



ARE OUR CHILDREN LEARNING?

Literacy and Numeracy in Tanzania | 2014





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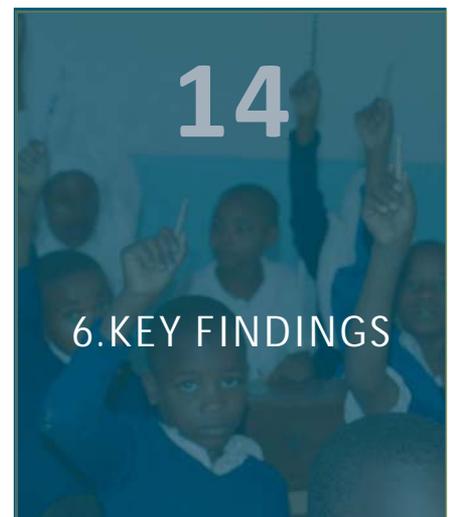
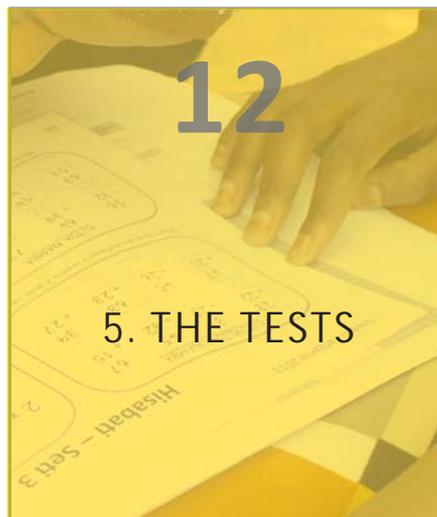
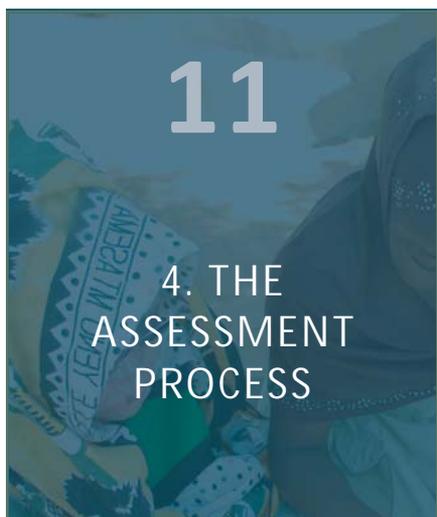
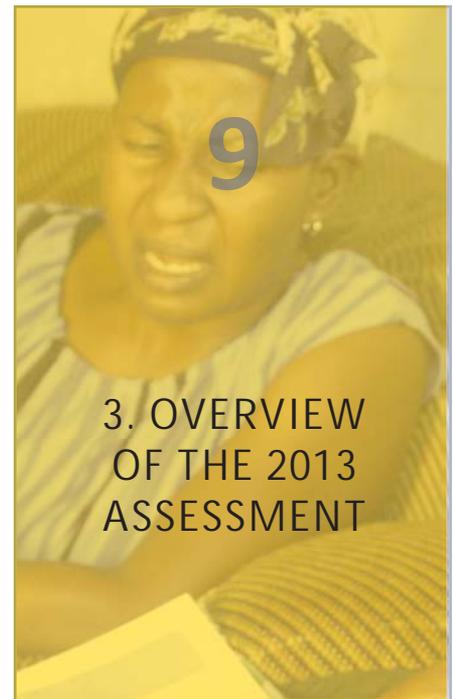
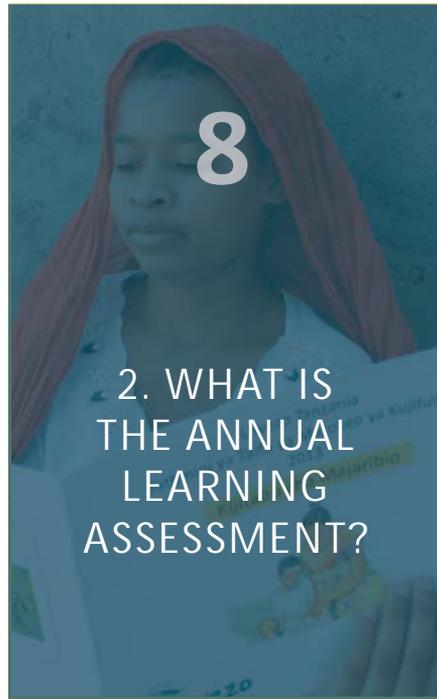
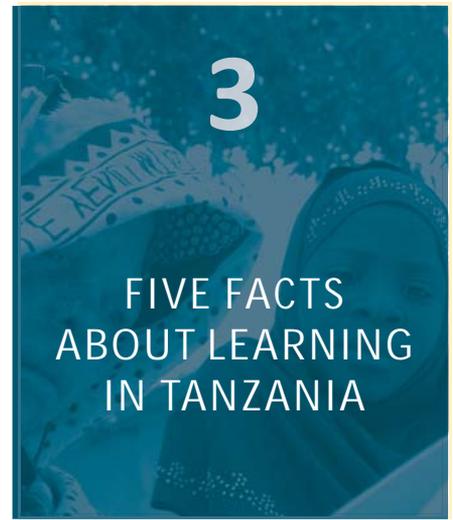
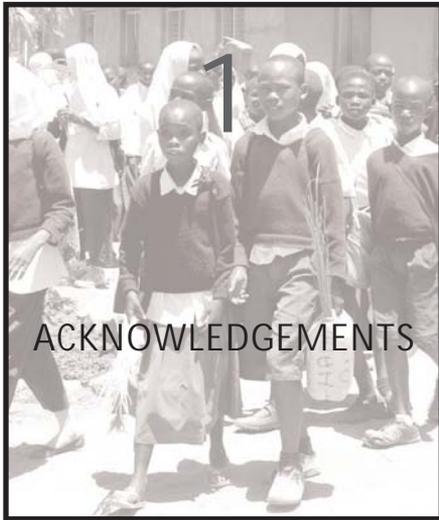
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ACKNOWLEDGEMENTS

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The 8,253 citizen volunteer researchers who devoted their time and energy to visit and collect data from 3,930 enumeration areas, 3,688 public primary schools and 78,600 households. In total, our volunteers assessed more than 104,000 children.

