



# Are Our Children Learning?

## Uwezo Tanzania Launch of the Fourth Annual Learning Assessment Report



# Introduction

- Tremendous progress has been made in the education sector:
- Huge investment in the Education
- Tremendous achievement in enrolment (primary school NER beyond 95%)
- School infrastructure improved
- Many teachers have been recruited
- **But how do all these translate into learning?**

## Are Our Children learning?



# What is Uwezo?

- Uwezo, meaning “capability” in Kiswahili, is an East African citizen-led initiative at Twaweza that measures competencies in literacy and numeracy among children aged 7-16 years.
- Uwezo Tanzania tests children on literacy (Kiswahili and English) and numeracy ability at Standard 2 level, guided by the national curriculum, test development framework and Uwezo standards

# 2013 Assessment Process and Methodology

## Design and Sampling

- The sampling frame was developed by National Bureau of Statistics (Tanzania)
- All census districts (133) in the national census frame (2002) were included
- In total, 3,990 EAs were sampled
- Data was then collected from the sampled EA/village/Mtaa, public primary school and households

## Test Development

Tests developed with experts from relevant institutions (Tanzania Institute of Education, universities and primary school teachers), and based on national curriculum/ syllabus for Standard 2, and guided by test development framework and Uwezo standards. All tests are pre-tested in three different communities.



# Examples of test questions

## English story

Amina is a very good girl. She wakes up early in the morning. She brushes her teeth and washes her face. She cooks tea and drinks it. She goes to school with her brother. She sweeps her classroom every day. She likes English lessons. In the evening she plays netball with her friends.

## Kiswahili story

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

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

## Numeracy

### Addition

$$13 + 12 =$$

$$65 + 14 =$$

$$24 + 16 =$$

### Subtraction

$$48 - 25 =$$

$$78 - 38 =$$

$$65 - 27 =$$

### Multiplication

$$2 \times 3 =$$

$$4 \times 7 =$$

$$2 \times 10 =$$

$$9 \times 3 =$$

# Testing children



- Citizen researchers visited 20 households per village
- All children aged 7-16 tested at home
- Parents witness the assessment
- Instant feedback to parents

# Coverage of the assessment

- 3,930 Enumeration areas
- 78,600 households and 3,688 schools visited for data collection.
- 104,162 children aged 7 to 16 years assessed.
- 131 District Partners involved
- 8,253 volunteers engaged for data collection



# Key Findings : Going to school

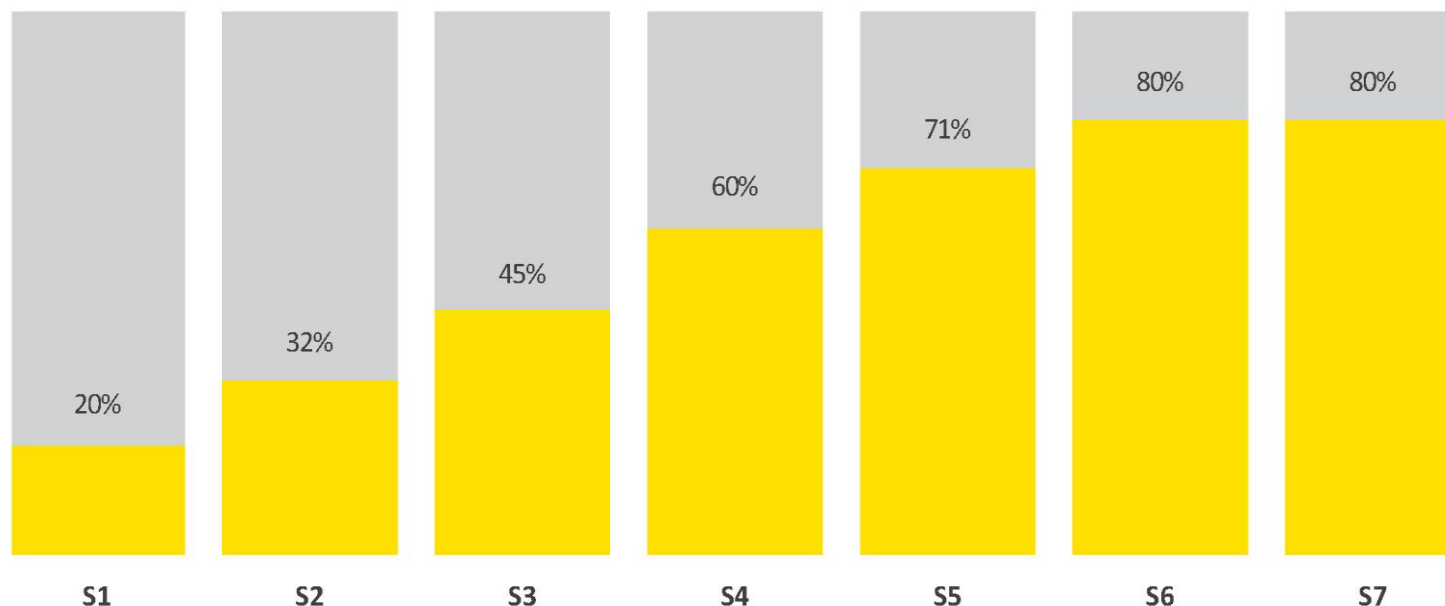


- At age 7 about 75% of children are enrolled to school (NER)
- Both girls and boys are equally enrolled



