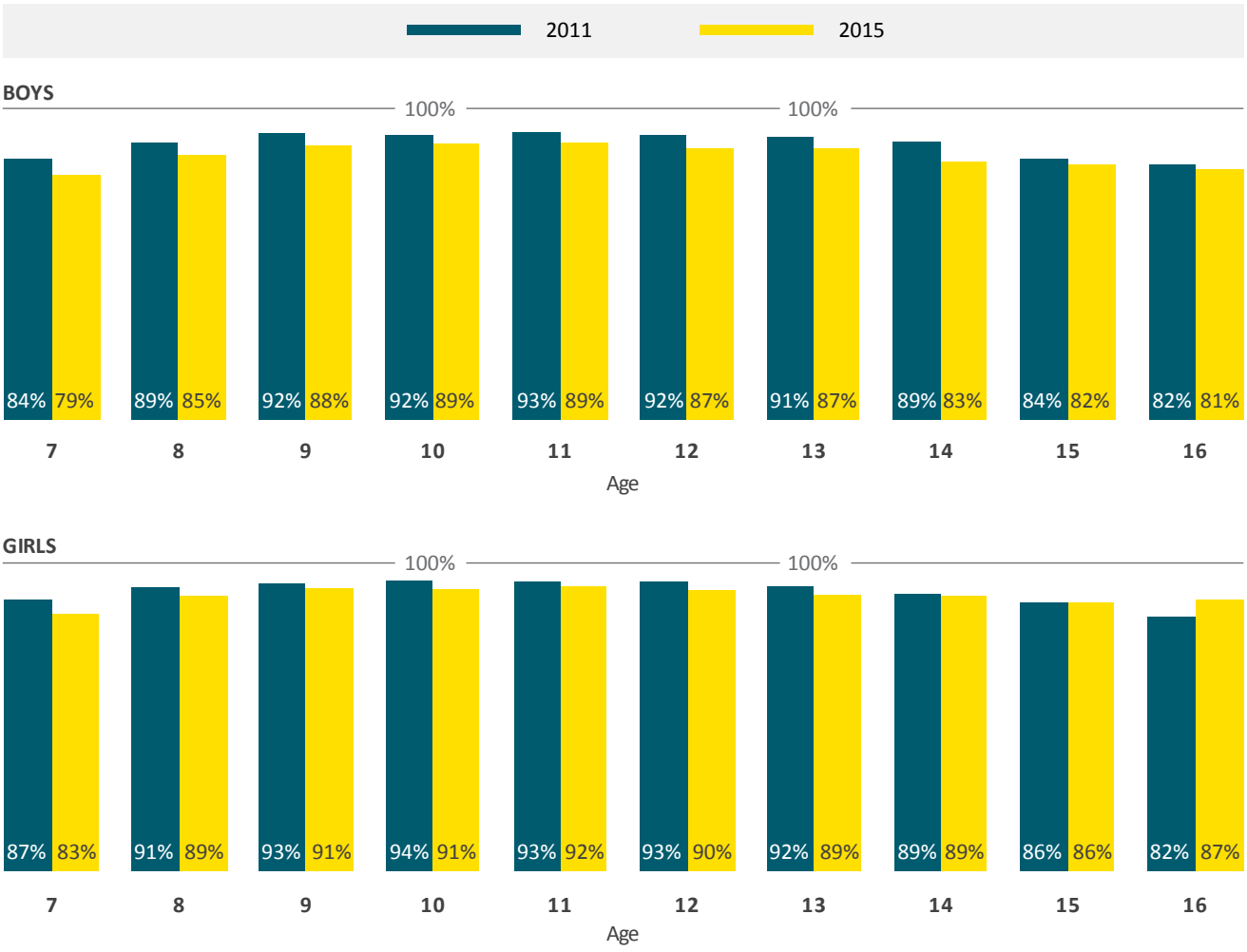

*Notes: A child was deemed to be enrolled if s/he was attending either pre-school, primary or secondary school.*

*Source: Calculated from data from the 2011, 2012, 2013 and 2015 rounds of the Uwezo ALA*

## C.2 DIFFERENCES IN ENROLMENT RATES BY SEX ARE GENERALLY SMALL, BUT RATES AT ALL AGES ARE HIGHER AMONG GIRLS AND HAVE SHOWN LESS DETERIORATION OVER TIME

Figure 24 plots enrolment rates among boys and girls for 2011 and 2015. These years were chosen to better see the impact of slow changes in the data, which may not be so clear if consecutive years were compared.

**FIGURE 24: RATES OF ENROLMENT IN EDUCATIONAL INSTITUTIONS (% OF CHILDREN), BY AGE AND SEX, 2011 AND 2015**




*Notes: A child was deemed to be enrolled if s/he was attending either pre-school, primary or secondary school.*

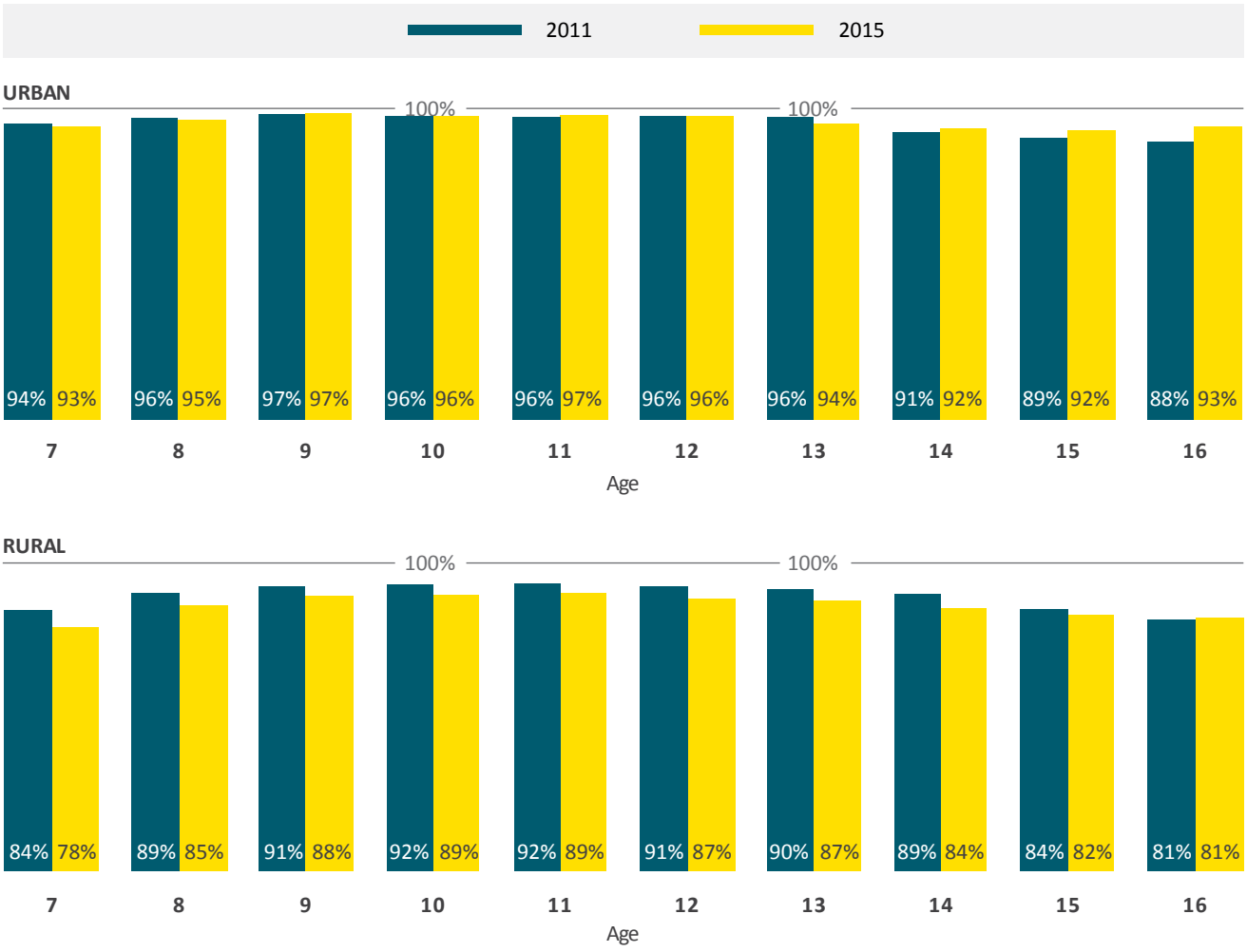
*Source: Calculated from data from the 2011 and 2015 rounds of the Uwezo ALA*

Overall, the data show similar levels of enrolment among boys and girls. Even so, the enrolment rates of girls are slightly higher than that of boys at all ages (although these differences are not statistically significant). For instance, 89% of girls aged 13 were enrolled in an educational institution in 2015 compared with 87% of boys. Also, the decline in enrolment between 2011 and 2015 (noted above) appears to be more pronounced amongst boys. For example, between 2011 and 2015, the proportion of 7 year-old boys enrolled in an educational institution declined by 5 percentage points from 84% to 79%, compared with a fall of 4 percentage points among girls of the same age from 87% to 83%.

## C.3 SIGNIFICANT DIFFERENCES IN RATES OF ENROLMENT EXIST BETWEEN RURAL AND URBAN AREAS, AND ENROLMENT RATES ARE DETERIORATING MORE AMONG RURAL CHILDREN OVER TIME

Figure 25 presents data enrolment rates among children residing in urban versus rural areas. Two findings stand out. First, average enrolment rates are consistently higher in urban areas, reflecting better access to schooling. Second, the deterioration in enrolment nationally between 2011 and 2015, as revealed by Figure 23 above, has occurred almost exclusively in rural areas. Indeed, enrolment rates among children aged 7-13 in urban areas have stayed steady over time and have even increased among older urban children. In contrast, enrolment rates among rural children at all ages have fallen. For example, 78% of rural seven year-olds were enrolled in school in 2015 down from 84% in 2011.

FIGURE 25: RATES OF ENROLMENT IN EDUCATIONAL INSTITUTIONS (%), BY AGE, LOCATION AND SURVEY YEAR




*Notes: A child was deemed to be enrolled if s/he was attending either pre-school, primary or secondary school.*

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

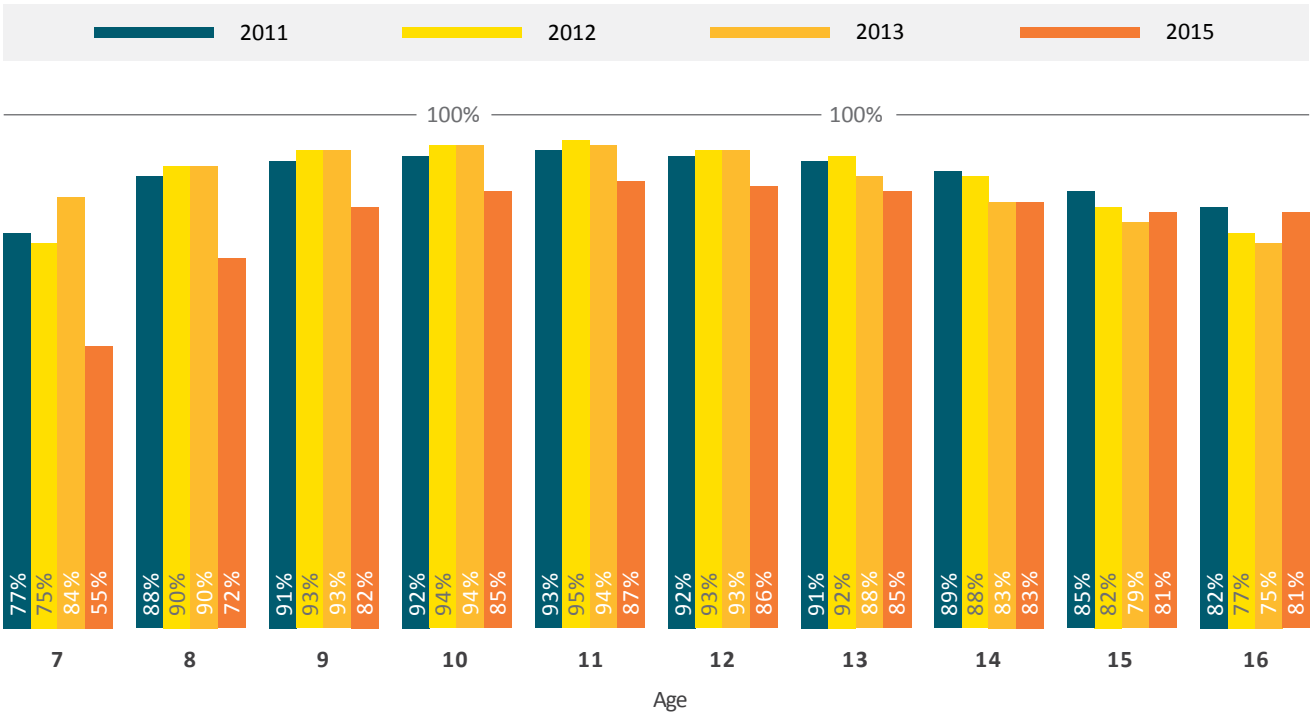
## C.4 FEWER CHILDREN AGED 7 YEARS ARE ENROLLED IN PRIMARY SCHOOL THAN IN THE PAST

Figure 26 digs deeper into the issue of enrolment decline by focusing on the share of children at each age attending either primary or secondary school only, and not pre-school. Compared with 2011, the share of children enrolled in primary school was significantly lower in 2015. Most notably, only 55% of children aged 7 years were enrolled in primary school compared with 77% in 2011.

## C.5 A SIGNIFICANT PROPORTION OF CHILDREN AGED 7 YEARS ATTEND PRE-SCHOOL, INSTEAD OF PRIMARY SCHOOL

As highlighted above, Figure 26 indicates a substantial drop in the proportion of 7 year-old children attending primary school. Further investigation reveals that this may be being driven by an expansion of pre-schooling. The 2015 Uwezo survey data captured information regarding use of pre-school services among all children, including those under official school age. The survey found that around one out of every three 6 year-olds (35%) attended pre-school in 2015. But, in addition, one in four 7 year-olds (26%) were enrolled in pre-school not primary school.