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Our families and colleagues for their kind co-operation and encouragement during the intensive implementation of the 2013 assessment.

We thank you all!

¹The *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.

FOREWORD: NO BETTER TIME THAN NOW

AIDAN EYAKUZE, EXECUTIVE DIRECTOR, TWaweZA EAST AFRICA
JOHN MUGO, DIRECTOR OF DATA AND VOICE AT TWaweZA EAST AFRICA AND REGIONAL MANAGER OF UWEZO

The evidence presented in this report confirms what Uwezo assessments have revealed over several years. Most children in Tanzania are going to school but few are learning. Only three out of ten children (30%) in Standard 3 can do Standard 2 work, and three out of ten children of those completing the primary school cycle in Standard 7 cannot read nor do mathematical problems at Standard 2 level. Lest we take this latter finding lightly, let us think back to 2010. The inaugural Uwezo assessment in Tanzania was conducted and 500,000 children completed Standard 7. From this evidence, this means that over 150,000 illiterate and innumerate children left the education system to enter the workforce and broader society. As we launch these results in 2015, many of those young people will likely be struggling to make ends meet, condemned by a curriculum that was always ahead, teachers who were perennially absent, and parents who did not act.

The population of children attending school in Tanzania has never been as high. And, although it is not optimal, the annual budget spent on education has been on a sharp upward curve. The number of donors and private partners investing to improve learning outcomes has increased and private spending on education has enlarged tremendously. Yet, children are not learning.

Rather than sit back and blame each other, or give up, there truly has been no better time to act than now. 2015 is the year that was marked as the global deadline for achieving the Education for All targets, which we have clearly missed. It is the year of pausing and getting back to the drawing board. Even after introducing Universal Primary Education (UPE) nearly a decade and a half ago, where did we go wrong? Which terminals have not been connected to make learning happen? Even with teacher shortages and flooded classrooms, why have our efforts only produced 30 per cent?

At the global level, there is agreement that, while access to schooling is important, every nation must consider the quality of education so that every child who is enrolled in school learns. The value of schooling must be realised through the proportion of children that acquire not only the foundational skills of literacy and numeracy, but also higher level skills that guarantee a decent living.

While uniting with the rest of the world in appealing for 'Access + Learning', this Uwezo report calls for sobriety in understanding the status of education in Tanzania, honesty in admitting failure, and urgency in renewing our focus to improve learning, not through doing more of the same things and expecting different results, but by paying keen attention to what works. Luckily, there are many of us in the field, and, clearly, there has been no better time to act than NOW.

ARE OUR CHILDREN LEARNING?

Learning is the essence of schooling, hence, the focus of the Uwezo assessments. This section presents five facts on learning outcomes among children aged 7-16 years whether in or out of school, and five facts on the learning environment in government primary schools.

5 FACTS ON LEARNING IN TANZANIA

In Tanzania, it is expected that every child in Standard 3 or above should have acquired basic literacy and numeracy skills at Standard 2 level. As in previous years, the 2013 assessment found that many children do not acquire these skills. In addition there are marked disparities in learning outcomes by socio-economic status and geography.

FACT 1: LITERACY AND NUMERACY LEVELS REMAIN LOW IN TANZANIA

Performance in Kiswahili was higher compared with English and numeracy, but children's overall performance has remained well below expected outcomes.

Among children in Standard 3:

Fewer than one out of two (45%) were able to read a Standard 2 level story in Kiswahili.

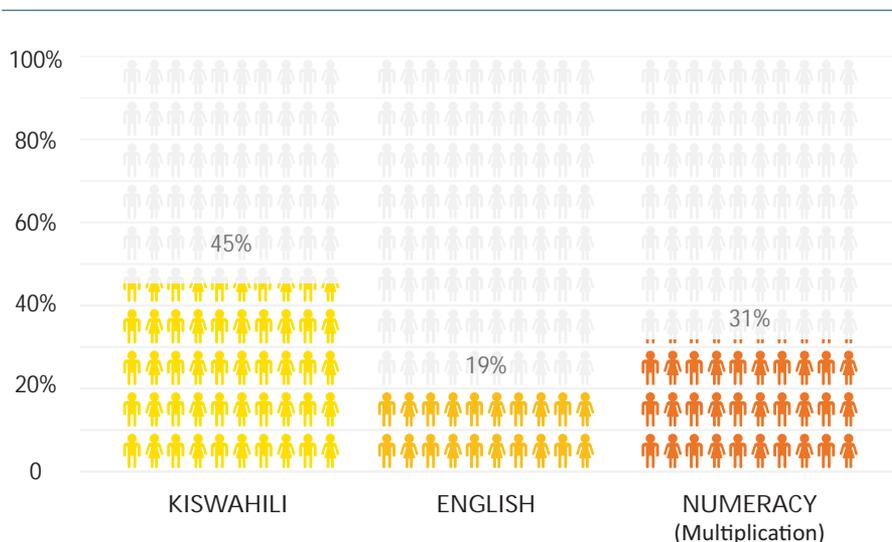
Only one in five (19%) were able to read a Standard 2 level story in English.