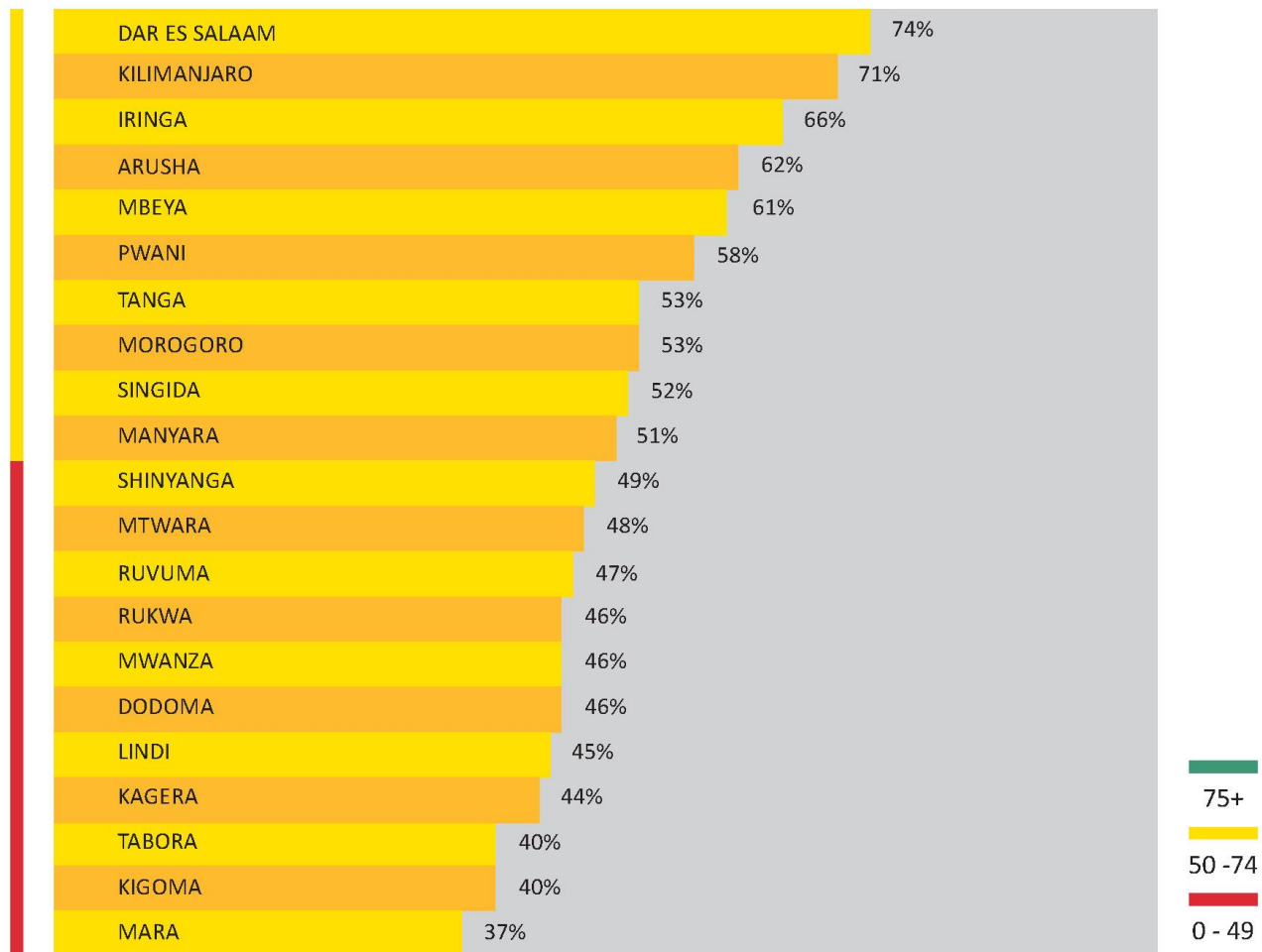
# Key Findings: Kiswahili

PERCENTAGE OF STUDENTS IN STANDARDS 1-7 WHO WERE ABLE TO READ A STANDARD 2 LEVEL STORY IN KISWAHILI, 2013



- Fewer than 5 out of 10 Standard 3 children (45%) can read a Standard 2 Kiswahili story.
- In Standard 7, 4 out of 5 children (80%) can read a Standard 2 Kiswahili story, meaning that 20% of pupils complete Standard 7 without having mastered basic Kiswahili literacy.