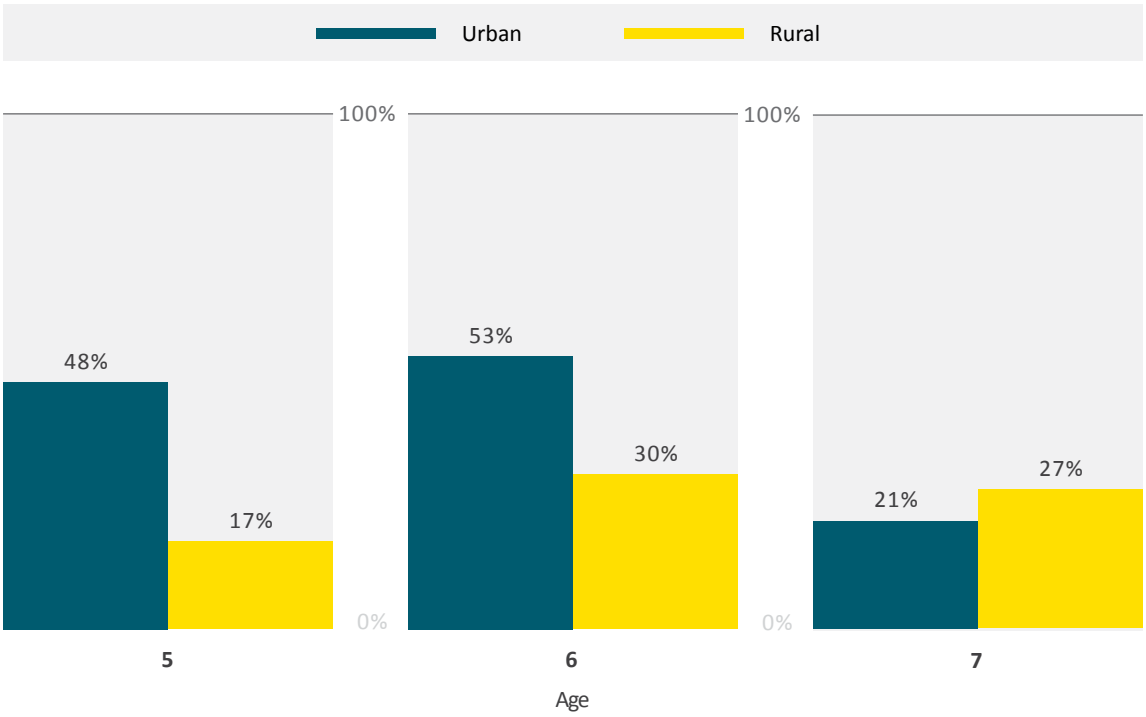
## FIGURE 26: RATES OF ENROLMENT IN PRIMARY OR SECONDARY SCHOOL (%), BY AGE AND SURVEY YEAR




*Notes: A child was deemed to be enrolled if s/he was attending either primary or secondary school.*

*Source: Calculated from data from the 2011, 2012, 2013 and 2015 rounds of the Uwezo ALA*

## FIGURE 27: PERCENTAGE OF CHILDREN WHO ATTENDED PRE-SCHOOL, BY AGE AND LOCATION (URBAN/RURAL), 2015




*Source: Calculated from data from the 2015 round of the Uwezo ALA*

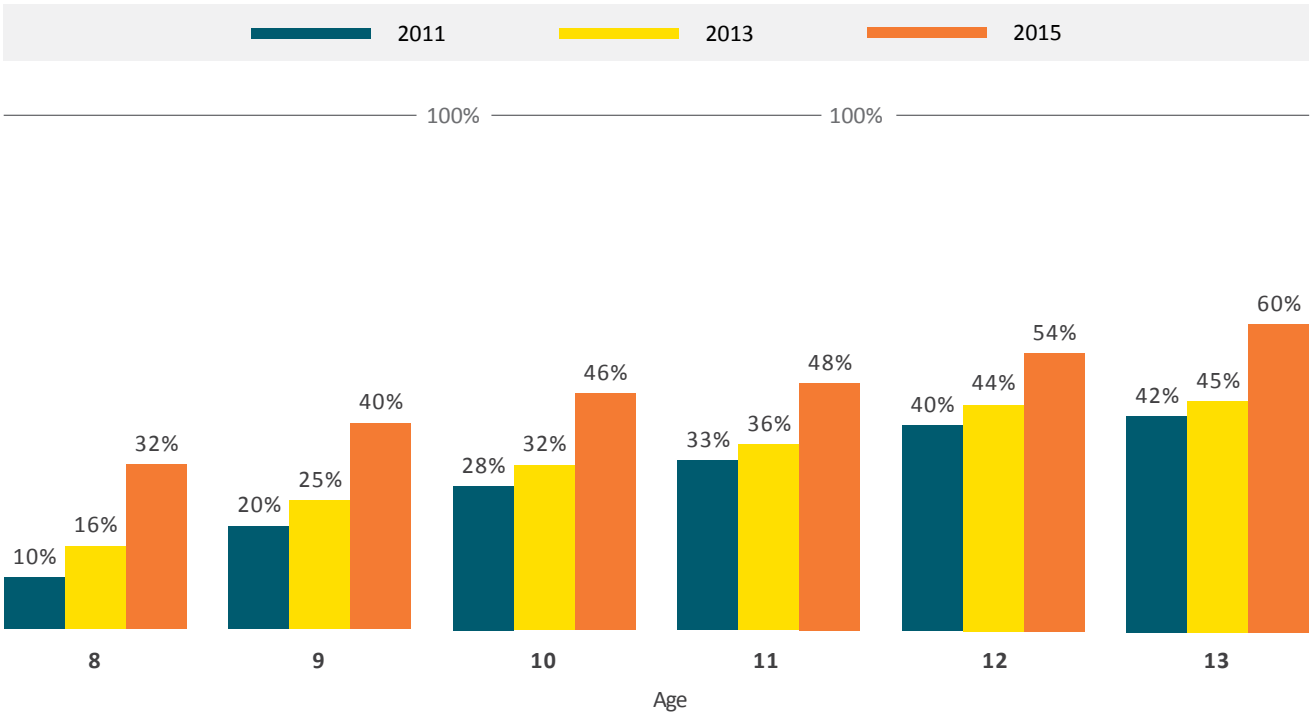
Figure 27 reveals that access to pre-school services is highly uneven. For example, around 1 in 2 children aged 6 in urban areas (53%) attended a pre-school compared with fewer than 1 out of every 3 children aged 6 in rural areas (30%). This is relevant because literature shows that the critical foundations for learning are often established *before* children actually enter formal schooling. And a lack of school readiness is often cited as a major constraint to effective learning in the early years of primary school, especially in low income contexts. Although the Uwezo data show a weaker relationship between access to pre-primary education and later learning outcomes this may well be a statement on the quality of pre-primary education available to children rather than an observation of the relationship between later learning and pre-primary education.

## C.6 FEWER CHILDREN ARE COMPLETING PRIMARY SCHOOL AT THE CORRECT AGE

The considerable incidence of late entry to primary school raises the additional concern that many children are not finishing primary school by age 13. To explore this issue, Figure 28 reports data for the proportion of children who were one year or more behind their expected (i.e., age-appropriate) grade. For instance, a 9 year-old child should be attending Standard 3. Therefore, if s/he is enrolled in Standard 2 or below, then s/he is one year or more behind. This proportion indicates the extent to which the school system is ensuring that children progress smoothly to higher grades as they get older and are on-track to complete primary school by age 13. A larger percentage is indicative of a less efficient schooling system. However, if pupils' progress is being delayed to allow them time to master the required competences then this may be preferable to a policy of automatic promotion through school grades.

Figure 28 reveals that the share of 'delayed' children has been increasing over time and risen sharply in recent years. For example, in 2011, one-third of 11 year-olds (33%) were at least one grade behind (i.e., enrolled in Standard 4 or below). By 2015, this share has increased to almost one in two (48%). This means that fewer children are completing primary school by age 13.

**FIGURE 28: PERCENTAGE OF CHILDREN AGED 8-13 YEARS WHO WERE ONE YEAR OR MORE BEHIND THEIR AGE-APPROPRIATE STANDARD, 2011, 2013 AND 2015**

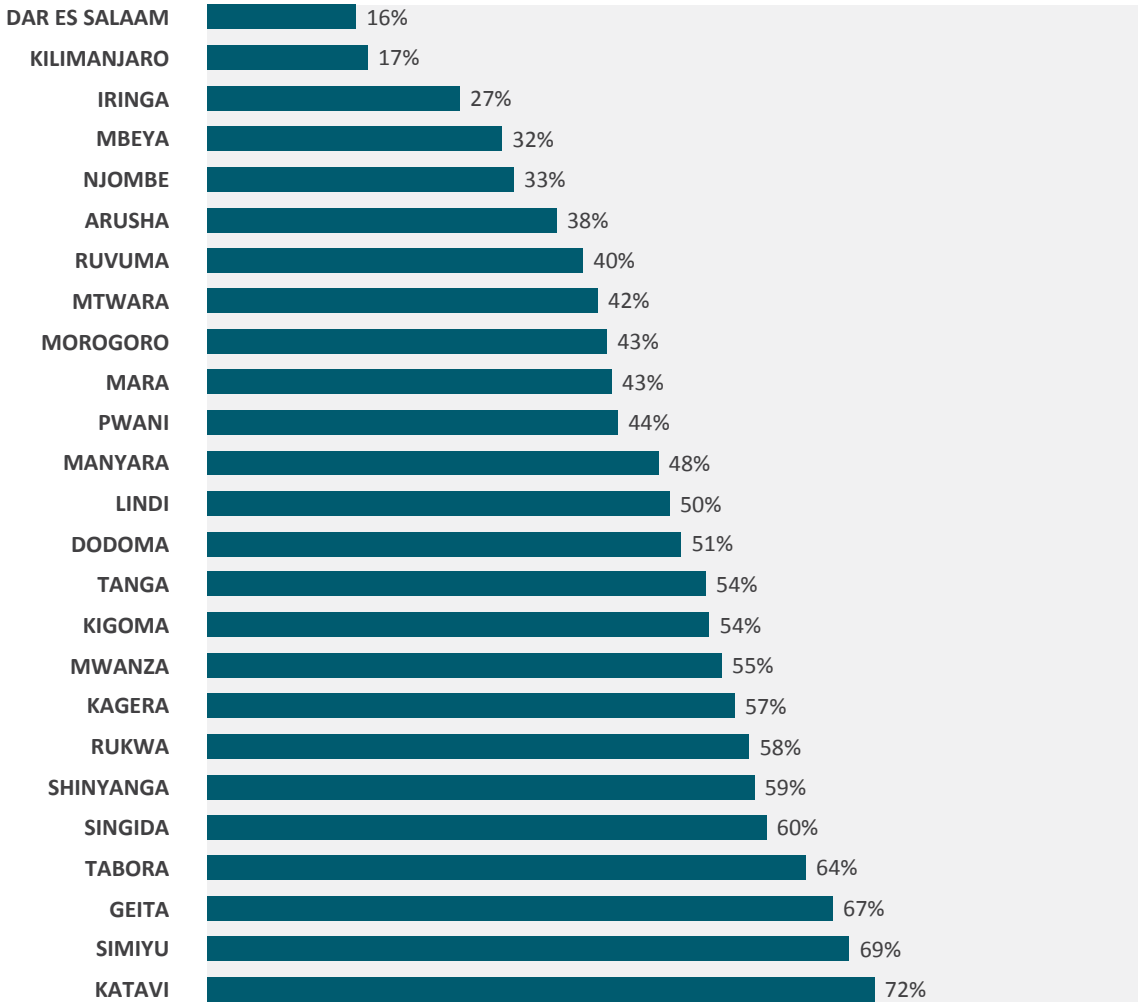



*Notes: The child's expected grade is based on their age. Children aged 7 years are excluded as they cannot be more than one year behind their age-appropriate grade.*

*Source: Calculated from data from the 2011, 2013 and 2015 rounds of the Uwezo ALA*

Behind these nationwide trends, there are also large regional differences in the extent to which children are delayed in their schooling. Figure 29 presents regional data on the proportion of children aged 11 who were at least one year behind their age-appropriate grade in 2015. In Dar es Salaam, only 16% children were 'delayed' compared with 72% in Katavi region.

**FIGURE 29: PERCENTAGE OF CHILDREN AGED 11 YEARS WHO WERE ONE YEAR OR MORE BEHIND THEIR AGE-APPROPRIATE STANDARD, BY REGION, 2015**




*Notes: The child's expected grade is based on their age.*

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

## PART D:
## CONDITIONS IN SCHOOLS

The school environment is another important feature of educational systems. Alongside household factors, differences in school conditions can affect learning outcomes (i.e., academic performance) and are also more subject to improvement through changes in policies. School conditions cover a wide range of factors, including general infrastructure, such as provision of electricity, clean water and toilets, and more specific pupil-oriented resources, such as school lunch programs and textbooks. The quality of the learning environment also depends upon the numbers of teachers in schools as well as their degree of engagement, for which rates of teacher absenteeism from schools and teacher presence in classrooms can be proxies. Another critical aspect of the learning environment is the degree of engagement of the students themselves, which is partially evident by rates of school attendance.

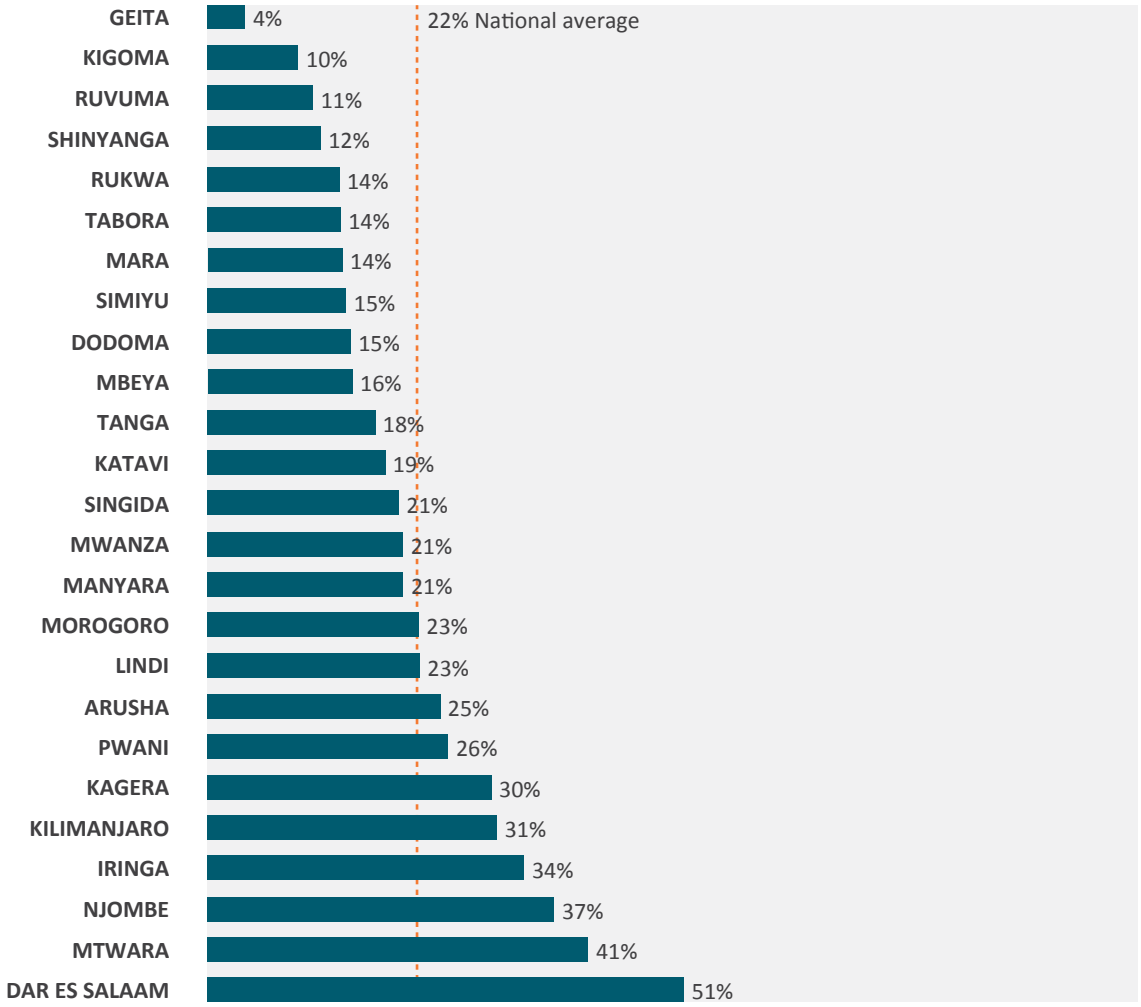
A preliminary question in relation to the school environment is whether conditions vary systematically across schools in different regions, i.e., to what extent do children in one region face similar schooling conditions, regardless of the specific school they attend. To examine school conditions, the current analysis uses school-level data from the 2015 Uwezo survey to determine the average conditions in government (public) primary schools in each region of Tanzania Mainland.