Just over three out of ten (31%) were able to do Standard 2 level multiplication problems.

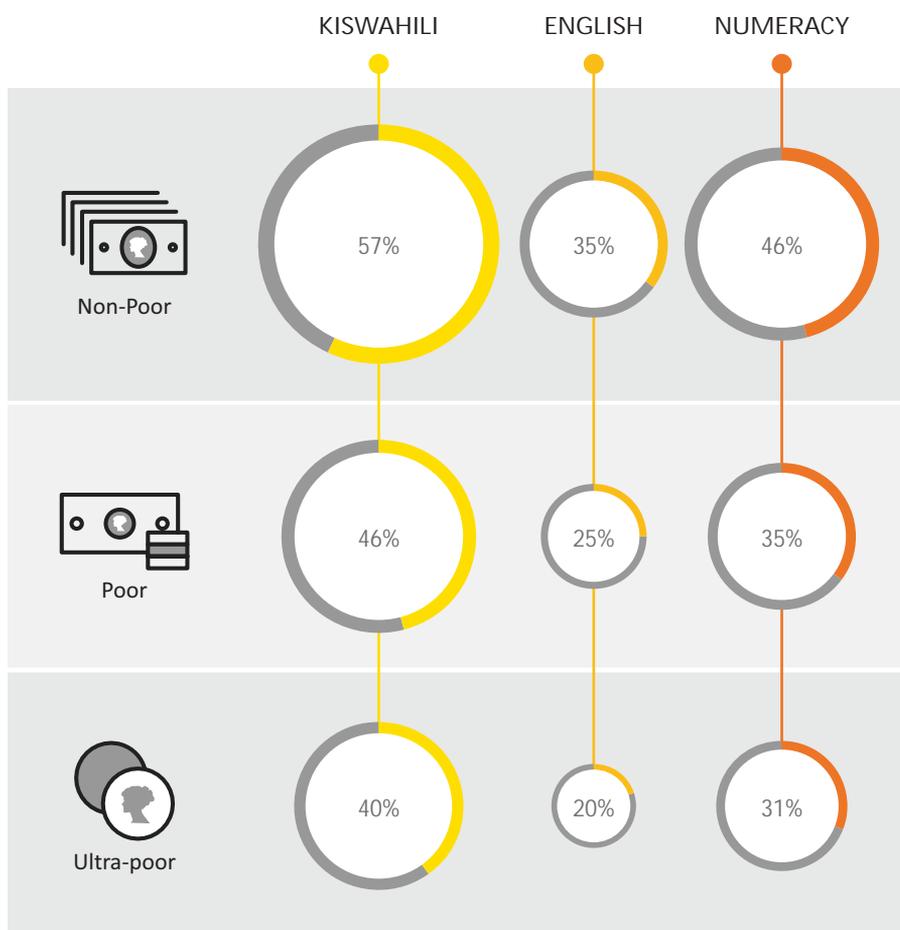
FACT 2: THERE ARE DISPARITIES BETWEEN RICH AND POOR

Around 6 out of 10 children aged 13 years from non-poor households passed the literacy tests (Kiswahili and English) compared with only 3 out of 10 children of the same age from ultra-poor households.

LITERACY AND NUMERACY LEVELS AMONG CHILDREN IN STANDARD 3



SOCIO-ECONOMICS AND PASS RATES



FACT 3: THERE ARE INEQUALITIES BETWEEN URBAN AND RURAL AREAS

About 6 out of 10 children living in urban areas passed the literacy and numeracy tests compared with only 4 out of 10 children in rural areas.

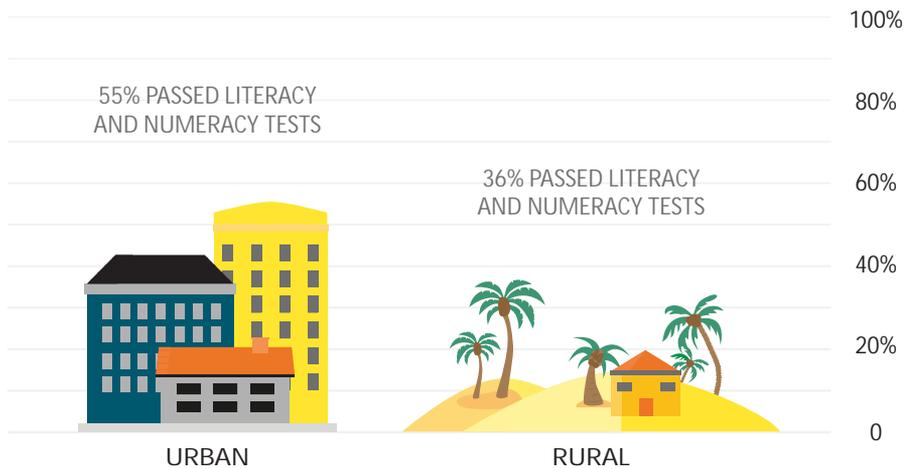
FACT 4: CHILDREN WHOSE MOTHERS HAVE FORMAL EDUCATION PERFORM BETTER

Among children in Standards 3 and 4, almost three out of four (73%) children whose mothers have post-secondary education passed the Kiswahili test compared with less than 4 out of 10 children (38%) whose mothers had not attended school. Children of educated mothers were almost twice as likely to be able to read the Kiswahili story.