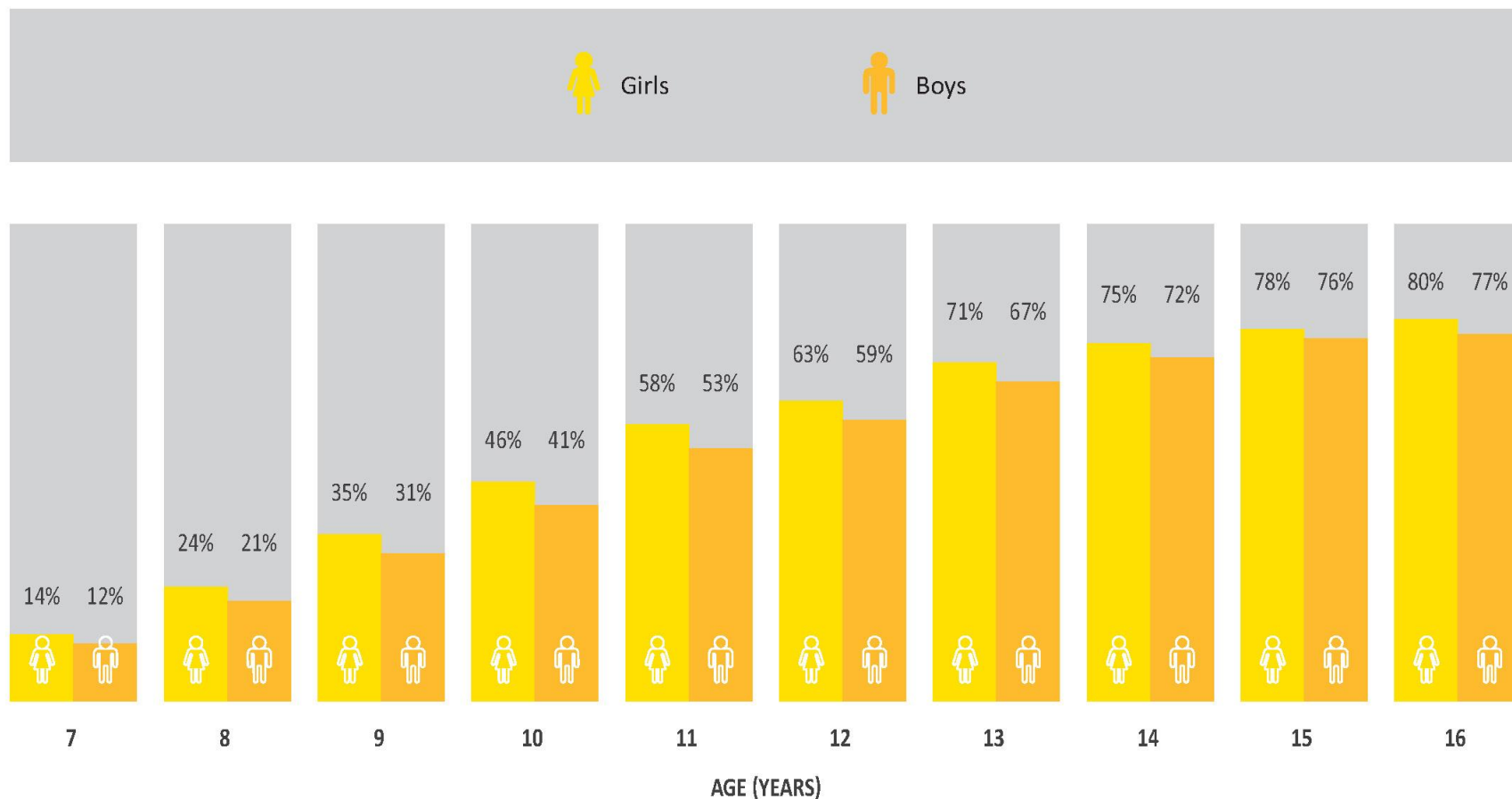
# Key Findings: Kiswahili



PERCENTAGE OF  
CHILDREN AGED  
9-13 YEARS WHO  
PASSED THE  
LITERACY  
TEST IN  
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REGION, 2013

# Key Findings: Kiswahili

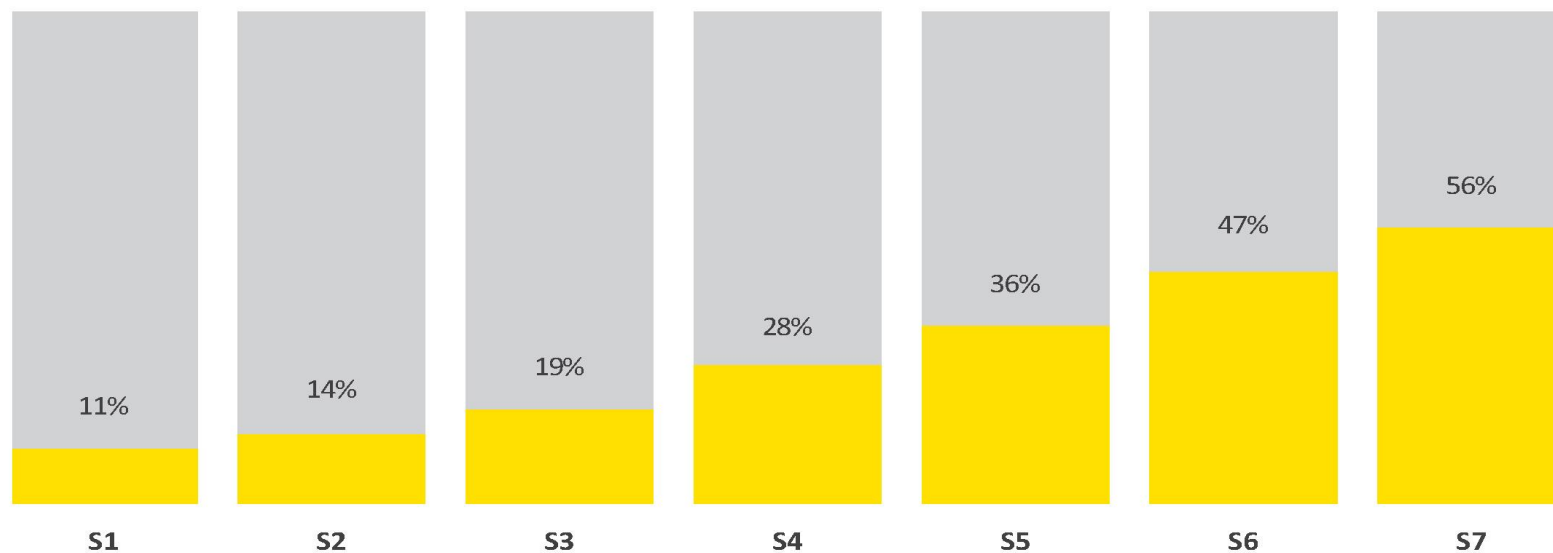
PERCENTAGE OF CHILDREN AGED 7 TO 16 YEARS WHO PASSED THE LITERACY TEST IN KISWAHILI, BY GENDER AND AGE, 2013