The results are presented in the sections as follows: school infrastructure (D1 to D3), pupil-oriented resources (D4 and D5), teacher numbers (D6), teacher presence (D7 and D8), and pupil attendance (D9). In the final section (D10), an index of school conditions is developed to assess whether the general condition within schools are associated with children's learning outcomes.

### D.1 NATIONALLY, FEWER THAN ONE IN FOUR GOVERNMENT PRIMARY SCHOOLS HAS ACCESS TO ELECTRICITY

Figure 30 plots the proportion of schools in each region that have access to electricity. Nationally, fewer than one in four schools (22%) have access to electricity, but this varies considerably across regions. For instance, in Dar es Salaam over 50% of schools have electricity compared with 10% of schools in Kigoma region and 4% in Geita region.

**FIGURE 30: PERCENTAGE OF GOVERNMENT PRIMARY SCHOOLS WITH ACCESS TO ELECTRICITY, BY REGION, 2015**



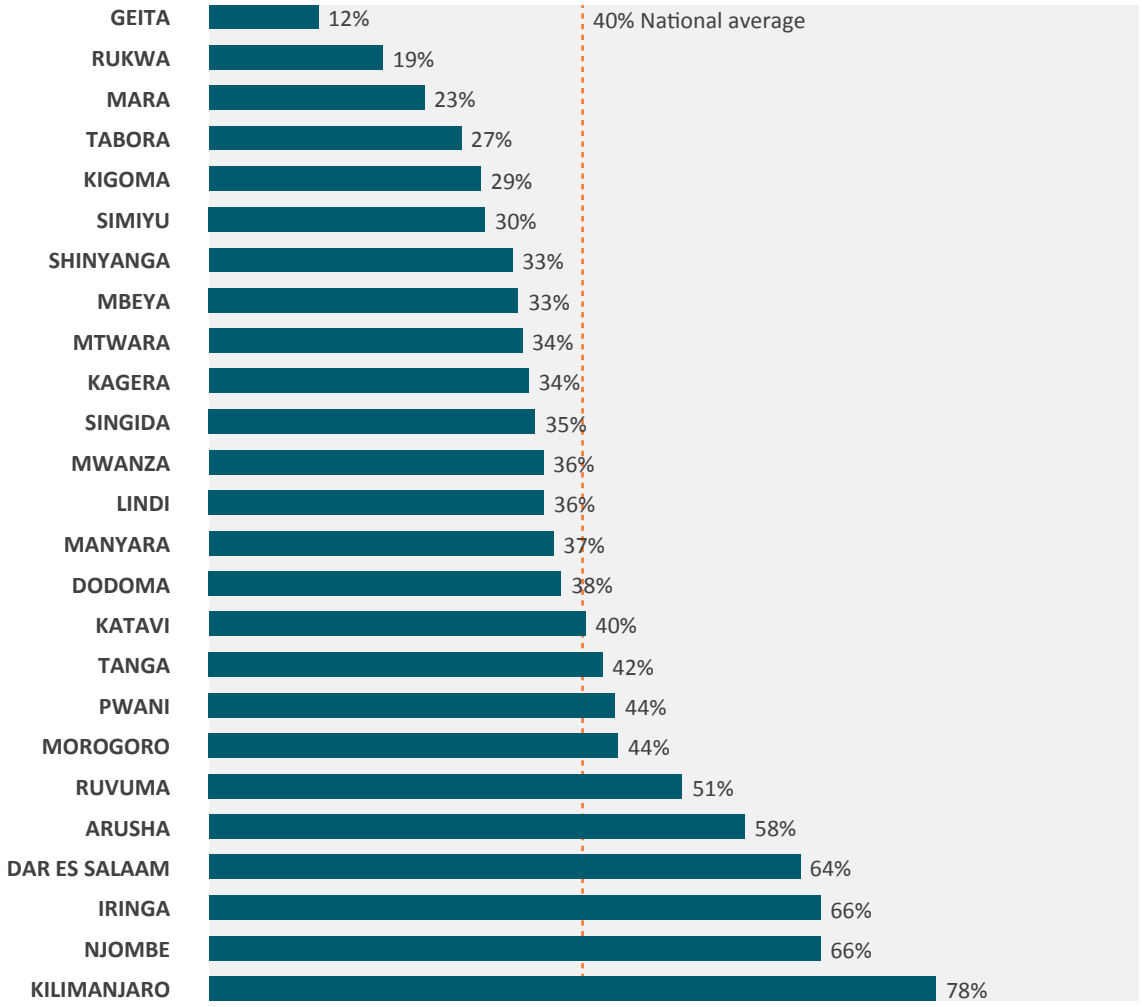

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

*Note: The vertical line indicates the estimated national average across all of the schools surveyed, weighted by the number of pupils enrolled in each region*

## D.2 LESS THAN HALF OF GOVERNMENT PRIMARY SCHOOLS HAVE ACCESS TO CLEAN WATER

Access to clean and safe drinking water is important to ensure children remain hydrated while in school and do not contract water-borne diseases that may put their health at risk, reduce attendance due to illness and undermine their learning. School respondents were asked whether clean water was available at the school. Figure 31 plots the percentage of schools that have access to clean water, by region. Nationally, around 4 out of every 10 schools (40%) have access to clean water, which is nearly twice the proportion of schools with electricity but still low in absolute terms. Once again, very large regional variations were recorded. For example, nearly 8 out of 10 schools (78%) in Kilimanjaro have access to clean water in comparison with just 1 in 10 schools (12%) in Geita region.

**FIGURE 31: PERCENTAGE OF GOVERNMENT PRIMARY SCHOOLS WITH ACCESS TO CLEAN WATER, BY REGION, 2015**




*Source: Calculated from data from the 2015 round of the Uwezo ALA*

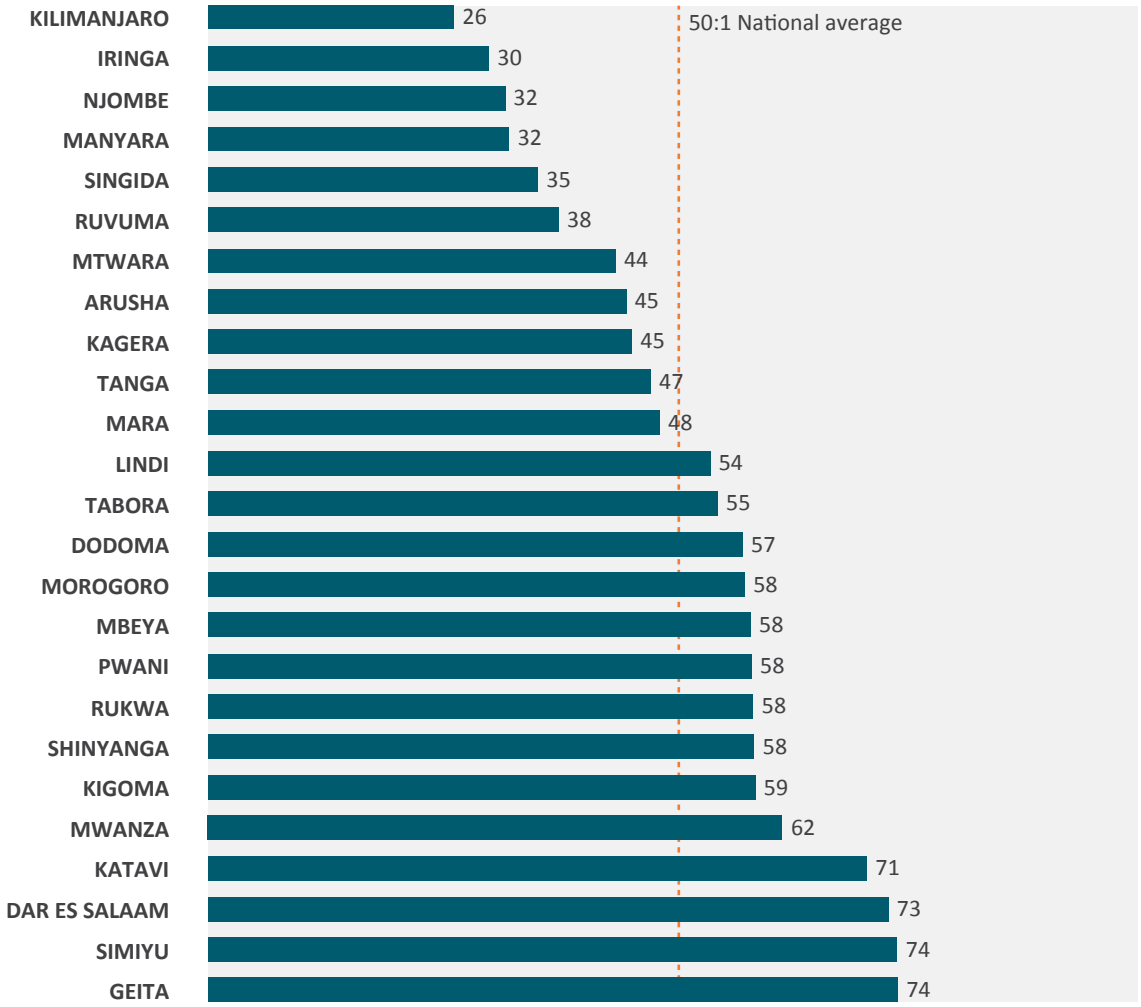
*Note: The vertical line indicates the estimated national average across all of the schools surveyed, weighted by the number of pupils enrolled in each region*

## D.3 THE RATIO OF PUPILS TO TOILETS FALLS SIGNIFICANTLY BELOW INTERNATIONAL AND NATIONAL GUIDELINES AND HAS NOT CHANGED IN RECENT YEARS

The adequate provision of sanitation facilities in school, such as toilets, is also critical to avoid the spread of infectious diseases. They also help create a more pleasant and dignified learning environment, in which children feel valued. Guidelines in developed countries recommend a ratio of around 1 toilet per 20 pupils. Water, Sanitation and Hygiene (WASH) guidelines for schools in Tanzania follow these standards, having a recommended pupil to toilet ratio of 20 girls and 25 boys per drop hole (pit latrine).

However, the Uwezo findings show that no region meets these guidelines (Figure 32). Nationally, the pupil to toilet ratio is 50:1, i.e., on average, 50 pupils share 1 toilet. Regional disparities are also marked. For example, four regions (Geita, Simiyu, Katavi and Dar es Salaam) have pupil to toilet ratios of over 70:1 compared with Kilimanjaro (26:1) and Iringa (30:1).

FIGURE 32: NUMBER OF PUPILS PER TOILET, BY REGION, 2015



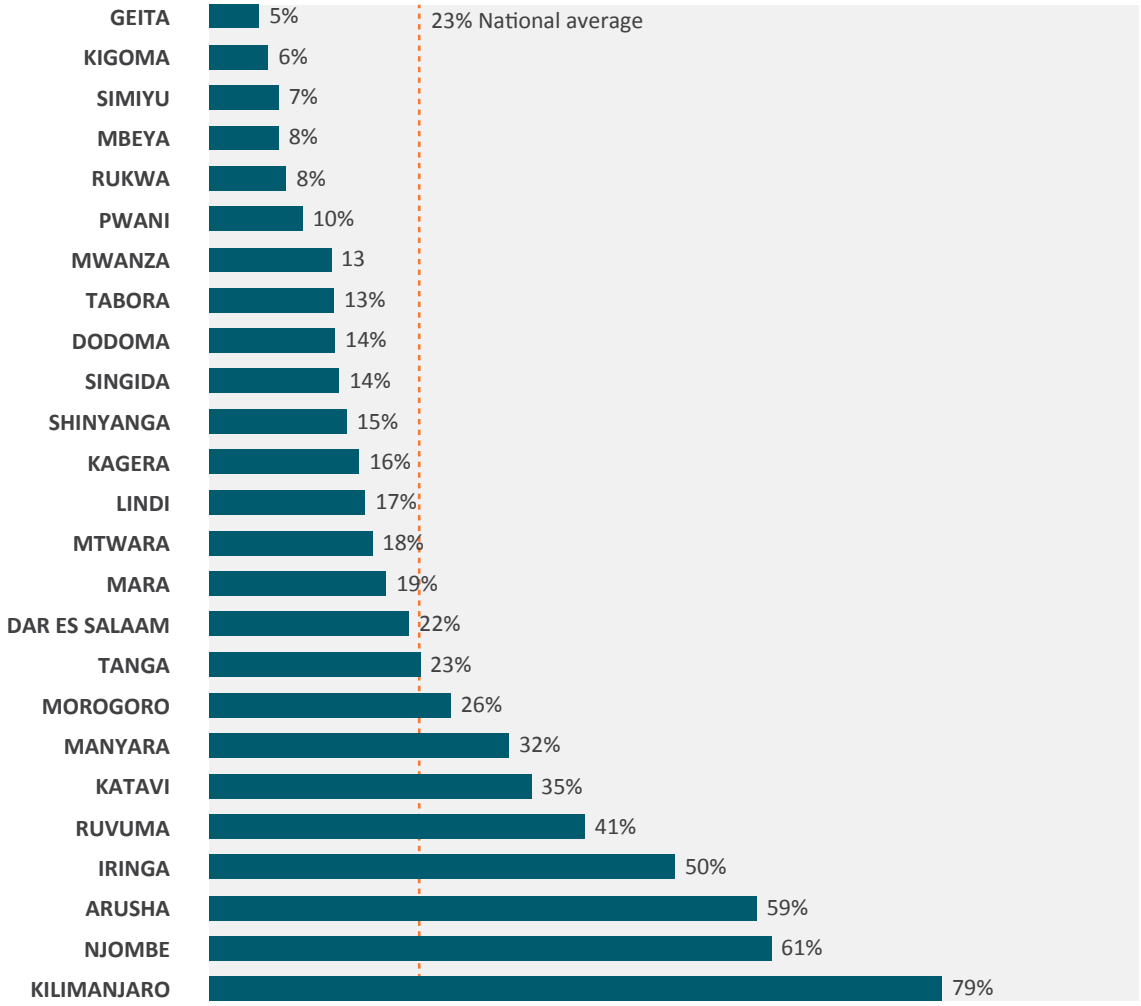

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

*Note: The vertical line indicates the estimated national average across all of the schools surveyed, weighted by the number of pupils enrolled in each region*

## D.4 HUGE DISPARITIES ACROSS REGIONS WERE FOUND IN THE PROVISION OF SCHOOL LUNCHES

School feeding programs play an important role in promoting attendance as well as ensuring that children are adequately nourished so that they are able to concentrate and learn while in school, especially in poorer areas. Figure 33 shows the proportion of schools that provide lunch to students, by region. Nationally, only one in four schools had a lunch program (23%) in 2015. Again, the regional disparities are significant. In Kilimanjaro region, 79% of schools (4 out of 5 schools) provided lunch compared with 5% of schools (1 out of 20 schools) in Geita region.