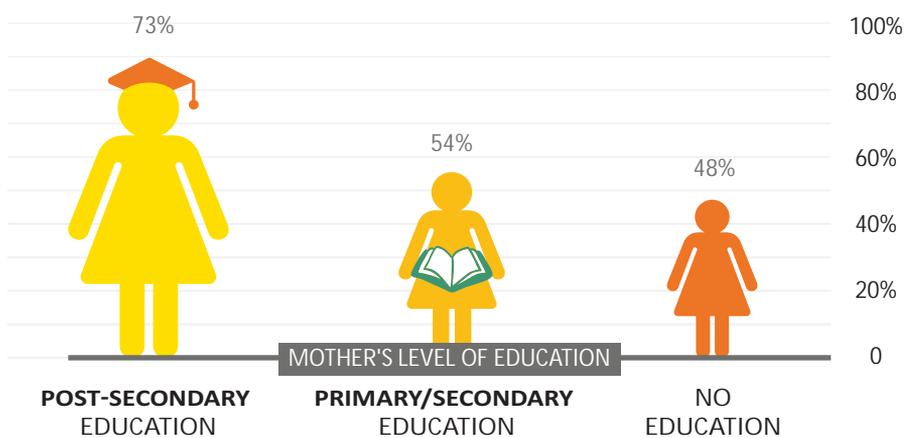
FACT 5: CHILDREN IN SCHOOL HAD MORE GENERAL KNOWLEDGE THAN THEIR OUT-OF-SCHOOL PEERS

Nearly 8 out of 10 school-going children were able to correctly identify and state the names of three wild animals (giraffe, lion and zebra) in the general knowledge test compared with 5 out of 10 out-of-school children.

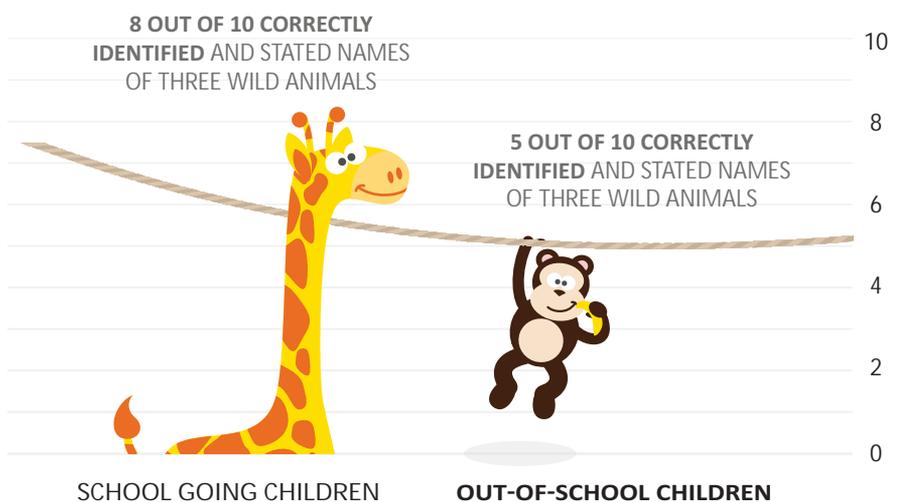
INEQUALITIES BETWEEN URBAN AND RURAL AREAS



PASS RATES OF CHILDREN



CHILDREN IN SCHOOL HAVE BETTER GENERAL KNOWLEDGE

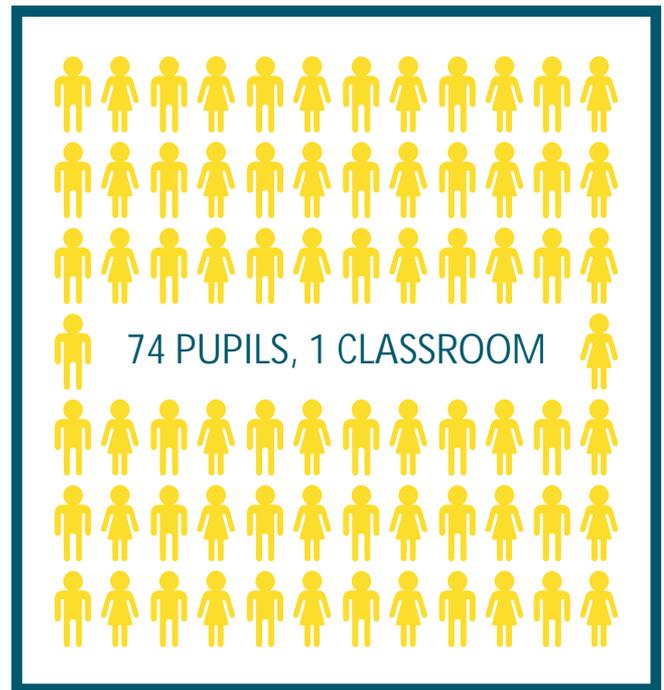


5 FACTS ON THE LEARNING ENVIRONMENT IN PUBLIC PRIMARY SCHOOLS IN TANZANIA

FACT 1: CLASS SIZES ACROSS THE COUNTRY ARE LARGE

ONLY 8 OF THE 21 REGIONS OF MAINLAND TANZANIA HAD A PUPIL-TEACHER RATIO OF LESS THAN 40 PUPILS PER TEACHER

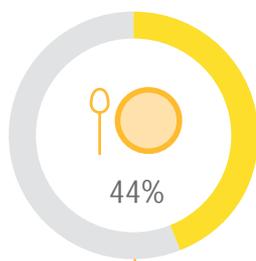
ON AVERAGE, 74 PUPILS SHARED ONE CLASSROOM



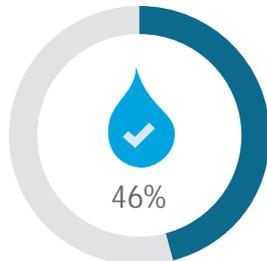
FACT 2: RESOURCES TO SUPPORT LEARNING IN SCHOOLS ARE INADEQUATE