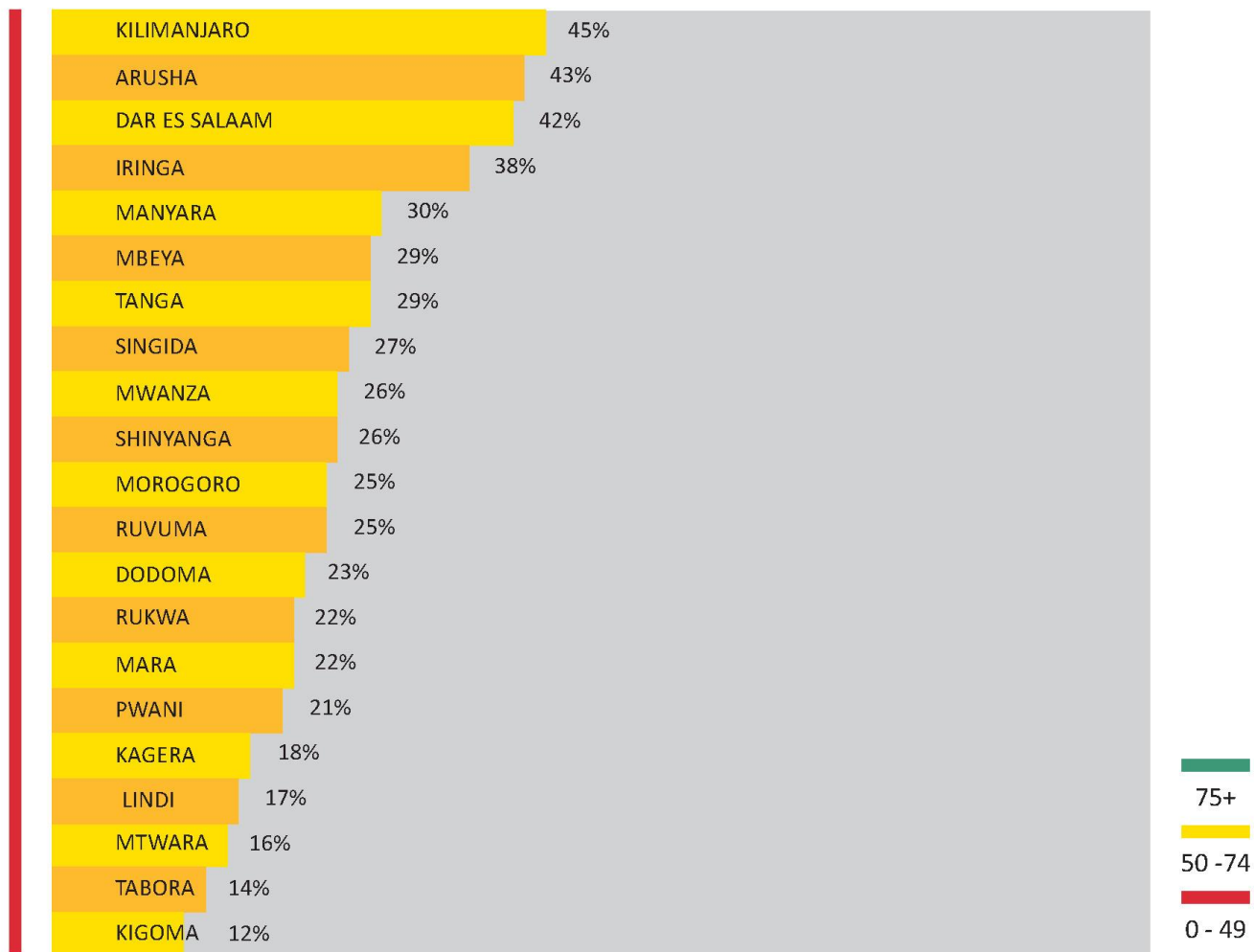
# Key Findings: English

PERCENTAGE OF STUDENTS IN STANDARDS 1-7 WHO WERE ABLE TO READ A STANDARD 2 LEVEL STORY IN ENGLISH, 2013



- Just 2 out of 10 Standard 3 pupils (19%) can read a Standard 2 level English story.
- In Standard 7, less than 6 out of 10 pupils (56%) can read a Class 2 English story. Almost half of Standard 7 students are not literate in English, which is the language of instruction in secondary school.