**FIGURE 33: PERCENTAGE OF SCHOOLS PROVIDING LUNCH FOR CHILDREN, BY REGION, 2015**




*Source: Calculated from data from the 2015 round of the Uwezo ALA*

*Note: The vertical line indicates the estimated national average across all of the schools surveyed, weighted by the number of pupils enrolled in each region*

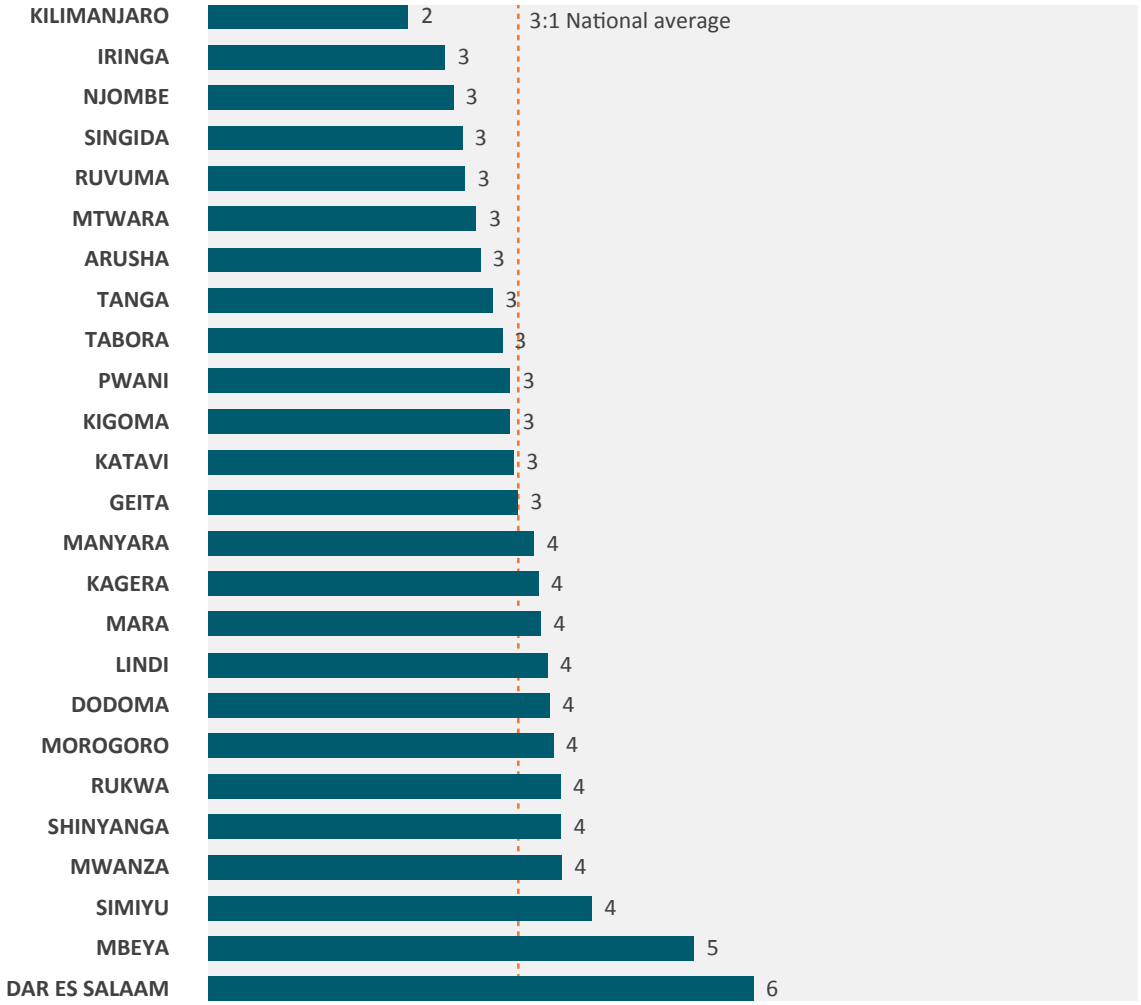
## D.5 NATIONWIDE, AROUND 3 CHILDREN SHARED EACH TEXTBOOK

Another key indicator of school resources to support learning is the number of textbooks available for students. As part of its school assessment, Uwezo 2015 collected data on the availability of English, Kiswahili and mathematics text books for pupils in Standard 2. Figure 34 shows that, on average nationally, about three children shared one textbook.[3]

Variations across regions are again notable, ranging from nearly 6 children per textbook in Dar es Salaam to just over 2 children per textbook in Kilimanjaro. Over the last three rounds of Uwezo surveys, the pupil to textbook ratio has improved significantly from 30:1 in 2013 to 3:1 in 2015. This rapid progress can be attributed in part to a strong emphasis on distribution of textbooks by the government in recent years, including projects such as Big Results Now, the Literacy and Numeracy Education Support Programme (LANES), and the Education Quality Improvement Programme in Tanzania (EQUIP-T) among others.

*[3] The first indicator for Goal 4.1 is "Percentage of children/young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics."*

FIGURE 34: NUMBER OF PUPILS PER TEXTBOOK, BY REGION, 2015



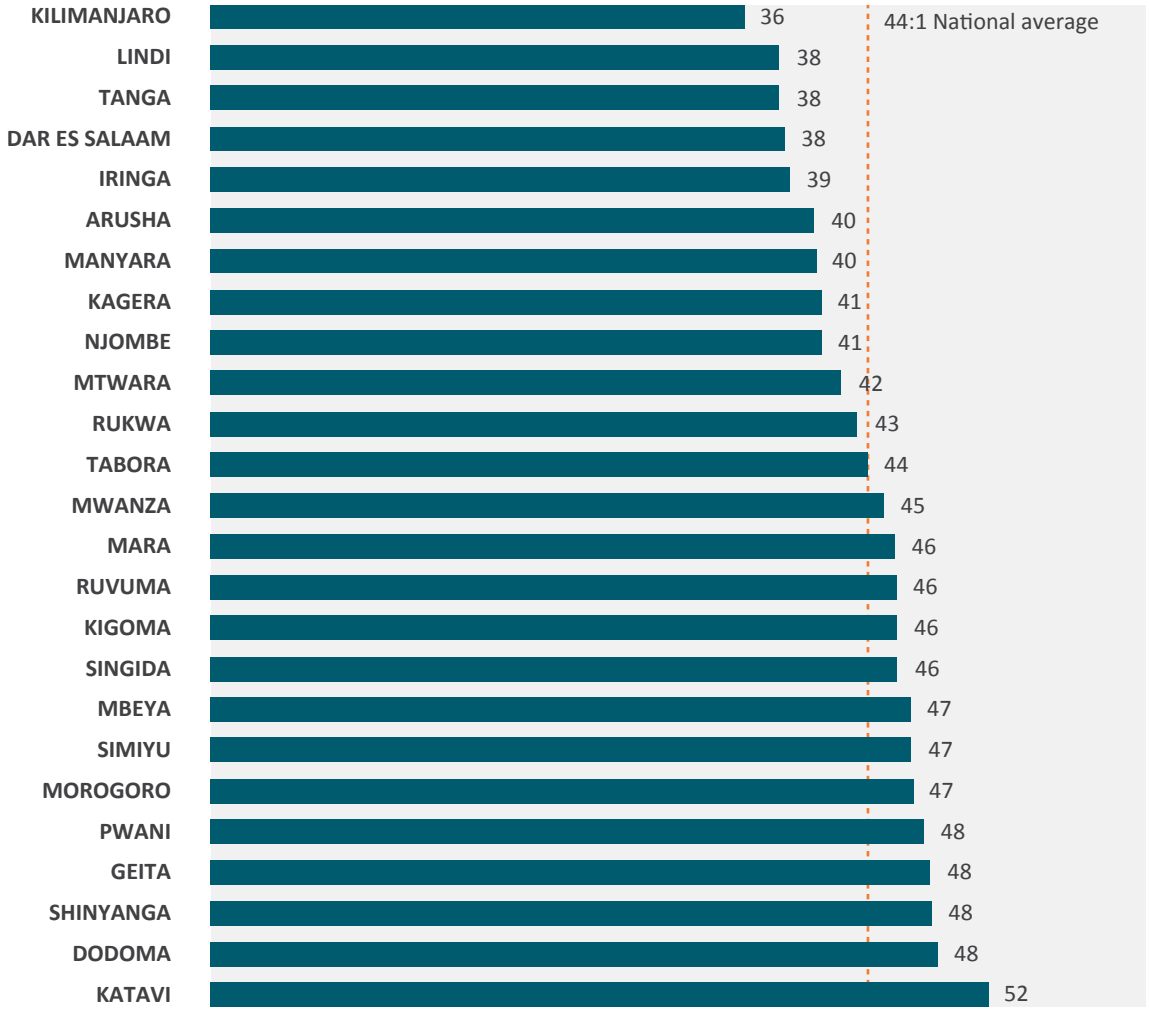

*Source: Calculated from data from the 2015 round of the Uwezo ALA, textbooks in Standard 2 classrooms were counted*

*Note: The vertical line indicates the estimated national average across all of the schools surveyed, weighted by the number of pupils enrolled in each region*

## D.6 THE RATIO OF PUPILS TO EMPLOYED TEACHERS AT THE NATIONAL LEVEL IS WITHIN THE RECOMMENDED RANGE (OF 40-45:1) FROM GOVERNMENT, BUT REGIONAL INEQUALITIES IN TEACHER NUMBERS ARE DISTURBING

The pupil-teacher ratio is calculated by taking the total number of enrolled pupils in a given school and dividing by the number of teaching staff employed by the school. Nationally, the 2015 data show that the pupil-teacher ratio is 44:1, which is in line with the ratio recommended by the national education policy (40:1 for lower classes and 45:1 for higher classes in primary schools) and consistent with findings from previous survey rounds (Figure 35). For example, in 2014 the Uwezo surveys found a pupil-teacher ratio of 46:1. As in previous years, sharp differences persist between regions. For instance, Kilimanjaro region recorded the lowest (best) pupil-teacher ratio of 35:1 while the highest (worst) was in Katavi at 52:1.

FIGURE 35: PUPIL-TEACHER RATIO, BY REGION, 2015




*Source: Calculated from data from the 2015 round of the Uwezo ALA*

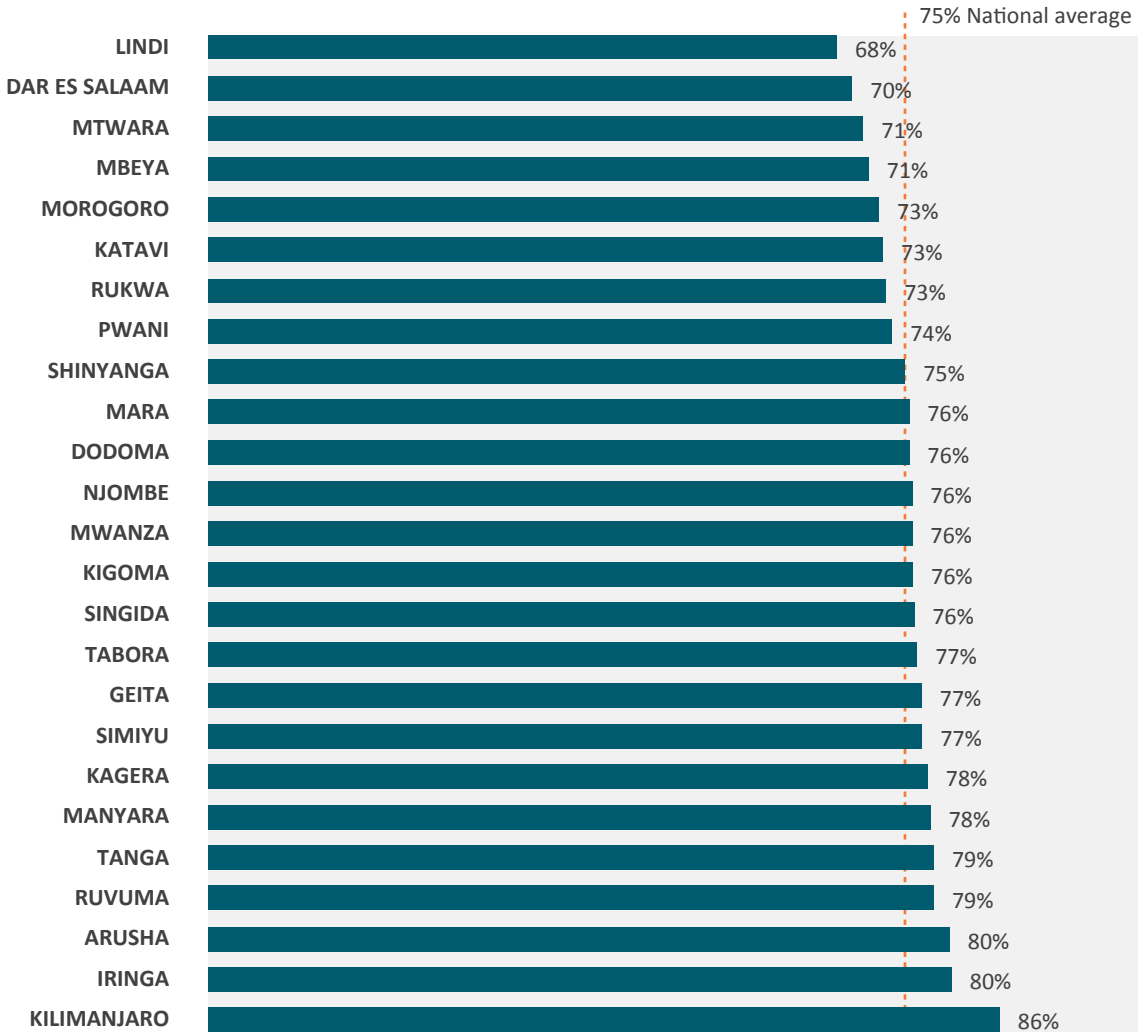
*Note: The pupil-teacher ratio estimates are weighted by the number of pupils enrolled in each region*

## D.7 ON AVERAGE, NATIONALLY, 25% OF TEACHERS WERE ABSENT FROM SCHOOL

The pupil-teacher ratio, however, does not take into account whether or not teachers are actually present in school. Given widespread concerns regarding teaching absenteeism, Uwezo enumerators observed whether teachers were present on the day of the school survey. In this way, the average percentage of (employed) teachers actually present in each school can be calculated.

Figure 36 shows that, nationally, around 1 in 4 teachers (25%) were absent from school. The worst performing region was Lindi, which registered an absence rate close to one in every three teachers (32%). Data from previous survey rounds confirm this is a persistent problem. For example, 2013 data recorded the same absentee rate of 25% with similar variations across regions.