GOVERNMENT SCHOOLS FACILITIES

30 PUPILS SHARE 1 TEXTBOOK



PROVIDE MEALS



ACCESS TO CLEAN DRINKING WATER



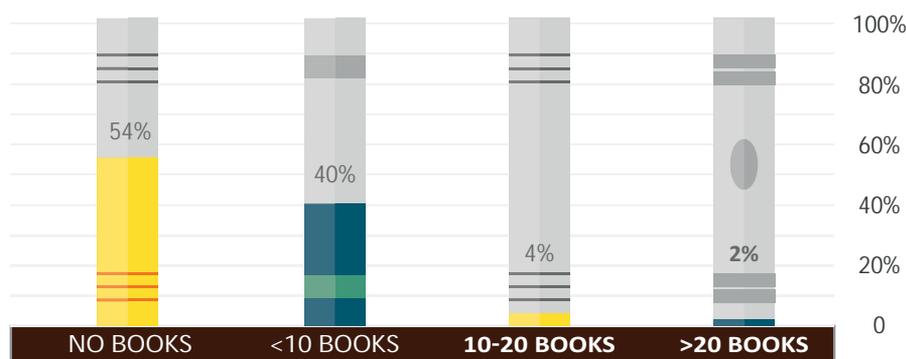
HAS A LIBRARY



NATIONALLY

FACT 3: OVER HALF OF THE HOUSEHOLDS ASSESSED HAVE NO READING BOOKS

MORE THAN HALF OF HOUSEHOLDS DO NOT HAVE A READING BOOK



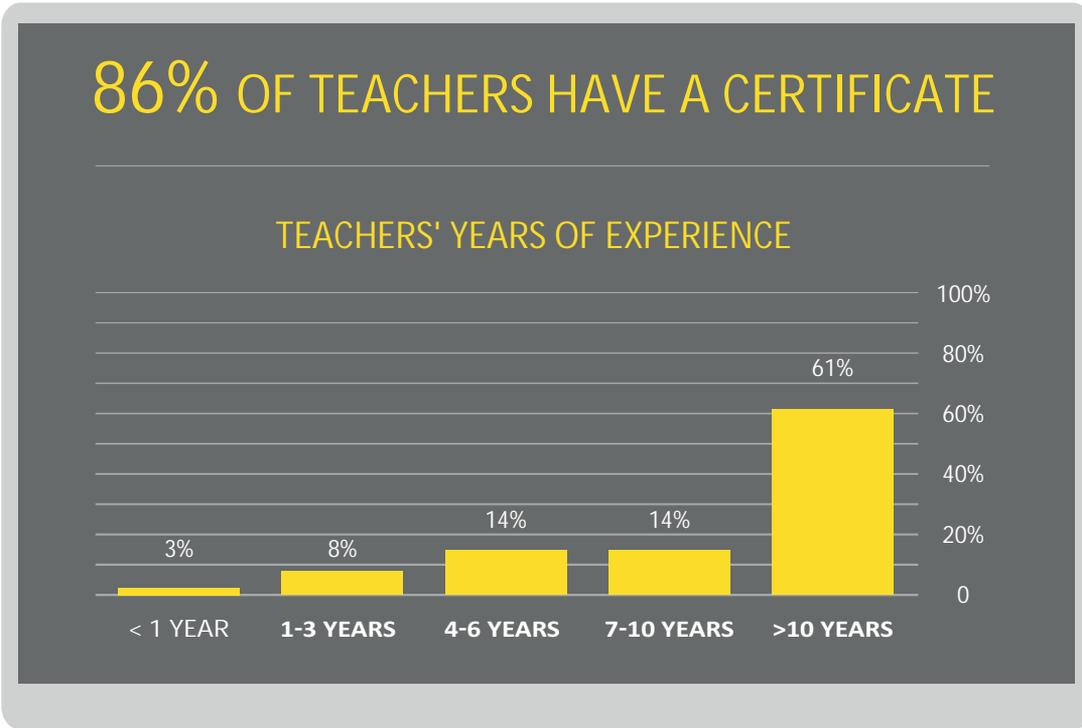
FACT 4: TEACHER ABSENTEEISM HAS INCREASED

TEACHER ATTENDANCE HAS FALLEN



FACT 5: THE MAJORITY OF STANDARD 2 TEACHERS ARE QUALIFIED AND EXPERIENCED

STANDARD 2 TEACHERS





1. INTRODUCTION

ZAIDA MGALLA, MANAGER, UWEZO TANZANIA

There is no doubt that Tanzania has made impressive progress in universalising primary education with respect to access and gender equity (UNESCO, 2015). Over the last decade especially, huge human, financial and material investments have been directed to the education sector.² The Universal Primary Education (UPE) and Primary Education Development Plan (PEDP) initiatives have resulted in a dramatic expansion of access to primary education with millions more children attending school. In 2010, Tanzania received a global award for progress towards the Millennium Development Goal for education by registering a 95% enrolment rate in primary school.

On the back of the considerable expansion in enrolment and massive funding of the education sector, Uwezo asks one pertinent question: Are Our Children Learning? In other words, have the investments in education translated commensurately into results? Does schooling lead to children acquiring the foundational skills they will need in their later learning and lives?

Uwezo—which means “capability” in Kiswahili—is an initiative of Twaweza East Africa. Twaweza works on enabling children to learn, citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda. Uwezo, a flagship program of Twaweza, is Africa’s largest annual citizen assessment of children’s learning levels across hundreds of thousands of households.