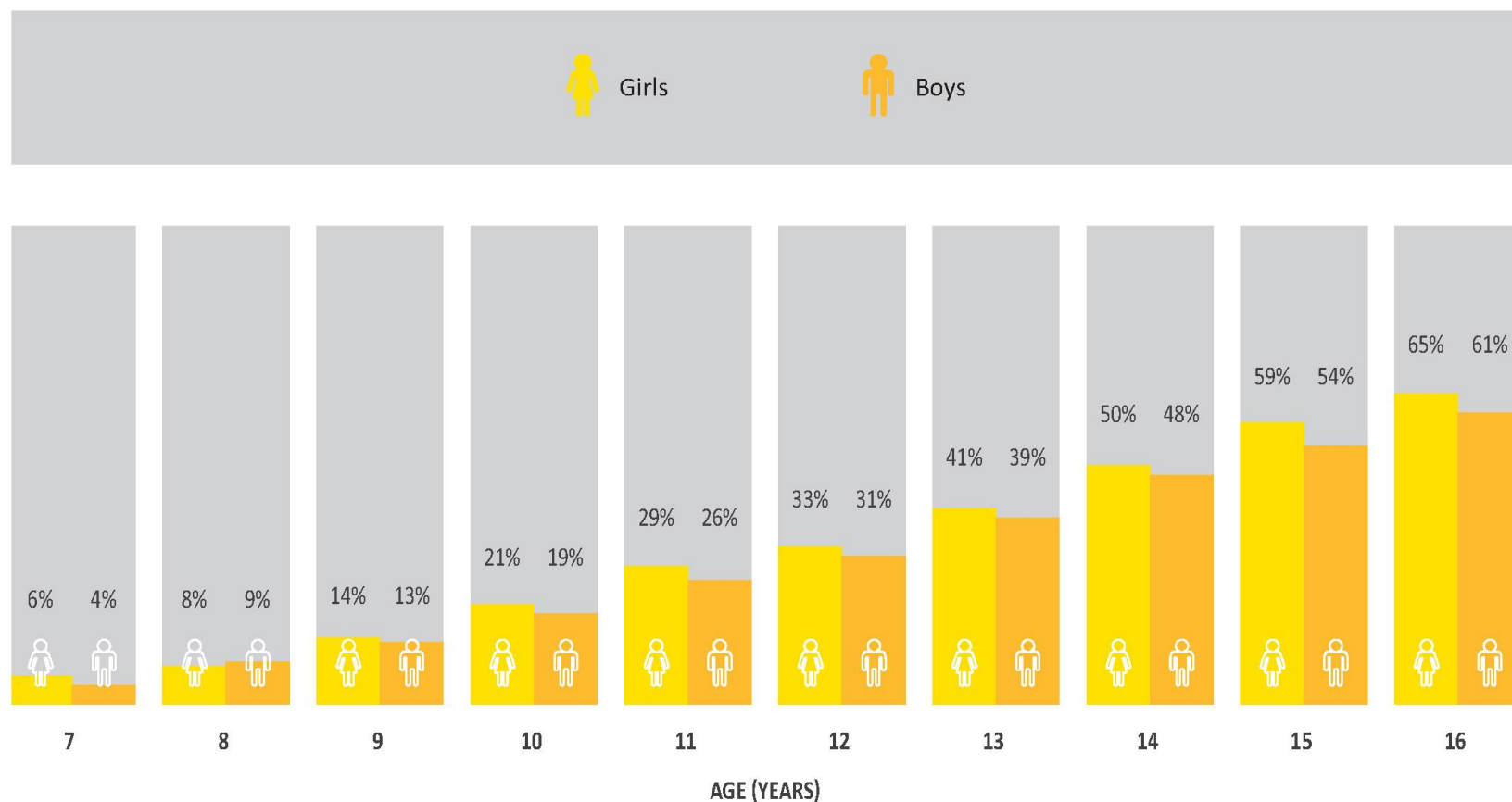
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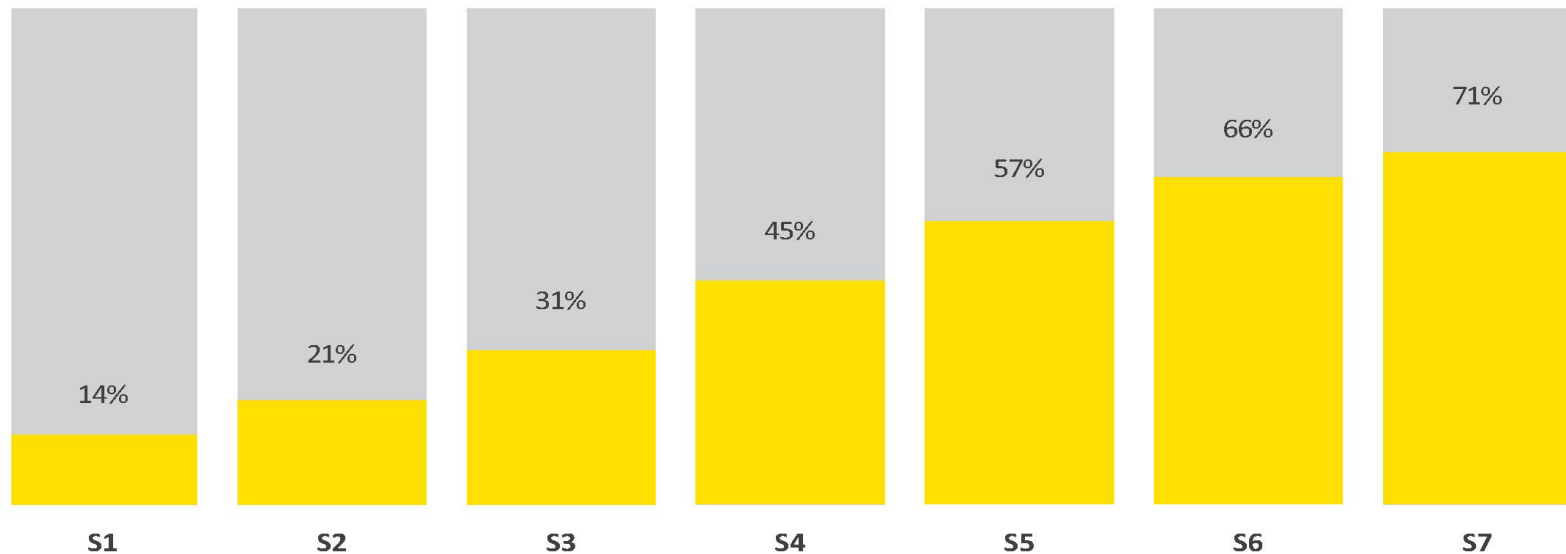
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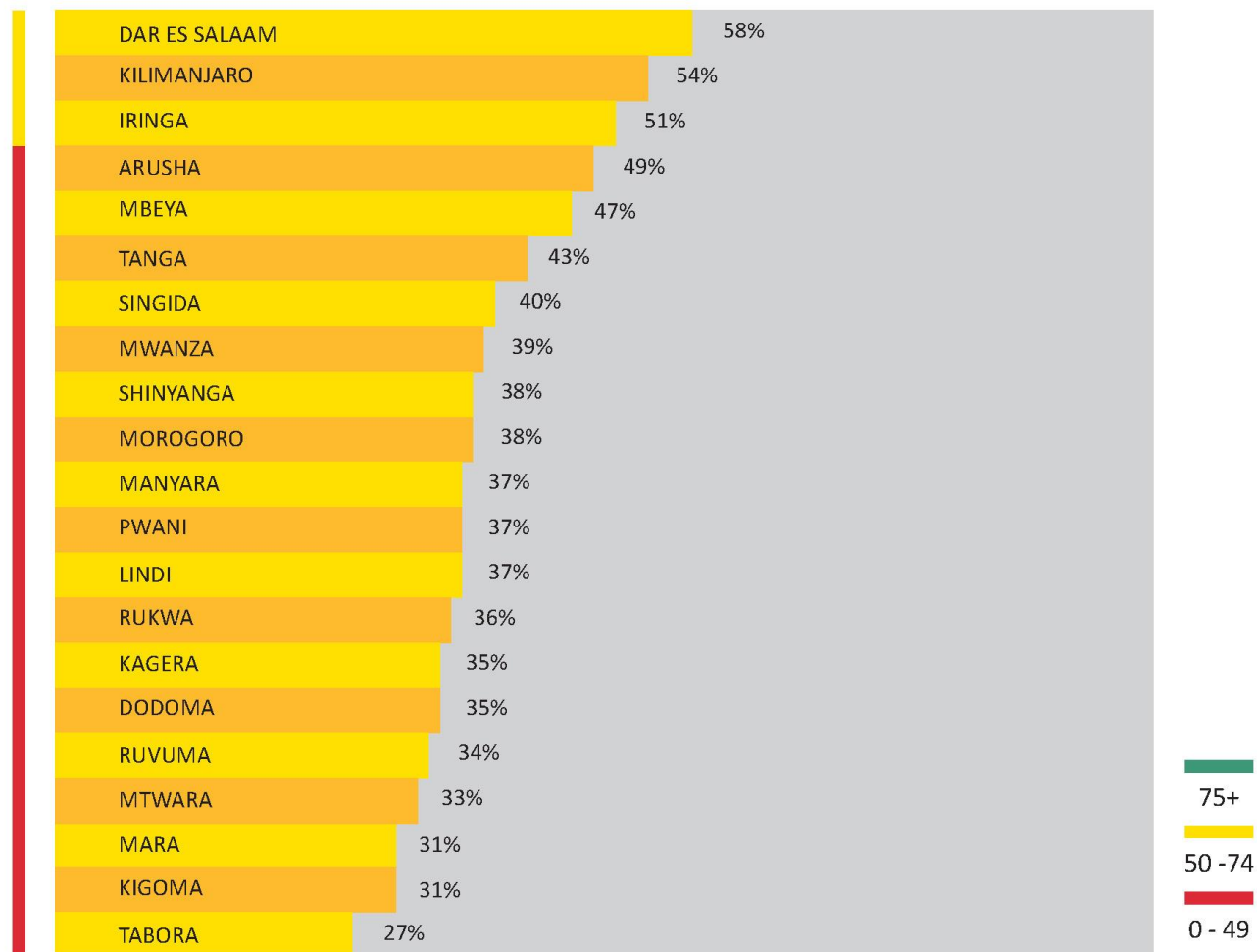
# Key Findings: Numeracy