**FIGURE 36: AVERAGE PERCENTAGE OF TEACHERS PRESENT IN SCHOOL ON THE DAY OF THE UWEZO SURVEY, BY REGION, 2015**



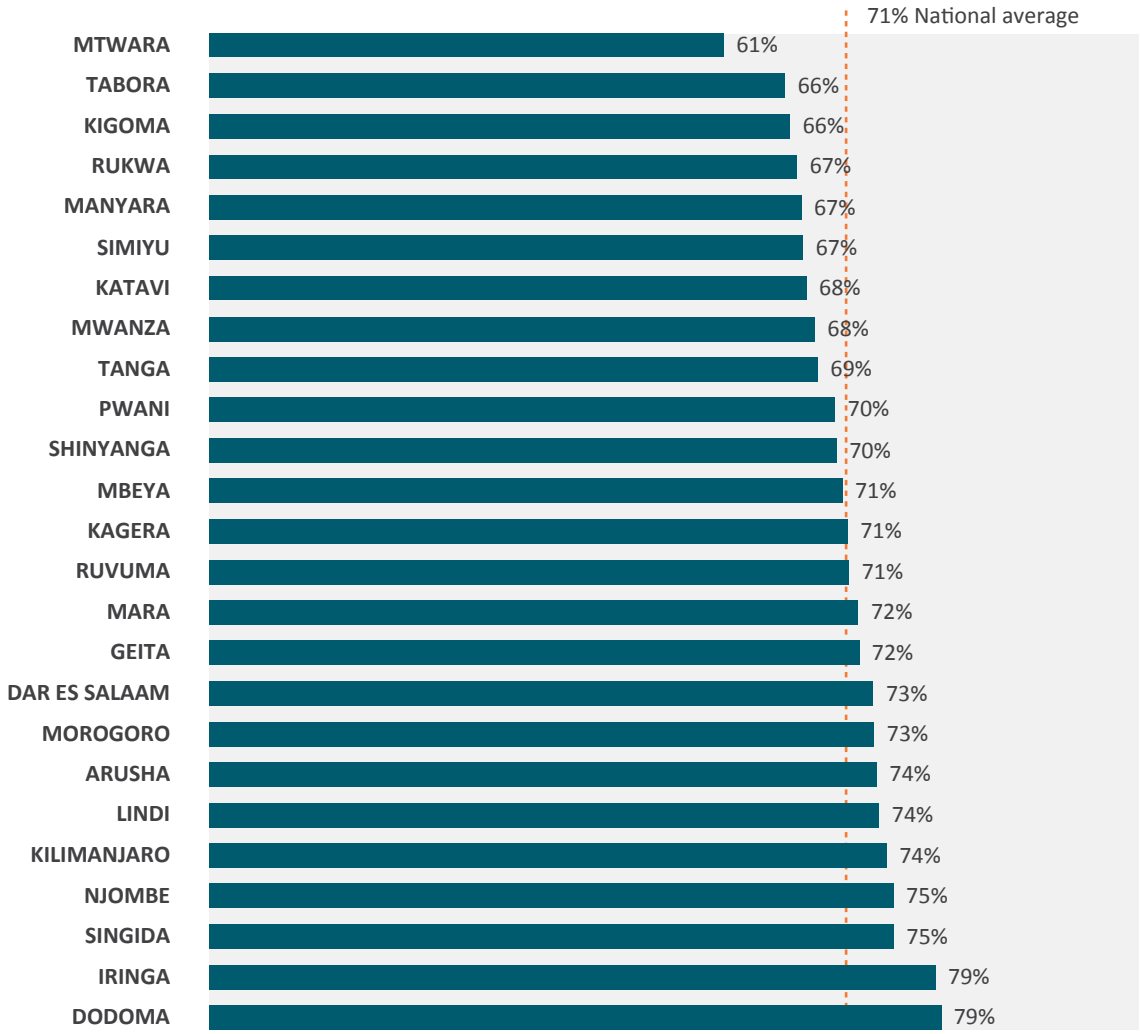

*Source: Calculated from data from the 2015 round of the Uwezo ALA*

*Note: The vertical line indicates the estimated national average across all of the schools surveyed, weighted by the number of pupils enrolled in each region*

## D.8 ON ANY GIVEN DAY, MORE THAN 1 IN EVERY 4 PUPILS ENROLLED IN PRIMARY SCHOOL IS ABSENT

Lastly, pupil attendance at school is examined, again based on observations by Uwezo enumerators during their school visits. Figure 38 shows data on the percentage of children in attendance on the day of the survey compared with the number of enrolled children. The results reveal high rates of absenteeism among children. On average, nationally, one in three pupils (29%) were absent on the day of the survey.

FIGURE 37: PERCENTAGE OF ENROLLED PUPILS ATTENDING SCHOOL, BY REGION




*Source: Calculated from data from the 2015 round of the Uwezo ALA*

*Note: The vertical line indicates the estimated national average across all of the schools surveyed, weighted by the number of pupils enrolled in each region*

## D.9 A POSITIVE ASSOCIATION WAS FOUND BETWEEN OVERALL SCHOOL CONDITIONS AND CHILDREN'S LEARNING OUTCOMES

The portrait of school conditions presented above suggests that teachers work in challenging environments and that pupils face constraints in terms of available resources and instruction time. But do these factors affect learning outcomes? While a definite causal relationship between these factors cannot be determined, the extent to which school conditions and children's learning outcomes are correlated is investigated.

For this exercise, a principal components analysis (PCA) procedure was applied to develop an index of school conditions based on the nine individual factors (discussed in the sections above) calculated at the district level. A PCA is a data reduction technique that is used here to provide a best fitting single index that captures variation across the nine factors. The components of the index were as follows:

- Access to electricity
- Access to clean water
- Availability of toilets
- Provision of school lunch
- Availability of textbooks

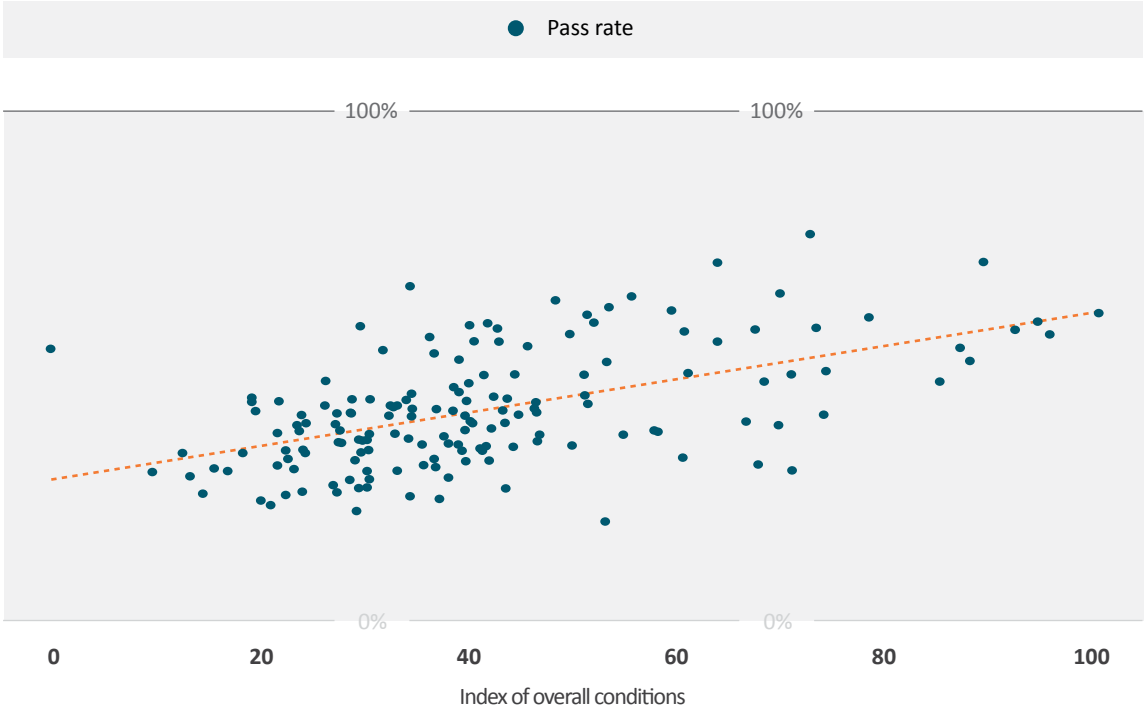
- Pupil-teacher ratio
- Teacher absenteeism from school
- Teacher presence in the classroom
- Pupil attendance

The index is scaled to range from zero (poorest conditions) to 100 (best conditions). In turn, the association between this index and the average pass rate in each district is calculated. For this analysis, only children aged 9-13 years who were attending government primary schools are included, i.e., children not attending school are excluded.

Figure 38 plots the relationship between overall school conditions and average test scores. The figure indicates a positive association. As can be seen, the line of best fit is pointing upwards and to the right, implying that pupils in districts with better general (and overall) facilities in primary schools tended to achieve higher average test scores. For example, Hai district in Kilimanjaro region received the highest index score in terms of general school conditions and was also in the top 20 districts ranked by the average pass rate among children aged 9-13 years attending government primary schools (60%). At the opposite end, Uvinza district in Kigoma region received one of the lowest school condition index scores and ranked in the bottom 20 districts for the average pass rate (30%).

Of course, better school conditions may reflect a wide range of other factors, including parental commitment and income, through which additional school funds are raised. For this reason, it must be emphasized that differences in school conditions may be symptomatic of other deeper causes of disparities in learning outcomes. Even so, it is evident that differences in school conditions are significant and relevant to learning outcomes.

**FIGURE 38: RELATIONSHIP BETWEEN OVERALL SCHOOL CONDITIONS AND AVERAGE PASS RATE IN ALL THREE TESTS (KISWAHILI, ENGLISH AND NUMERACY) AMONG PUPILS AGED 9-13 YEARS, BY DISTRICT, 2015**




*Source: Calculated from data from the 2015 round of the Uwezo ALA*

*Notes: "School conditions" refers to the index discussed in the text.*

# CONCLUSIONS

This report has summarized the findings from the 2015 Uwezo annual learning assessment and examined trends in learning outcomes over time. Many findings echo those of previous Uwezo reports. Most importantly, while the majority of children are enrolled in school, learning outcomes have remained low relative to expectations. The majority of children enrolled in Standard 3 have not achieved Standard 2 level literacy or numeracy skills. Hence, it takes children additional years of primary school to acquire this basic level of literacy and numeracy.

Beyond the headline stories there are several important findings. There appears to be strong evidence of good progress in Kiswahili literacy skills over the years. The share of Standard 3 pupils passing the Kiswahili test increased from 29% in 2011 to 56% in 2015. In addition there have been major improvements in the pupil to textbook ratio over the assessment rounds, from 30:1 in 2013, to 8:1 in 2014 and now 3:1 in 2015. Although these data capture the availability of textbooks for Standard 2 pupils in three specific subjects only, there is cause for celebration. Books are critical inputs into the learning process and these Uwezo data show that with concerted effort in a particular area, progress can be achieved.

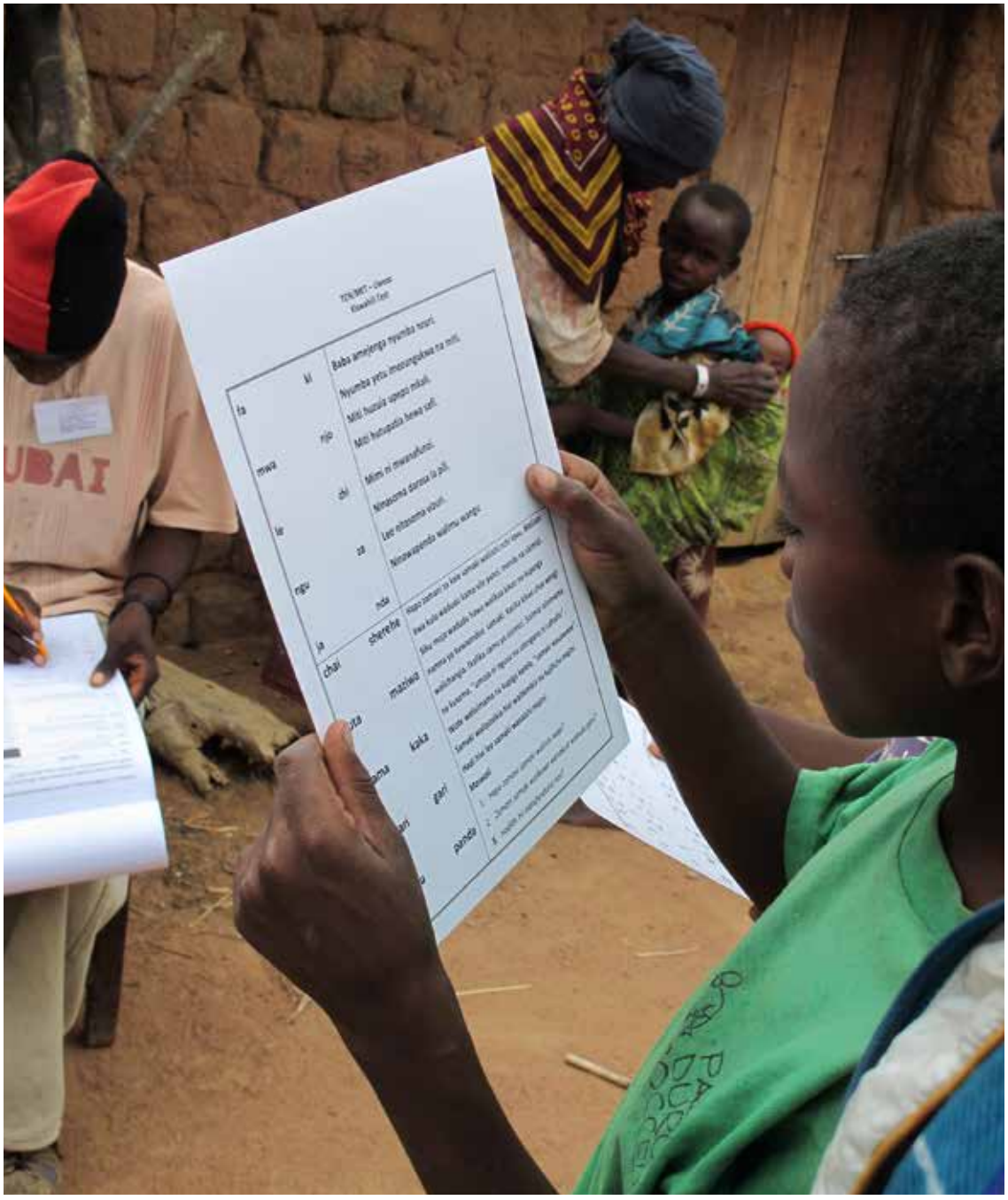
However, there is also evidence that rates of pupil attendance in primary school may be declining, especially in rural areas. While this may be a temporary phenomenon, it reminds us that we cannot be complacent about ensuring access to schooling and supporting age-appropriate progress through school over time. The data suggest a further note of caution. These declining enrolment rates could signal the fading of initial enthusiasm over free primary education that produced a massive surge in enrolment. The experience that followed - the struggles with under-resourced schools and classrooms, over-stretched teachers and low quality learning outcomes - led to declining rates of enrolments. We must ensure that the extension of fee-free basic education does not suffer a similar fate of an initial boost in enrolment numbers followed by a steady erosion when commensurate investments are not made to improve the quality of schools and learning outcomes.