Uwezo 2013 is the fourth annual learning assessment, and the third nationally representative survey of literacy and numeracy competencies among children aged 7-16 years.

In Tanzania, the 2013 assessment was carried out in all 21 regions of the Mainland

and covered 131 districts. To conduct such a large-scale assessment, Uwezo Tanzania engaged district-based NGOs as partners to recruit citizen volunteers and coordinate the assessment. In total, 8,253 citizen volunteers participated in data collection (two from each selected enumeration area). Following comprehensive training, the volunteers visited 78,600 households across 3,930 enumeration areas. With parental/guardian consent, our volunteers assessed 104,162 children and provided instant feedback to parents (at least one per household) on the ability of their children to read and do simple arithmetic of Standard 2 level.

The volunteers also interviewed 78,600 heads of households to collect general household data, including household members, assets, access to basic public services (water, electricity), information channels and occupations, so as to examine the household circumstances of the assessed children. In addition, the volunteers visited 3,688 public primary schools and collected data on school-level indicators that underpin learning outcomes, such as enrolment rates, pupil and teacher attendance levels, teachers’ qualifications and experience, teaching and learning resources, and school facilities and services.

The tests used by Uwezo to assess children’s literacy and numeracy competencies were pegged at the Standard 2 level as guided by the national curriculum and syllabi in the three subject areas of Kiswahili, English and numeracy. The test development process is explained in greater detail in Section 5 of this report. According to Uwezo assessment benchmarks, a child passed the numeracy test if s/he managed to complete all Standard 2 numeracy tasks up to multiplication level. For the literacy test, a child passed if s/he was able to fluently read a Standard 2 level story.

This report not only presents key findings in literacy and numeracy performance among children, but also explores learning outcomes across gender, urban-rural residence, regions and districts, and by household socio-economic status. The report also highlights the nature of the learning environments in government primary schools.

Consistent with previous Uwezo assessments, the 2013 findings reveal that learning levels among children have remained low, with no statistically significant improvement in rates of literacy and numeracy since the inaugural Uwezo assessment in 2010. Even among students in Standard 7 near the end of the primary school cycle, the survey found that significant numbers of children still did not possess Standard 2 level skills in literacy and numeracy, proving that going to school in Tanzania all too often does not equal learning.

It is hoped that the results highlighted in this report provide the evidence and opportunity for critical thinking and deep analysis to generate ideas on how all stakeholders in education—the government, schools, teachers, parents, civil society organizations and the public—can address the learning challenges in Tanzania and enable our children to learn better. We should always remember that it is the skills that children take away from school that makes education relevant to them and to society at large.

Let us all join hands and play our roles to ensure that schooling results in useful learning.

It is we who can change Tanzania.

² See *Education Sector Development Plan (ESDP) 2008-2017 (URT, 2008)*.



2. WHAT IS THE ANNUAL LEARNING ASSESSMENT?

Since 2010, Uwezo has conducted annual learning assessments of literacy and numeracy among children in three East African countries: Kenya, Uganda and Tanzania. These assessments are by far the largest surveys of learning outcomes in Africa. The three most recent assessments (2011, 2012 and 2013) are the first nationally representative educational surveys undertaken in Tanzania and the second largest research endeavour after the national census. The 2013 assessment covered 131 districts, 78,600 households and 104,162 children.

Instead of focusing on the numbers of children enrolled, classrooms built, teachers recruited or textbooks supplied, Uwezo directly assesses the basic literacy and numeracy skills of children aged 7-16 years in all districts across the 21 regions of Mainland Tanzania. Children are tested in three subjects—Kiswahili, English and numeracy—using standardized tests with reference to the national curriculum for Standard 2. The assessment seeks to answer the fundamental question: are our children learning?

3. OVERVIEW OF THE 2013 ASSESSMENT



The 2013 survey is the fourth annual learning assessment conducted by Uwezo in Tanzania. The core components of the assessment have remained constant since the survey's inception in 2010. The assessment is a large-scale, household-based survey of children's basic literacy and numeracy skills. From 2011, the survey was designed to assess children in all districts across all 21 regions of Mainland Tanzania, so as to produce evidence, representative to district level, of learning outcomes among Tanzanian children aged 7-16.

Table 1 presents sampling coverage information for each survey year.

TABLE 1: UWEZO TANZANIA ANNUAL LEARNING ASSESSMENT, SAMPLING COVERAGE INFORMATION, 2010-2013

	2010	2011	2012	2013
CHILDREN	37,683	114,761	105,352	104,162
HOUSEHOLDS	18,952	59,992	55,191	78,600
ENUMERATION AREAS	1,077	3,825	3,752	3,930
DISTRICTS	38	132	126	131
DISTRICT PARTNERS	40	132	133	131
VOLUNTEERS	2,400	7,920	7,980	8,253
SCHOOLS	1,010	3,709	3,624	3,688

For the research design, Uwezo, with support from the National Bureau of Statistics (NBS), adopted a two-stage cluster sampling to obtain a representative sample of enumeration areas using the Probability Proportional to Size (PPS) sampling technique, where the district is the main stratum. All census districts in the national census frame (2002) were included.

In the first stage, 30 enumeration areas (EAs) were randomly selected in each district by PPS. This sampling technique ensures that every EA within the district had an equal chance of being selected. In the second stage, 20 households were selected randomly from each of the selected EAs in each district. Households with no children were also included in the sample. Sample weights were used appropriately to adjust and reflect the de facto (used) sample.

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

The assessment was conducted between September and October 2013 in all 131 districts in Mainland Tanzania, covering 3930 Enumeration areas and 78,600 households. One of the challenges faced during the assessment period was that we missed Standard 7

pupils who had already completed the primary education cycle and who in most cases leave school in the second week of September after completing their National Primary School Leaving Examination. We could therefore not collect attendance data for Standard 7 on the day of visit to the schools.