PERCENTAGE OF STUDENTS IN STANDARDS 1-7 WHO PASSED THE STANDARD 2 NUMERACY TEST, 2013



- 3 out of 10 pupils in Standard 3 (31%) can solve a Standard 2 multiplication problem.
- By the time children reach Standard 7, 7 in 10 (71%) can solve Standard 2 multiplication.

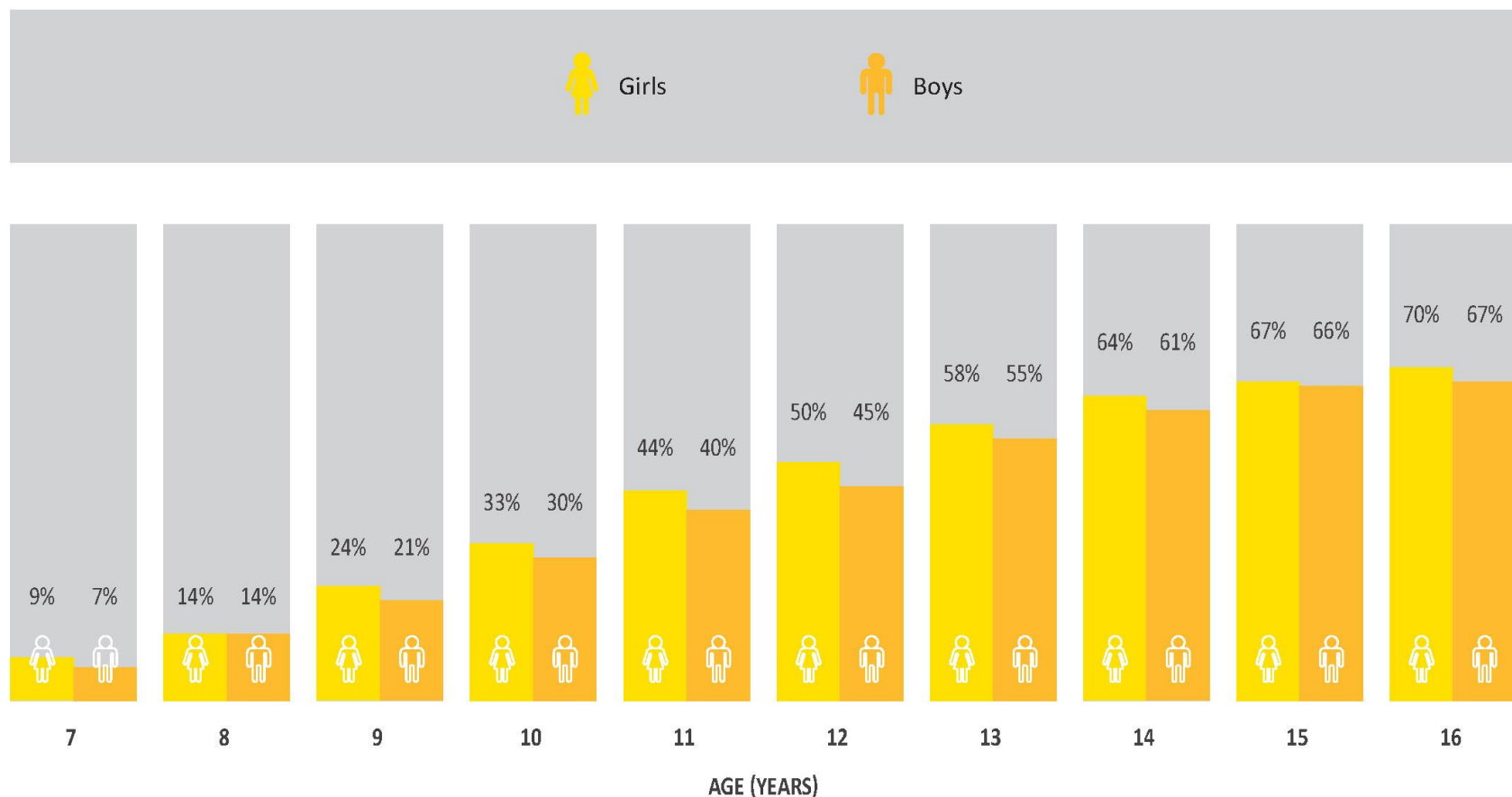
# Key Findings: Numeracy



PERCENTAGE OF  
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# Key Findings: Numeracy