In addition, teacher presence and engagement is generally low. At the national level, official pupil-teacher ratios appear broadly adequate in government primary schools. However, Uwezo found that teacher distribution across the country is problematic, and that a quarter of teachers were absent from school during the day of Uwezo assessment. This strongly suggests that pupil-teacher contact/classroom instruction time during the school day is low and children are not getting the instruction time they need in order to learn the basics.

Overall, the findings confirm that a policy emphasis on improving the quality of schooling is highly relevant in Tanzania. This is in accordance with international commitments, such as the Sustainable Development Goals, which merit careful monitoring and integration in government strategies. At the same time, it is important to emphasize that while raising the quality of schooling is a valid general priority for Tanzania there are also very large gaps in learning outcomes between different households and regions. This means that policy makers need to take regional differences into account, and, in doing so, target efforts and resources to ensure that disadvantaged children are not left behind.

How can all this be achieved? Lasting solutions cannot come from the government alone. Collaboration between the children, parents, teachers and officials who are most closely connected with our schools and system of education is absolutely essential. Civil society organizations and foreign donors also have a role to play to improve the quality of education in Tanzania.

At the same time, government interventions are clearly critical, in increasing resources to schools, reducing the stark regional and district inequalities, and creating a good environment for parents and other stakeholders to engage. The fifth phase government must be commended for its bold interventions in education - direct disbursement of capitation grants and fee-free education. They demonstrate recognition of the critical role education can play in moving the country forward. An even deeper commitment to using evidence to make policy decisions, and a targeted deployment of human, technical and financial resources to improve learning outcomes is needed to move towards our shared vision of a middle-income country in which all children receive quality education.



# ANNEXES

## ANNEX 1: DISTRICT PARTNERS

| | DISTRICT | ORGANISATION | HEAD OF ORGANIZATION | DISTRICT COORDINATOR |
|---|---|---|---|---|
| 1 | Monduli | Monduli Pastoralist Development Initiative | Erasto Sanare | Mohamed Nkinde |
| 2 | Arusha Urban | Vision for Youth | Violet Ayoub | Vedastus David Sibula |
| 3 | Meru | Community Empowerment for Sustainable Development | Rogati Muhindi | Theresia A. Nyoka |
| 4 | Arusha Rural | JIVUNIE ELIMU BORA FOUNDATION | Suzan Victor Molel | Gibson Ole Kinisa |
| 5 | Longido | Longido Community Development Organisation (LCDO) | Joyce Syokino | Kiula Kiula |
| 6 | Ngorongoro | Laretok Le-Sheria Na Haki Za Binadamu Ngorongoro | Charles Ole Mdangoya | Yonah Phares Mahuli |
| 7 | Karatu | Center for Women and Children Development (CWCD) | Hindu Ally Mbwego | Fatmah Ally |
| 8 | Kinondoni | Women Research and Documentation Project Association (WRDP) | Sherbanu Kassim | Sherbanu Kassim |
| 9 | Ilala | African Life Foundation | Hussein Kitaringo | Eliab Maganga, |
| 10 | Temeke | Taaluma Women Group | Mary Mushi | Susanne Ngahyoma |
| 11 | Dodoma Urban | Sharing Worlds Tanzania | Pendo Maiseli | Upendo Minja |
| 12 | Bahi | Empower Society Eradicate Poverty | Tabu Omary | Salum Gwambassa. |
| 13 | Chamwino | MAMADO | Abdulwakhab Monsoor Khamis | Anthony Kasota |
| 14 | Mpwapwa | MPWAGRISO | Joseph Stephano Mnemele | Sailas Malunguja |
| 15 | Kongwa | UMWEMA Group | Athumani Bohari | Jackson Richard Ngaiti |
| 16 | Kondoa | Kikundi cha Wanawake Kondoa (KIWAJAKO) | Mercy Benson Kimambo | Diana Mhanila |
| 17 | Bukombe | Service Health and Development for People Living Positively with HIV/AIDS Fund | Essau Malifedha | Essau Malifedha |
| 18 | Mbogwe | Community Development and Relief Trust | David Mihayo | Manjale Makongoro |
| 19 | Geita | New Light Children Centre Organisation (NELICO) | Pauline Alex | Devotha Albinus |
| 20 | Nyang'wale | Tanzania Resources Mobilazation and Development Initiative ( TAREMODI) | Issack Makoko | Adrian Anthony |
| 21 | Chato | KADETFU | Yusto Muchuruza | Agastin K. Anjelo |
| 22 | Iringa Urban | Tanzania Home Economics Association (TAHEA) | Lediana Mafuru | Neema Msangi |
| 23 | Mufindi | Afya Women Group | Winfrida T. Swai | Thabit Msoffe |
| 24 | Mafinga | Afya Women Group | Winfrida T. Swai | Winfrida T. Swai |
| 25 | Kilolo | Iringa Mercy Organization | Elitha Chusi | Elizabeth Sawike |
| 26 | Iringa Rural | MMADEA | Vivian Kisanga | Raphael Mtitu |
| 27 | Ngara | Marafiki wa Afrika Tanzania (MAT) | Fr. Isaia Bambara | Sospeter Ngenzi |
| 28 | Biharamulo | Rulenge Diocesan Development Office (RUDIDO) | Fr. Honoratus Ndaula | Shangwe Kabuye |
| 29 | Muleba | West Victoria Development and Health Association (WEVIDHA) | Protas Marijan Karani | Raphael Sindano |
| 30 | Kyerwa | Women and Men Development Association | Juma Masisi | Leinalida Alichard |
| 31 | Karagwe | Saidia Wazee Karagwe | Livingstone Byekwaso | Iman Masenge |
| 32 | Bukoba Urban | Matumaini Mapya | Kaserwa Bigirwa | Esther Julius |
| 33 | Missenyi | Amka Kazinga | Romuard Bernard Kyaruzi | Consolata M. Barongo |

| | DISTRICT | ORGANISATION | HEAD OF ORGANIZATION | DISTRICT COORDINATOR |
|---|---|---|---|---|
| 34 | Bukoba Rural | Tanzania Development and AIDS Prevention (TADEPA) | Dr. Jonathan Stephen | James Barongo |
| 35 | Mlele | Education Outreach Tanzania | Anthony S. Mhanda | Rehema Kilebwa |
| 36 | Mpanda Rural | Mpanda Society for People living Positively with HIV/AIDS (Mpasopha) | Beda J. Makungo | Sophia Mbogo |
| 37 | Mpanda (U) | Katavi Women Development Organisation (Kawodeo) | Fulgencia Kapanya | Mussa Shaabani Kizoye |
| 38 | Kigoma Ujiji | Kigoma to Kigoma Children | Kenneth Hageze | Mapendano Nabulizi Barnabas |
| 39 | Kasulu | Save for Development and Relief Association (SADERA) | Gerald Nkona | Godfrey Bukwirojolo |
| 40 | Kakonko | Shirika la Elimu Tanzania | Rosemary Akile | Shukuru Elias |
| 41 | Kasulu Township | Balaza la Kuratibu na Kukuza Maendeleo (women organisation) | Oliveta Mvunyenke | Anastazia Peter |
| 42 | Kigoma Rural | Hope of Community Foundation | Evelyn Amos Kahembe | Joyce Kimaro |
| 43 | Kibondo | Cross Community Connect (CCC) | Shadrack Kamyori | Baraka Joseph Dedu |
| 44 | Uvinza | Neighbors Without Borders | Napewa Stephen | Marcelina Mshana |
| 45 | Buhigwe | Tanzania Women Social Economic Development and Human Right Organization (TWSEDHRO) | Rose Maiko Kagoma | Mwasham Ahmad |
| 46 | Siha | TAFCOM | Jonas Kyafura | Nie Mashafi |
| 47 | Rombo | Rombo Education Support Fund (RESF) | Innocent Malamsha | Benedicta Shine |
| 48 | Same | SAIPRO TRUST FUND | Samweli Mdungu | Rebeca Andrew |
| 49 | Moshi Municipal | Youth Control Society (YOCOSO) | Gordad Yesaya Mwaitembo | Elisha Rogers |
| 50 | Mwanga | MIFIPRO Trust Fund | George Madundo | George Madundo |
| 51 | Moshi Rural | Kilimanjaro AIDS control Association (KACA) | Faraji K. Swai | Genes Apolinary |
| 52 | Hai | HAI ASSOCIATION OF NGO (HANGO) | Anandumi Ndosi | Anandumi Ndosi |
| 53 | Lindi Urban | Sports Development Aid | Mohamed Chigogolo | Adolph Kanda |
| 54 | Kilwa | KINGONET | Omari Mkuwili | Jamila Mombweni |
| 55 | Lindi Rural | CARITAS - Caritas Diocese of Lindi | Simon Herman Nnimbo | Bonamax Mkude Chande |
| 56 | Nachingwea | Nachingwea Agro Enviromental Service Organisation | Thomas Chitanda | Adila Juma |
| 57 | Liwale | ULIDINGO | Saidi Kimbunga | Ali Ligai |
| 58 | Ruangwa | Ruangwa Organization for Poverty Alleviation (ROPA) | Seleman R. Njaimbo | Clovis Alex |
| 59 | Simanjiro | UVIMASHA-CBO | Sibilina Mollel | Sabilina Mollel |
| 60 | Babati Urban | FRI-SUCODE | Cathbert Riphaty Ayo | Cathbert Riphaty |
| 61 | Babati Rural | WAMATA | Keneth Ibrahim Shemdoe | Mariana Sumari |
| 62 | Kiteto | Kiteto women counselling Association | Mwadawa Ally | Juma A. Nyeresa |
| 63 | Hanang | Charitable Harambee Education Society | Pius Masha | Marcelina Qedo |
| 64 | Mbulu | Dioces of MBULU Development Organisation | Willy Qambalo | Ansila Tembo |
| 65 | Butiama | Mount Sinai Foundation Institute | George Okoth | Apaisaria Kiwori |
| 66 | Rorya | Kanisa la Mennonite Tanzania | Bishop. John O. Nyagwegwe | Fred Otieno |
| 67 | Serengeti | ACT – DIOCESE OF MARA | Askofu Mteule Jacob Robert | Rhobi Pristiana Samwelly |
| 68 | Tarime | SHIMATA | Joseph Magabe | Edward Mtalemwa |
| 69 | Musoma Mjini | HRCO | Steven Marwa | Paul Nuru Kabawa |
| 70 | Musoma Vijijini | LVDC | Dennis Maina | Alice Seleman |
| 71 | Bunda | Lubana Corridor Environment Development Strategy | Ernest Nkonoki | Bigael Julius |

| | DISTRICT | ORGANISATION | HEAD OF ORGANIZATION | DISTRICT COORDINATOR |
|---|---|---|---|---|
| 72 | Kyela | Jitambue Lembuka Tz | Simon Mkanya | Amosi Mwakabambo |
| 73 | Mbeya (U) | MIICO | Adam Semingwa | Regina Alex Ngalawa |
| 74 | Mbeya Rural | Youth Education through Sports Tanzania (YesTz) | Keneth Simbaya | Adelaide Mgimba |
| 75 | Momba | Intergrated Rural Development Organisation | Simon Mwaganda | Sinda S. Gasheka |
| 76 | Ileje | Hossana ows centre | Nsanya Mwalyego | Acken Kubetter |
| 77 | Mbarali | Shirika la Kuhudumia wa mama waja wazito majumbani (SKAMAVM) | Grace Mkumbwa | Lukadia Uswege |
| 78 | Rungwe | Upendo Social Action Organisation | Christopher Mwenga | Afsa Simbeye |
| 79 | Chunya | Promoters of health and Development Assocation (PHEDEA) | Yohana Ngulukia | Daniel Mtambo |
| 80 | Mbozi | ELIMISHA | Festo Sikagonamo | Citojo Francis |
| 81 | Tunduma | Action for Development Mbozi (ADP) | Victor Y. Eli-Shau | Leah Mwamsojo |
| 82 | Kilosa | People's development Organisation | Fredrick Mpumpa | Zawadi Mwenda |
| 83 | Morogoro Rural | Wings Environment & Education Transformation | Boniface Msimbehuto | Edwin Kiemba |
| 84 | Kilombero | Kilombero Group for Community Development | Christine Kulunge | Elizabeth Wapalila |
| 85 | Morogoro Urban | Safina Women Association | Hellen Nkalang'ango | Christabella Lyimo |
| 86 | Mvomero | CDTFN | Felistas Kalomo | Felistas Kalomo |
| 87 | Gairo | MWAYODEO - Mafiga Women & Youth Development Organization | Venance Mlally | Getzaina Kikoti |
| 88 | Ulanga | TETA | Ashrey Makengo | Ashrey Makengo |
| 89 | Masasi Urban | KIMASI | Mary R Nindi | Edward Biashara |
| 90 | Masasi Rural | Shirika la kusaidia watoto (SAWA) | Nurudini Nhuva | Theresia Mkapa |
| 91 | Newala | Tanzania Life Improvement Association (TALIA) | Ayubu Samweli | Martha Musa |
| 92 | Mtwara Rural | FAWOPA | Balthazar Komba | Clemence Clelinus |
| 93 | Tandahimba | The Tanzania Heralds For Youth Services | Wilson Chacha | Mohamed A. Ahmad |
| 94 | Mtwara Urban (Mikindani) | Mtwara Education Consultation for Women | Rehema Gabriel | Zakia Bakari Haridi |
| 95 | Nanyumbu | NANGONET | Mohamed Salum Napicha | F |
| 96 | Kwimba | Tanzania Home Economics Association (Tahea) | Asia Kapande | Patrick Kilanga |
| 97 | Ilemela | Educating Developing and Facilitating Organization (EDFO) | Noel Kihoza | Blandina Katumba |
| 98 | Ukerewe | Mzeituni foundation | Meshaki Masanja | Lilian Solile |
| 99 | Sengerema | Evangelical Lutheran Church in Tanzania - East of Lake Victoria Diocese | Rogarth Mollel | Livingstone Saria |
| 100 | Magu | Huruma Peace Mercy Foundation (HUPEMF) | Simon Chemu | Paulo Budakila |
| 101 | Nyamagana | SIDE-Development & Management services | Jonarda J. Ngisssa | Ibrahim Shora |
| 102 | Misungwi | Mwanza Youth Centre | Yared Babona | Yared Babona |
| 103 | Wanging'ombe | COCODA | Mary Kahemeke | Jema Mwenisongole |
| 104 | Makete | SUMASESU | Egnatio Mtawa | Faustin Mwenda |
| 105 | Makambako | SECO | Luka Mgaya | Fadhili Mdetele |
| 106 | Njombe Town | SAWA | Eunice Lwendo | Eunice Lwendo |
| 107 | Njombe District | Highland Hope | Betty Liduke | George Sanga |
| 108 | Ludewa | LUGARAWA DEVELOPMENT FOUNDATION (LDF) | Lenis Mtitu | Lenis Mtitu |
| 109 | Rufiji | Rufiji Social development Initiative (RUSODI) | Ally Masimike | Abdallah Said Mikulu |