KEY CHARACTERISTICS OF THE ASSESSMENT

	2010	2011	2012	2013
DISTRICT COVERAGE	40 districts, 30 villages per district	132 districts, 30 enumeration areas per district	126 districts, 30 enumeration areas per district (6 districts in Mtwara region excluded on political grounds)	131 districts, 30 enumeration areas per district
AGE CHILDREN	5 – 16 years in and out of school	7 – 16 years in and out of school	7 – 16 years in and out of school	7 – 16 years in and out of school
SURVEY AREA	30 villages per district	30 enumeration areas per district as per census frame 2002	30 enumeration areas per district as per census frame 2002, rotational panel (maintain old 20 EAs, drop 10 old EAs, add 10 new EAs)	30 enumeration areas per district as per census frame 2002, rotational panel (maintain old 20 EAs, drop 10 old EAs, add 10 new EAs)
TEST SETS	1 test set for Kiswahili, English and Numeracy	4 test sets each for Kiswahili, English and Numeracy, bonus question	4 test sets each for Kiswahili, English and Numeracy, bonus question	6 test sets developed each for Kiswahili, English and Numeracy, 4 sets selected for assessment, bonus question
TEST VALIDATION	All test sets undergo 3 pre-tests in 3 varied socio-economic communities for validation	All test sets undergo 3 pre-tests in 3 varied socio-economic communities for validation	All test sets undergo 3 pre-tests in 3 varied socio-economic communities for validation	All test sets undergo 3 pre-tests in 3 varied socio-economic communities for validation
PARTNERSHIP	Individual District Coordinator and 60 volunteers per district	Individual District Coordinator and 60 volunteers per district	Individual District Coordinator, 60 volunteers and 3 senior volunteers per district	Local NGO engaged as District Partner, One District Coordinator from the organisation, 60 volunteers and 3 senior volunteers per district, 25 Regional Coordinators engaged for monitoring per region
COMMUNICATION MATERIALS	-	Uwezo Flier, Parent Poster, Teacher Poster	Uwezo Flier, Parent Poster, Teacher Poster, Calendar	Uwezo Flier, Parent Poster, Teacher Poster, Calendar, 2 story flyers developed from 2012 tests
ADDITIONS TO SURVEY SHEET	It was new	Same as 2010	Mothers' education, citizen perceptions and government responsiveness	Standard 2 teacher biodata, inclusive education issues, school leadership



4. THE ASSESSMENT PROCESS

The Uwezo data collection approach is citizen-driven. It involves a large number of partners and volunteers, who are trained to carry out the assessment. In 2013, the general order of the assessment was as follows:

VILLAGE/MTAA VISIT: On the first day, two volunteers in each EA visited the local village/mtaa offices and met with the chairpersons where they completed the village/mtaa information sheet/questionnaire. This assessment tool captures general information on the area: infrastructure (roads, electricity), public services (health, water, education), population, security (police posts) and socio-economic activities. After providing the data, the chairperson directed the volunteers to the local public school, which most children in the selected EA attended, to collect school-level information.

SCHOOL VISIT: The school visit was normally done on Friday morning to collect information including enrolment data, staffing, pupil and teacher attendance, pupil-to-teacher ratios, school facilities, such as latrines and drinking water, and social services, such as the availability of meal programs or health services. For the first time, the 2013 assessment collected data on the characteristics of Standard 2 teachers, including their sex, levels of education and professional training, and years of service.

HOUSEHOLD VISITS: Early on Saturday, a pair of volunteers visited the 20 randomly selected households and administered the household survey with the head of the household to capture information about the home environment, including number of household members, family assets, access to information, parent participation in children's education and awareness about Uwezo. Then, with consent from the household head, all children between the ages of 7 and 16 living in the household, whether in or out of school, were assessed using the Uwezo literacy and numeracy tests.

After administering the tests, the volunteers provided instant feedback to parents/guardians on the test results for each child. After the volunteers completed the assessments in all 20 households in the sampled area they returned the survey books to the district coordinator (DC). Once the DC received all the booklets, s/he randomly selected and revisited eight households to check that the data collected were accurate. The data books were then sent to the Uwezo office for final review before data entry and analysis.

5. THE TESTS

Uwezo assesses children's ability to read and comprehend Kiswahili and English and to do basic arithmetic. The literacy and numeracy tests are based on the national Standard 2 curriculum. All children regardless of age or grade are given the same Standard 2 level tests. However, to avoid a child in a household overhearing the answers of another child, four different sets of literacy and numeracy tests were used for the 2013 assessment.

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

5.1 THE LITERACY TESTS

Both Uwezo literacy tests for Tanzania (Kiswahili and English) have six competency levels: non-reader (i.e., unable to recognize letters), letter names/sounds, words, paragraph, story and comprehension. All literacy tests are subjected to Type-Token Ratio (TTR) calculation to balance the difficulty level between test sets.

Uwezo assesses literacy by asking children to recognize letters from the alphabet, read selected words, read one of two paragraphs, and read a story and answer two comprehension questions. Children were categorized according to the highest level attained. For example, if a child could read the words but not the paragraph, that child was ranked at 'word' level. A child passed the literacy test if s/he was able to read the story aloud. A sample of the 2013 literacy test in Kiswahili is shown in Box 1 and a sample of the literacy test in English is shown in Box 2.