PERCENTAGE OF CHILDREN AGED 7 TO 16 YEARS WHO PASSED THE NUMERACY TEST, BY GENDER AND AGE, 2013



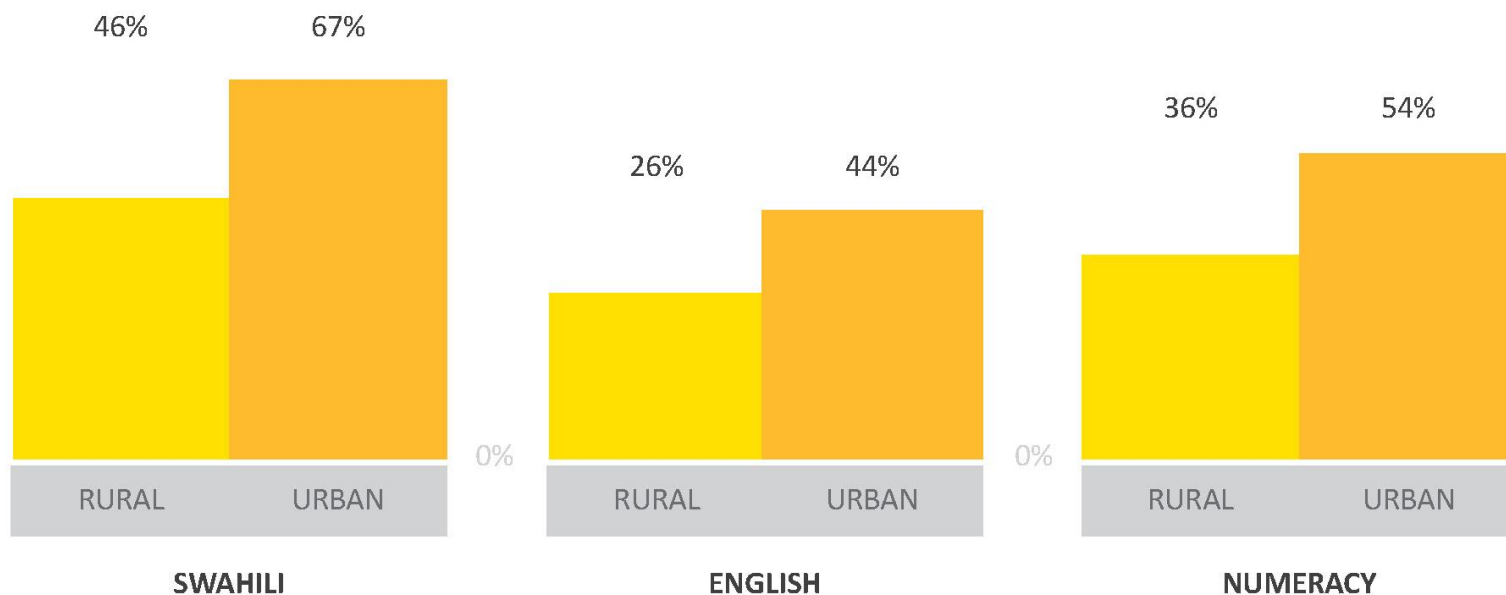


# Key Findings: Top and Bottom Districts (3 subjects)

DISTRICT	KISWAHILI	ENGLISH	NUMERACY	ALL THREE SUBJECTS	RANK
TOP					
MBEYA URBAN	87	56	79	74	1
BUKOBA URBAN	82	58	74	71	2
IRINGA URBAN	78	65	67	70	3
ARUSHA URBAN	82	56	68	69	4
MOROGORO URBAN	80	51	69	67	5
BOTTOM					
TUNDURU	35	14	20	23	127
UYUI	42	4	22	23	128
MUSOMA RURAL	26	14	26	22	129
NKASI	34	8	18	20	130
MASASI	29	0	28	19	131