| | DISTRICT | ORGANISATION | HEAD OF ORGANIZATION | DISTRICT COORDINATOR |
|---|---|---|---|---|
| 110 | Mafia | Harmony Life Development | Linus Emmanuel Skainda | Gerald Mbosoli |
| 111 | Kisarawe | Organisation For Community Development (OCODE) | Joseph Jackson | Doreen Matekele |
| 112 | Kibaha Urban | Miembe Saba Development Organization | Jamila Rashid | Rajab Juma Kissiwa |
| 113 | Kibaha Rural | Community Development Agenda Country Wide | Patrick Twalib | Hamis K. Masasa |
| 114 | Bagamoyo | Bagamoyo Non governmental Networking | Marie Cidosa | Asha Rashid Majaliwa |
| 115 | Mkuranga | COSUPED | Evena Massae | Evena Massae |
| 116 | Kalambo | LICHIDE | Benson Mwang'ombola | Debora Nelson |
| 117 | Sumbawanga Urban | Peace and Relief Organisation PRO | Peter Kawageme | Jackson Kamugisha |
| 118 | Sumbawanga Rural | Rukwa Fisheries and Marketing Cooperative Society (RUFIMA) | Emmanuel Aswile | Herman Michael |
| 119 | Nkasi | Caritas Sumbawanga | Fr. Charles Kasuku | Stanley H. Khamsini |
| 120 | Mbinga | NDUNI CENTER | Tumaini Mpepela | Huruma Komba |
| 121 | Tunduru | HEDEFO | Sadiki Matipasi | Seif Madogo |
| 122 | Nyasa | Ruvuma Orphans Association (ROA) | Mathew Ngalimanawe | Benson Tembo |
| 123 | Namtumbo | RUWODEFU | Siwajibu Gama | Samwel Chiwangu |
| 124 | Songea (R) | Songea Women Children Care Organization | Regina Chinguku | Tito David Castico |
| 125 | Songea (U) | Saint Teresa Orphans Association | Teresa Nyirenda | Albert Gama |
| 126 | Shinyanga Urban | Youth Advisor Development Council (YADEC) | Eliezer Bitegeko | Lucya Mabula |
| 127 | Kahama Authority | REICHET Foundation | Selina Pascal | Mwamini Haruna |
| 128 | Shinyanga Rural | Shinyanga Vijana Centre | Paul Magubiki | Furaha Nyanda |
| 129 | Kahama Rural | Humancare Organisation | Fidel John | Fidel John |
| 130 | Kishapu | Organizaton of People Empowerment | William Shayo | Nkinda S. Joseph |
| 131 | Bariadi | Boys and Girls Scout Bariadi | Kulwa Mtebe | Saguda Kazimoto |
| 132 | Maswa | Kawiye social organisation | Ezekiel Kasanga | Marius Simon |
| 133 | Meatu | Blema Initiative Organisation | Avati Archard | Emmanuel Burugu |
| 134 | Itilima | Bariadi Agricultural and Economic Development | David Wambura | Deus Toga |
| 135 | Busega | NABROHO | Kubini N. Kubini | Bujiku John Minzekutwe |
| 136 | Chemba | Disaster Awareness and Preparedness Organisation in Tanzania | Morsard Luhanda | Theresia Joseph |
| 137 | Singida Urban | Youth Movement for Change | Fidelisi Yunde | Kwandu Kibinza |
| 138 | Singida Vijijini | Link Against Poverty | Nason W. Nason | Neema Godwin |
| 139 | Mkalama | Tumaini Group Kirumi Tanzania | Mathew L. Masanja | Daudi S. Msengi |
| 140 | Iramba | Sustainable Environement Management Action SEMA | Ivo Manyaku | Jeremia Wandili |
| 141 | Manyoni | Mfuko wa Elimu Mayoni | Baton Petro | |
| 142 | Ikungi | Link Against Poverty | Nason W. Nason | Nason W. Nason |
| 143 | Urambo | Hope farming Group | Paulo Kaheto | Paulo Kaheto |
| 144 | Tabora Urban | CARITAS - Diocese of Tabora | Fr. Alex Nduwayo | Timothy Chombo |
| 145 | Sikonge | Care and Love Friendship | Grancia Msanisa | Faraja Hebel |
| 146 | Igunga | Keys of Knowledge for Children and Youths | Hasani Mzinga | Paschal Honge |
| 147 | Nzega | WEGCC | Joyce Mwaigwisya | Jaffery Chandika |

| | DISTRICT | ORGANISATION | HEAD OF ORGANIZATION | DISTRICT COORDINATOR |
|---|---|---|---|---|
| 148 | Kaliua | TDFT | Dick Mlimbuka | Joyce Kayira |
| 149 | Uyui | YOUTH LIFE RELIEF FOUNDATION | Joachim Milambo | Godbless P. Nkungu |
| 150 | Lushoto | TAYODEA- Lushoto Branch | Martha Mkamwa | Elias Mikida |
| 151 | Kilindi | ERETO Maasai Youth | Emmanuel Kileli | Simon Alalakara |
| 152 | Handeni Township | Handeni Free Trade Development Charity | Tecla Mwingwa | Nyata Joseph Mweaswaha |
| 153 | Handeni Rural | Community Development Mission of Tanzania | Emilie Philipo | Witness Malisa |
| 154 | Mkinga | TAYODEA -Mkinga | David Chayeghea | Michael Mchomvu |
| 155 | Pangani | African Women Aids Working Group (AFRIWAG) | Magreth Ruhinda | Faraji Isihaka |
| 156 | Korogwe | New Rural Children Foundation (NRCF) | Nicholaus Mshanga | Mgaza Mussa |
| 157 | Muheza | Tree of Hope | Daniel Semngindo | Fortunata Manyeresa |
| 158 | Tanga | Tree of Hope | Fortunata Manyeresa | Richard Mzule |
| 159 | Korogwe Township Authority | Tanzania Livelihood Skills Development and advocacy Foundation (TALISDA FOUNDATION) | Joseph Noya | Joseph Togolai Shemzigwa |

## ANNEX 2: REGIONAL COORDINATORS

| | RC REGION | DISTRICTS | REGIONAL COORDINATOR | POSTAL ADDRESS |
|---|---|---|---|---|
| 1 | Arush/Manyara | Karatu, Ngorongoro, Longido, Mbulu | Witness Mushi | P.O.Box 1529 Arusha |
| 2 | Arusha | Meru, Arusha Urban, Arusha Rural, Monduli | Faraji Swai | P.O.Box 8425, |
| 3 | Dar Es Salaam/ Pwani | Kinondoni, Temeke, Ilala, Bagamoyo | George Ubuyu | P.O.Box 10754 Dsm |
| 4 | Dodoma | Dodoma Urban, Chamwino, Mpwapwa, Kongwa | George Okoth | P.O.Box 47 Dodoma |
| 5 | Dodoma | Bahi, Kondoa, Chemba, Ikungi | Johaiven Revelian | P.O.Box 47 Dodoma |
| 6 | Geita | Geita, Bukombe, Mbogwe, Chato | Revocatus George Kadoshi | P.O.Box 580 Shinyanga |
| 7 | Iringa | Iringa Rural, Iringa Urban, Mafinga, Mufindi, Kilolo | Amida Mtamike | P.O.Box 516 Njombe |
| 8 | Kagera | Kyerwa, Misenyi, Bukoba Rural, Bukoba Urban, | Edson Ramadhan | P.O.Box 686 Bukoba |
| 9 | Kagera | Muleba, Karagwe, Ngara, Biharamulo | Albina Michael | P.O.Box 1775 Bukoba |
| 10 | Katavi | Mpanda Urban, Mpanda Rural, Mlele, Nkasi | Godfrey John Mogelah | P.O.Box 216 Mpanda-Katavi |
| 11 | Kigoma | Kasulu, Kasulu Town, Kakonko And Kibondo | Joel Songambele Lwamba | P.O.Box 424 Kigoma |
| 12 | Kigoma | Kigoma Rural, Kigoma Ujiji, Uvinza And Buhigwe | Josephat Mang'era | P.O.Box 891, Kigoma |
| 13 | Kilimanjaro | Rombo, Moshi Rural, Moshi Urba, Siha, Hai | Peter Lelo | P.O.Box 2140 Moshi |
| 14 | Kilimanjaro/ Tanga | Same, Mwanga, Korogwe Urban, Korogwe Rural | Janeth Mvungi | P.O.Box 176 Mwanga |
| 15 | Lindi | Nachingwe, Ruangwa, Lindi Urban, Lindi Rural | Jabir Saidi | P.O.Box 1053 Lindi |
| 16 | Lindi/Pwani | Liwale, Kilwa, Rufiji, Mkuranga | Frank Joakim | P.O.Box 4843 Dsm |
| 17 | Manyara | Babati, Babati Urban, Hanang, Simanjiro, Kiteto | Asia Abdi | P.O.Box 96 Babati – Manyara |
| 18 | Mara | Rorya, Tarime, Butiama, Serengeti | Roselyne Mosama | P.O.Box 134 Tarime |
| 19 | Mara/Simiyu | Musoma, Musoma Urban, Bunda, Busega | Rev. Sange Wangoya | P.O.Box 310 Musoma |
| 20 | Mbeya | Kyela, Rungwe, Mbeya Urban, Mbeya Rural | Fred Kihwele | P.O.Box 3111 Mbeya |
| 21 | Mbeya | Mbozi, Chunya, Ileje, Momba, | Furaha Comoro | Box 1104, Mbeya |
| 22 | Morogoro | Kilosa, Gairo, Mvomero | Dismas Shayo | P.O.Box 1752 Morogoro |

| | RC REGION | DISTRICTS | REGIONAL COORDINATOR | POSTAL ADDRESS |
|---|---|---|---|---|
| 23 | Morogoro | Kilombero, Ulanga, Moro Urban, Moro Rural | Venance Andreas Mlally | Box 5286 Morogoro |
| 24 | Mtwara | Mtwara, Mtwara Urban, Tandahimba, Newala | Wilson Magesa Chacha | P.O.Box 904 Tandahimba |
| 25 | Mtwara/ Ruvuma | Masasi, Masasi Urban, Nanyumbu, Tunduru | Rehema Gabriel | P.O.Box 840 Mtwara |
| 26 | Mwanza | Ukerewe, Nyamagana, Ilemela, Magu | Martin Lusenga | P.O.Box 10187 Mwanza |
| 27 | Njombe | Makete, Njombe, Ludewa, Njombe Urban | Casiana Ndimbo | P.O.Box 448 Njombe |
| 28 | Njombe/Mbeya | Wangingo,Ombe, Makambako, Mbarali | Laurance Sigalla | P.O.Box 131, Mbeya |
| 29 | Pwani | Kibaha, Kibaha Urban, Kisarawe, Mafia | Didas Nzingamasabo | P.O.Box 75720 Dsm |
| 30 | Rukwa/Mbeya | Sumbawanga Urban, Sumbawanga, Rural, Kalambo, Tunduma | Optatus Kazonde | P.O.Box 209 Sumbawanga |
| 31 | Ruvuma | Songea Rural, Songea Urban, Mbinga, Namtumbo, Nyasa | Sairis Chiwangu | P.O.Box 214 Songea |
| 32 | Shinyanga | Kishapu, Shinyanga Urban, Shinyanga Rural, Kahama, Kahama Urban | Gerald Ng'onga | P.O.Box 2078 Shinyanga |
| 33 | Simiyu | Maswa, Meatu, Itilima, Bariadi | Shaban Halfan | P.O.Box 76339 Dsm |
| 34 | Singida | Mkalama, Singida Urban, Singida Rural, Manyoni | Nason W. Nason | P.O.Box 69 Manyoni |
| 35 | Tabora | Tabora Urban, Tabora Rural, Sikonge, Kaliua | Poul Sipemba | P.O.Box Sikonge |
| 36 | Tabora /Singida | Iramba, Igunga, Nzega, Uyui | George Manzilili | P.O.Box 1776 Tabora |
| 37 | Tanga | Lushoto, Handeni Urban, Handeni Rural, Kilindi | Dickson Ndabise | P.O.Box 643 Korogwe |
| 38 | Tanga | Pangani, Tanga Urban, Mkinga, Muheza | Shamsi Mhina | P.O.Box 2206-Tanga |

## ANNEX 3: UWEZO TRAINERS 2015

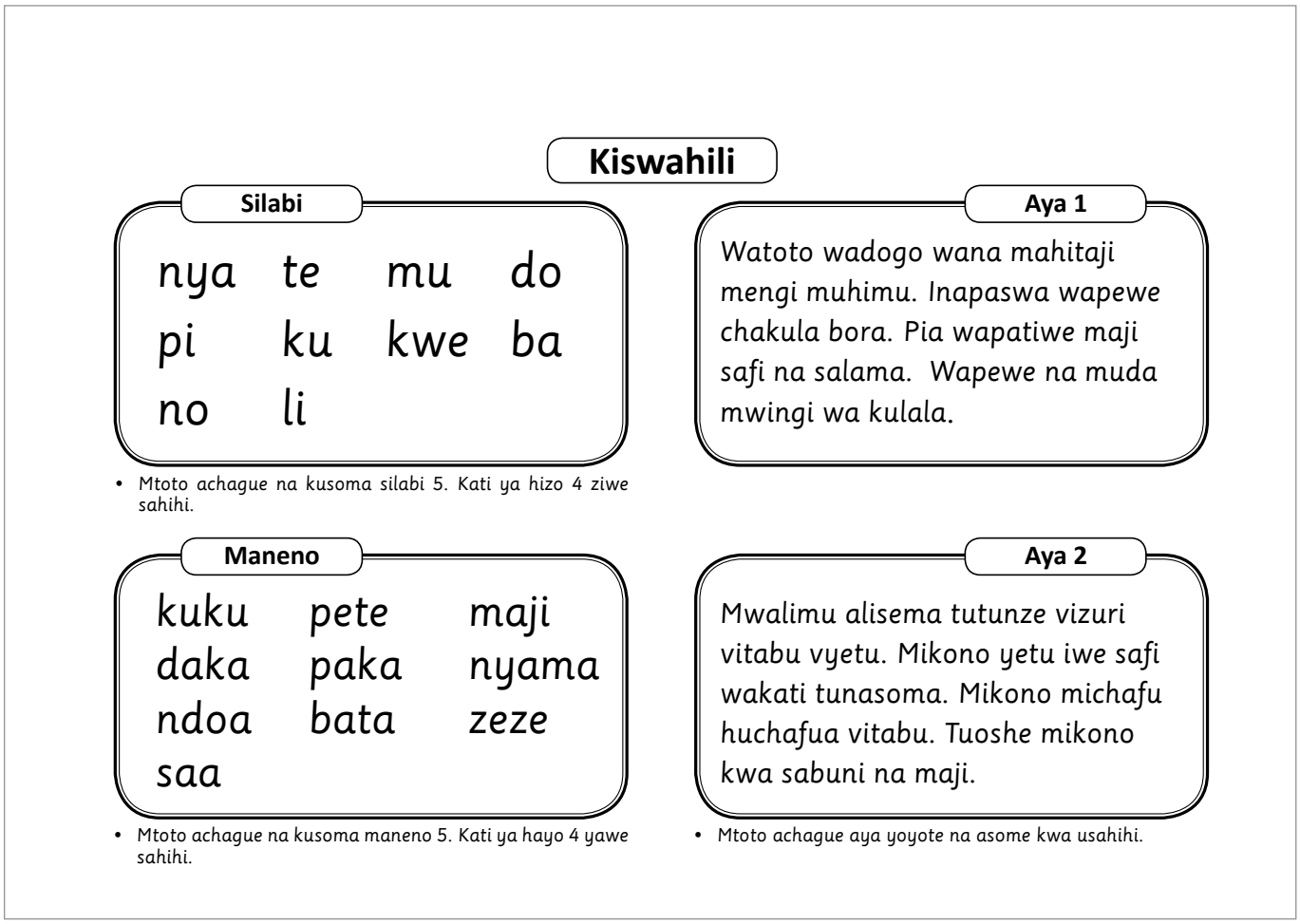
| | CENTRE | TRAINERS | | |
|---|---|---|---|---|
| 1 | Mtwara Mjini | Evena Masae | Obed Kipelo | Maziku Mihayo |
| 2 | Tanga Mjini | Fortunata Manyeresa | Anandumi Ndosi | Zubeda Chande |
| 3 | Dar es Salaam | Didas Nzingamasabo/RC | Felistas Kalomo | Beatrice Kessy |
| 4 | Njombe | Hellen Nkalangango | Robert Zephania | Khalima Ludanga |
| 5 | Mbeya mjini | Ellen Binagi | Jeremiah Cheyo | Itiha Mwachande |
| 6 | Kigoma | Elliabu Maganga | Harriet Sutta | Doglas Shakiula |
| 7 | Kahama | Gerald Ng'ong'a | Gabriel Mbulanya | Caro Henrick |
| 8 | Musoma | Josephine Mwankusye | Hildergrade Aloyce | Shamsi Mhina |
| 9 | Sumbawanga Mjini | George Ubuyu/RC | Judith Titus Rwakyendera | |
| 10 | Moshi | Zuhura Karya | Gispon Kinisa | |
| 11 | Morogoro Mjini | Venance A.Mlally | Lilian Gladness Mbwambo | |
| 12 | Geita/Mwanza | Yared Babona (Misungwi DC) | Matilda James Kivelenge | |
| 13 | Singida Mjini | Ansila Tembo | Mussa Gunda | |