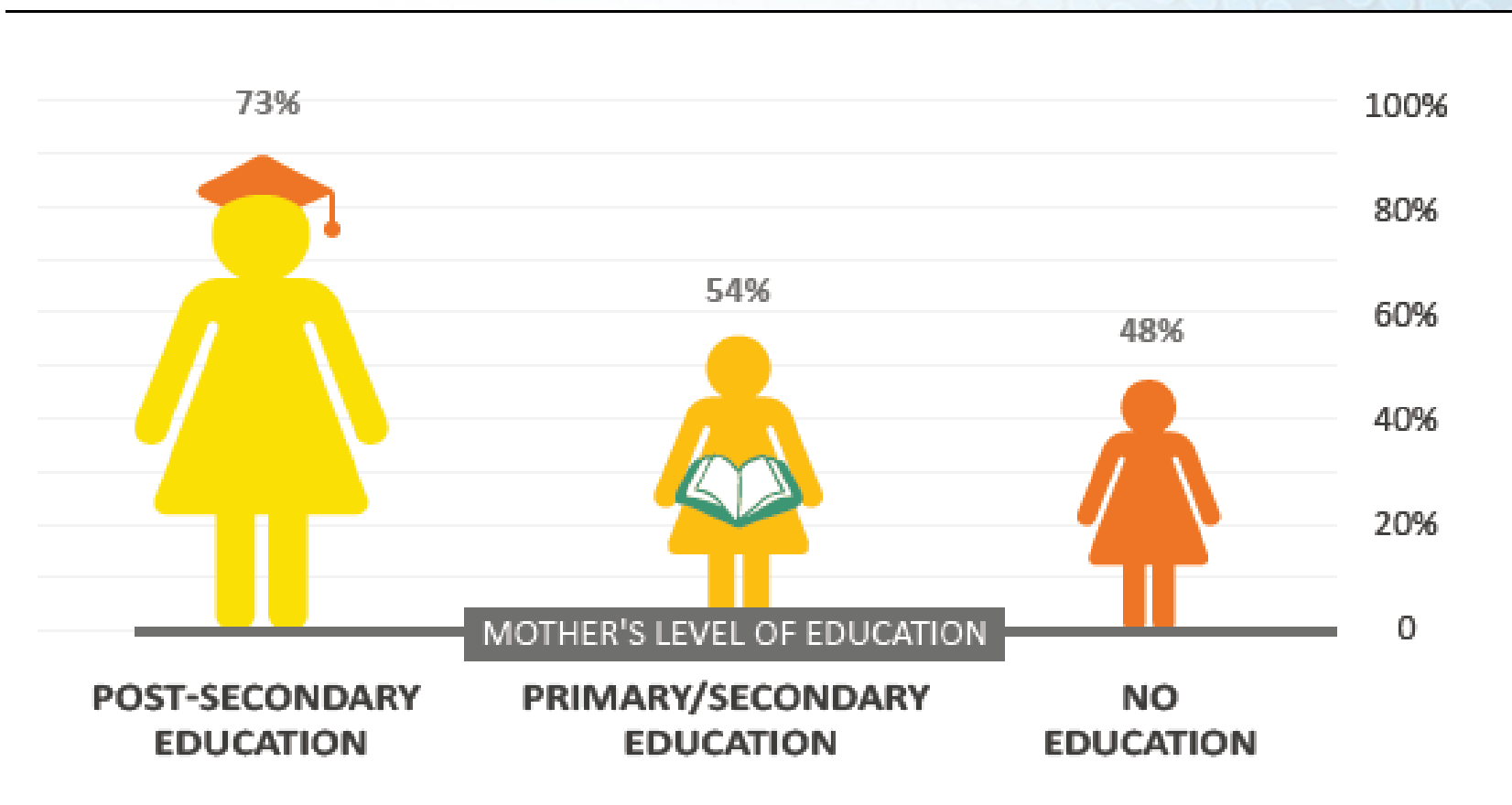
# Key Findings: Urban vs Rural

PERCENTAGE OF CHILDREN AGED 7-16 YEARS WHO PASSED ALL THREE UWEZO TESTS BY LOCALITY (URBAN-RURAL), 2013



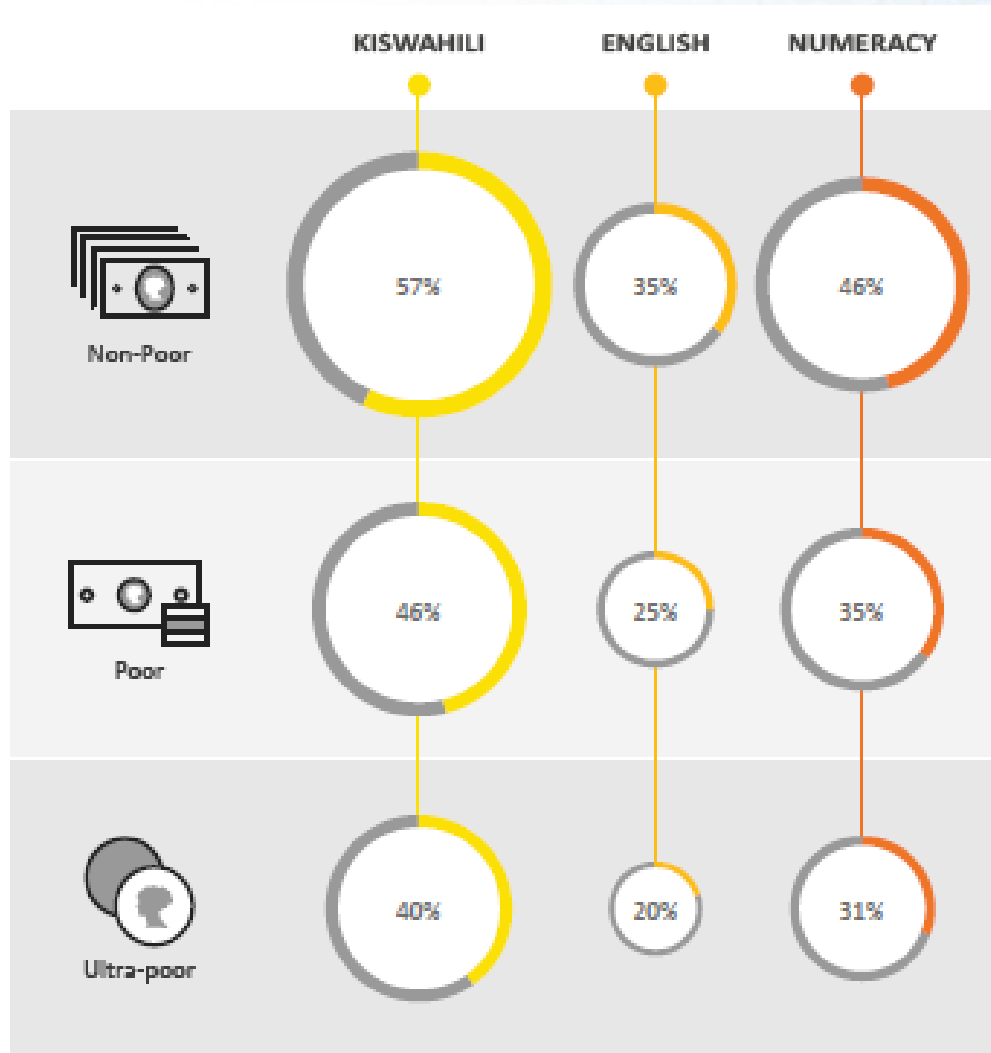
On average 5 out of 10 children aged 7-16 from urban districts passed both literacy and numeracy tests compared to about 3 out of 10 children of their peers from the rural districts.

# Key Findings: Mothers' Education





# Key Findings: Socioeconomics



- 40% of children from ultra-poor households and 57% from non-poor households can read a Standard 2 Kiswahili story
- 20% of children from ultra-poor households and 35% from non-poor households can read a Standard 2 English story
- 31% of children from ultra-poor households and 46% from non-poor households can do Standard 2 multiplication

# Teacher attendance

- On average, the attendance rate was 75%. In other words, 1 out of 4 teachers were absent on the Uwezo assessment day. This has dropped since 2012 when 82% of teachers were in school.
- Three out of 10 teachers were absent from school in Pwani and Mwanza regions. Contrarily, in Kilimanjaro, Arusha and Kagera regions only about one out of 10 teachers were absent from school on the assessment day.



# Summary

1. Many children are in school but they lack solid foundation skills in literacy and numeracy. ***It is learning that matters and not only sitting in the classroom.*** So what can be done to get better learning results and value for money?
2. Teachers are often not in the school/classroom. What can be done to increase teaching time and quality?
3. There are critical variations in performance between children from Urban vs Rural, and Poor vs Non- poor settings. What is the implications?
4. Children from educated mothers can do better than their peers whose mothers did not attend school
5. Despite the fact that both girls and boys are equally enrolled, they are equally not performing well.

# What can be done?

- Draw on *evidence* of what works to promote quality learning *outcomes*
- Focus on teacher motivation and incentives
- Get resources direct to the school
- Joint effort matters to address the learning crisis
- No one ministry or government department can solve the education crisis – it will take good ideas and initiatives from all of us.



**QUALITY EDUCATION IN TANZANIA IS POSSIBLE, PLAY YOUR PART!**



**NI MIMI**

**NI WEWE**

**NI SISI**