## ANNEX 4: TEST DEVELOPERS 2015

| | NAME | ORGANISATION | ADDRESS - DSM |
|---|---|---|---|
| 1 | Nyanjiga Rukondo | Dar es Salaam University College of Education | P.O Box 2329 |
| 2 | Tresphory Kasabago | TIE | |
| 3 | Haika S. Mgeni | Ministry of Education, Muhimbili Primary School | |

| | NAME | ORGANISATION | ADDRESS - DSM |
|---|---|---|---|
| 4 | Ms. Ennie Hassan | Ministry of Education, Manzese Primary School | P. Box 32488 |
| 5 | Razia Yahaya | TIE | PO Box 35094 Dsm |
| 6 | Zenobia Kawishe | NECTA | P.O Box 2624 |
| 7 | Dr. George Mrikaria | University of Dar es salaam, Kiswahili Department | P. O Box 35062 |
| 8 | Nicholaus Asheli | University of Dar es salaam, Department of Foreign Languages and Linguistics | P.O. Box 35040 |
| 9 | Hilda Lyimo | Ministry of Education | PO Box 10, Mkuranga |
| 10 | Stomini Msaka | TIE | |

## ANNEX 5: TEST SAMPLES




- Mtoto achague na kusoma silabi 5. Kati ya hizo 4 ziwe sahihi.
- Mtoto achague na kusoma maneno 5. Kati ya hayo 4 yawe sahihi.
- Mtoto achague aya yoyote na asome kwa usahihi.

## Kiswahili

**MWEZI MACHI**

Mwaka una miezi kumi na miwili. Machi ni mwezi wa tatu katika mwaka. Mwezi huu hupendwa sana kuliko miezi mingine. Maua huwa na harufu na rangi nzuri. Rangi za maua ni za kupendeza sana. Vipepeo wazuri wanaruka angani na kwenye maua.

Mama huniruhusu kwenda nje kucheza. Ninakimbizana na wenzangu. Mama anachuma maua mazuri kwenye bustani. Tunamwekea katika nywele zake nzuri. Tunakaa kwenye maua na kuimba. Mama hucheka na kufurahi sana.

Maswali

1. Katika hadithi uliyosoma wadudu gani wanaruka angani?
2. Tunamwekea nini mama katika nywele zake nzuri?

- Mtoto asome hadithi kwa usahihi. Mtoto aliyesoma kwa usahihi ajibu maswali yote mawili.

## English

**Letters**

| | | | |
|---|---|---|---|
| c | p | a | w |
| h | r | f | d |
| m | e | | |

- The child should choose any 5 letters and read 4 correctly.

**Words**

| | | |
|---|---|---|
| hut | eat | moon |
| sheep | take | bat |
| dig | hair | men |
| dress | | |

- The child should choose any 5 words and read 4 words correctly.

**Paragraph 1**

Joseph and John are brothers. They are in grade two. They go to school every morning. They stay at home on weekends.

**Paragraph 2**

My sister is called Hilda. She lives near a market place. She sells clothes in the market. Many people buy clothes from her.

- The Child should choose one paragraph and read correctly.

# English

## Story

*I live in Majengo village. There is one big mango tree. It is the tallest tree here. Small birds love to eat mangoes from this tree. We like playing around it. The tree gives us shade.*

*People say this mango tree is very old. They think that the tree keeps water under it. It gives us a lot of rain. It grows many sweet mangoes from April. Other trees also grow many leaves. We feed our goats on tree leaves.*

Questions:

1. *What do small birds love to do?*
2. *What do people think about the mango tree?*

- *The Child to read the story fluently and answer both questions correctly.*

# Hisabati

## Taja Idadi

- *Mtoto ahesabu mafungu 5 angalau 4 yawe sahihi.*

## Utambuzi wa Namba

| | | | |
|---|---|---|---|
| 13 | 20 | 57 | 76 |
| 33 | 68 | 91 | 84 |

- *Mtoto asome namba 5 angalu 4 ziwe sahihi.*

## Namba ipi ni Kubwa Zaidi

| | | |
|---|---|---|
| 11 au 16 | 50 au 60 | 88 au 66 |
| 32 au 23 | 85 au 98 | 53 au 65 |

- *Mtoto achague na kutambua mafungu 5 angalau 4 yawe sahihi.*

## Kujumlisha bila kuchukua

| | | | |
|---|---|---|---|
| 17 + 12 = | 11 + 15 = | 63 + 23 = | 80 + 10 = |
| 85 + 13 = | 44 + 55 = | | |

- *Mtoto ajumulishe mafungu 3 angalau 2 yawe sahihi.*

## Hisabati

**Kujumlisha Namba kwa kuchukua**

| | | |
|---|---|---|
| 17 + 13 = | 16 + 15 = | 57 + 35 = |
| 74 + 19 = | 68 + 17 = | 49 + 25 = |

- Mtoto ajumlishe mafungu 3 angalau 2 yawe sahihi.

**Kutoa Namba bila kuchukua**

| | | |
|---|---|---|
| 27 − 12 = | 35 − 13 = | 67 − 32 = |
| 82 − 10 = | 63 − 23 = | 55 − 34 = |

- Mtoto atoe mafungu 3 angalau 2 yawe sahihi.

**Kutoa Namba kwa kuchukua**

| | | |
|---|---|---|
| 32 − 13 = | 51 − 24 = | 66 − 37 = |
| 80 − 32 = | 63 − 44 = | 92 − 75 = |

- Mtoto atoe mafungu 3 angalau 2 yawe sahihi.

**Kuzidisha Namba**

| | | |
|---|---|---|
| 2 x 3 = | 6 x 2 = | 1 x 4 = |
| 4 x 3= | 5 x 1 = | 6 x 4 = |

- Mtoto afanye maswali 3 ya kuzidisha angalu 2 yawe sahihi.

**Hesabu katika maisha**

1. Mtoto alipewa na mjomba noti ya shilingi 500, shangazi akampa sarafu ya shilingi 200. Je alipewa jumla ya shilingi ngapi?
2. Mama alikusanya mayai 14 katika banda la kuku. Akamwuzia jirani mayai 6. Je yalibaki mayai mangapi?

- Mtoto ajibu maswali yote 2 (na anaweza kujibu kwa lugha yoyote.

## Bonus Test

What is this person's occupation?



## ANNEX 6: DISTRICT RANKING

Average pass rates for all three subjects (English, Kiswahili, Mathematics) among children aged 9 to 13 years.

| RANK | DISTRICT | AVERAGE ALL |
|---|---|---|
| 1 | Iringa Urban | 75 |
| 2 | Arusha Urban | 71 |
| 3 | Moshi Urban | 70 |
| 4 | Morogoro Urban | 65 |
| 5 | Mamlaka Ya Mji Wa Mafinga | 64 |
| 6 | Kinondoni | 64 |
| 7 | Ilala | 63 |
| 8 | Temeke | 63 |
| 9 | Mbeya Urban | 62 |
| 10 | Kilolo | 62 |
| 11 | Hai | 61 |
| 12 | Wang'ing'ombe | 60 |
| 13 | Bukoba Urban | 59 |
| 14 | Moshi Rural | 59 |
| 15 | Nyamagana | 57 |
| 16 | Makambako | 57 |
| 17 | Mwanga | 57 |
| 18 | Meru | 57 |
| 19 | Rombo | 56 |
| 20 | Tunduma | 56 |
| 21 | Shinyanga Urban | 56 |
| 22 | Kibaha Urban | 56 |
| 23 | Babati Urban | 55 |
| 24 | Njombe Urban | 55 |
| 25 | Same | 54 |
| 26 | Ilemela | 54 |
| 27 | Musoma Urban | 54 |
| 28 | Kibaha | 53 |
| 29 | Rungwe | 53 |
| 30 | Tanga | 51 |
| 31 | Lindi Urban | 51 |
| 32 | Korogwe Urban | 50 |
| 33 | Kyela | 50 |
| 34 | Makete | 50 |
| 35 | Mtwara Urban | 50 |
| 36 | Manispaa Ya Kigoma Ujiji | 48 |
| 37 | Arusha Rural | 48 |
| 38 | Njombe Rural | 48 |
| 39 | Muheza | 47 |
| 40 | Siha | 47 |
| 41 | Iringa Rural | 47 |
| 42 | Mufindi | 46 |
| 43 | Monduli | 45 |
| 44 | Babati | 45 |
| 45 | Bunda | 44 |
| 46 | Simanjiro | 44 |
| 47 | Ileje | 43 |
| 48 | Mafia | 43 |
| 49 | Masasi Mji | 43 |
| 50 | Mbozi | 42 |
| 51 | Tabora Urban | 42 |
| 52 | Dodoma Urban | 42 |
| 53 | Nanyumbu | 41 |
| 54 | Kisarawe | 41 |
| 55 | Singida Urban | 41 |
| 56 | Ludewa | 41 |
| 57 | Bagamoyo | 40 |
| 58 | Namtumbo | 40 |

| RANK | DISTRICT | AVERAGE ALL |
|---|---|---|
| 59 | Mamlaka Ya Mji Kahama | 39 |
| 60 | Mpanda Urban | 39 |
| 61 | Sumbawanga Urban | 39 |
| 62 | Karatu | 39 |
| 63 | Pangani | 39 |
| 64 | Liwale | 38 |
| 65 | Karagwe | 38 |
| 66 | Chato | 38 |
| 67 | Mbeya Rural | 38 |
| 68 | Mkuranga | 38 |
| 69 | Mbinga | 38 |
| 70 | Singida Rural | 37 |
| 71 | Kishapu | 37 |
| 72 | Kasulu Urban | 37 |
| 73 | Sengerema | 37 |
| 74 | Rorya | 37 |
| 75 | Kondoa | 36 |
| 76 | Songea Rural | 36 |
| 77 | Manyoni | 36 |
| 78 | Hanang | 36 |
| 79 | Missenyi | 35 |
| 80 | Ikungi | 35 |
| 81 | Nyasa | 35 |
| 82 | Busega | 35 |
| 83 | Masasi | 35 |
| 84 | Kigoma Rural | 35 |
| 85 | Kilosa | 34 |
| 86 | Mkalama | 34 |
| 87 | Geita | 34 |

| RANK | DISTRICT | AVERAGE ALL |
|---|---|---|
| 88 | Mvomero | 34 |
| 89 | Rufiji | 34 |
| 90 | Tarime | 33 |
| 91 | Mbarali | 33 |
| 92 | Ukerewe | 33 |
| 93 | Bariadi | 33 |
| 94 | Nachingwea | 33 |
| 95 | Mkinga | 32 |
| 96 | Handeni Mji | 32 |
| 97 | Lindi Rural | 32 |
| 98 | Muleba | 32 |
| 99 | Ngara | 31 |
| 100 | Newala | 31 |
| 101 | Korogwe | 31 |
| 102 | Lushoto | 31 |
| 103 | Handeni | 31 |
| 104 | Butiama | 31 |
| 105 | Tandahimba | 31 |
| 106 | Bukoba Rural | 31 |
| 107 | Mpwapwa | 30 |
| 108 | Morogoro | 30 |
| 109 | Kilombero | 30 |
| 110 | Maswa | 30 |
| 111 | Iramba | 30 |
| 112 | Mtwara Rural | 29 |
| 113 | Urambo | 29 |
| 114 | Bahi | 29 |
| 115 | Magu | 28 |
| 116 | Buhigwe | 28 |

| RANK | DISTRICT | AVERAGE ALL |
|---|---|---|
| 117 | Kongwa | 28 |
| 118 | Chunya | 28 |
| 119 | Kiteto | 28 |
| 120 | Ruangwa | 28 |
| 121 | Kasulu | 28 |
| 122 | Chamwino | 27 |
| 123 | Mbulu | 27 |
| 124 | Kwimba | 27 |
| 125 | Kilwa | 27 |
| 126 | Kakonko | 27 |
| 127 | Kyerwa | 26 |
| 128 | Meatu | 26 |
| 129 | Musoma | 25 |
| 130 | Mbogwe | 25 |
| 131 | Gairo | 25 |
| 132 | Nyang'Hwale | 25 |
| 133 | Uvinza | 25 |
| 134 | Biharamulo | 24 |
| 135 | Chemba | 24 |
| 136 | Longido | 24 |
| 137 | Kibondo | 24 |
| 138 | Kilindi | 24 |
| 139 | Nzega | 23 |
| 140 | Bukombe | 22 |
| 141 | Ulanga | 22 |
| 142 | Kahama | 22 |
| 143 | Nkasi | 22 |
| 144 | Momba | 21 |
| 145 | Sinyanga | 21 |

| RANK | DISTRICT | AVERAGE ALL |
|---|---|---|
| 146 | Igunga | 21 |
| 147 | Kalambo | 21 |
| 148 | Serengeti | 21 |
| 149 | Mlele | 21 |
| 150 | Tunduru | 21 |
| 151 | Mpanda Rural | 20 |
| 152 | Kaliua | 20 |
| 153 | Misungwi | 20 |
| 154 | Sumbawanga Rural | 20 |
| 155 | Songea Urban | 19 |
| 156 | Ngorongoro | 19 |
| 157 | Itilima | 18 |
| 158 | Uyui | 18 |
| 159 | Sikonge | 17 |