BOX 1: SAMPLE OF THE KISWAHILI LITERACY TEST

Kiswahili – Seti 1

<p><u>SILABI</u></p> <p>ba ka fu da ze sha me te pu ki</p>	<p><u>AYA (1)</u></p> <p>Musa ni mtoto mzuri. Hupiga mswaki na kunawa uso. Huva nguo safi na kwenda shuleni. Musa anapenda usafi wakati wote.</p>	<p><u>HADITHI</u></p> <p>Hapo zamani alishi Baraka na mama yake. Siku moja mama alitaka kusafiri kwenda kijijini. Alimwambia Baraka asiende shuleni akoe ngumbani na mdogo wake. Mama aliporudi Baraka alikwenda shuleni.</p> <p>Mwalimu alipomuona alitaka kumuadhibu kwa utoro. Alimwambia mwalimu kuwa alibaki ngumbani na mtoto. Mama yake alikwenda kijijini kwa babu yake. Mwalimu alisema kuwa ni kosa kubwa asiudie tena. Baraka alimshukuru mwalimu kwa kumsamehe.</p> <p><u>Maswali</u></p> <p>1. Mama yake Baraka alikwenda wapi? 2. Hadithi hii inatufundisha nini?</p>
<p><u>MANENO</u></p> <p>kiti babu jiko chupa piga meza ndoo yai kuni saa</p>	<p><u>AYA (2)</u></p> <p>Tausi anasoma darasa la pili. Rafiki yake anaitwa Ana. Wote wanajua kusoma na kuandika. Wote wanapenda kucheza na kuimba.</p>	

Mtoto achague silabi zote 5 asome kwa usahihi.

The child should choose any 5 letters and read it correctly.

BOX 2: SAMPLE OF THE ENGLISH LITERACY TEST

English – Set 1

<p><u>LETTERS</u></p> <p>b j o r p x e z m q</p>	<p><u>PARAGRAPH 1</u></p> <p>Juma is fifteen years old. He likes to read books. He wants to become a doctor. Teachers like him.</p>	<p><u>English – Set 1</u></p> <p><u>STORY</u></p> <p>Cobra and Hen are friends. The hen has two eggs. Every day she goes to buy food. The cobra stays at home to clean the house.</p> <p>One day Cobra eats one egg. The hen gets very angry. The cobra runs away and is now her enemy.</p> <p><u>Questions</u></p> <p>1. Who are friends? 2. Who eats the egg?</p>
<p><u>WORDS</u></p> <p>boy bus rat hen food cat girl meat cake seven</p>	<p><u>PARAGRAPH 2</u></p> <p>Jane lives at Kisarawe. She likes to go to school. Her parents are very poor. She sells mangoes.</p>	

The child should choose any 5 letters and read it correctly.

5.2 THE NUMERACY TESTS

The numeracy test categories included: number concept, place value/greater than, addition, subtraction including ethno-mathematics, and multiplication. Ethno-mathematics tests the ability of a child to contextualize addition and subtraction operations in daily life, such as counting money in local currency. During the assessment, children were asked to recognize numbers, count, and perform basic arithmetic, including addition, subtraction and multiplication. A child passed the numeracy test if he/she was able to complete all the tests up to multiplication level. A sample of the numeracy test used in 2013 is shown in Box 3.

BOX 3: SAMPLE OF THE NUMERACY TEST

Hisabati – Seti 1

TAJA IDADI

Mtoto ahesabu mafungu 5 angalau 4 gawe sahihi.

UTAMBUZI WA NAMBA

12	28	32
49	40	88
91	73	

Mtoto asame namba 5 angalau 4 zive sahihi.

NAMBA IPI NI KUBWA ZAIDI

12 au 14	44 au 66	91 au 19
54 au 24	88 au 72	11 au 21
23 au 22	10 au 20	

Mtoto achague na kutambua mafungu 5 angalau 4 gawe sahihi.

Hisabati – Seti 1

KUJUMLIISHA NAMBA

13	24	35	34
+ 12	+ 16	+ 42	+ 49
-----	-----	-----	-----
62	57	45	56
+ 12	+ 18	+ 47	+ 25
-----	-----	-----	-----

Mtoto ajumlisha mafungu 3 angalau 2 gawe sahihi.

KUZIDISHA NAMBA

2 x 3 =	7 x 8 =	11 x 4 =
5 x 5 =	9 x 6 =	12 x 3 =
4 x 5 =	5 x 3 =	

Mtoto azidisha mafungu 3 angalau 2 gawe sahihi.

KUTOA NAMBA

48	65	59	82
- 25	- 27	- 30	- 24
-----	-----	-----	-----
78	74	57	86
- 38	- 65	- 22	- 48
-----	-----	-----	-----

Mtoto atoe mafungu 3 angalau 2 gawe sahihi.

HESABU KATIKA MAISHA

Shilingi 500	Shilingi 450	Shilingi 800
+ Shilingi 200	+ Shilingi 100	- Shilingi 500
-----	-----	-----

Mtoto afrage gote angalau mafungu 2 gawe sahihi.

5.3 GENERAL KNOWLEDGE TEST

Usually, Uwezo tests are complimented by a 'bonus' question, which is administered to all children to measure their general knowledge. In 2013, children were asked to identify three wild animals shown in photographs in the language of their choice.

SWALI LA ZIADA

Je, mtoto ameweza kutaja jina sahihi la kila mnyama katika picha?

S1

S2

S3



6. KEY FINDINGS

All data presented in this section are from round four of the Uwezo assessment conducted in 2013. To examine trends in learning outcomes, 2013 findings are compared to results from the 2011 and 2012 assessments. National-level and regional-level findings on children's competencies in Standard 2 level numeracy and literacy are presented and a summary of district findings can be accessed in the appendix of this report.

Assessment results are presented for all ages (7-16 years) and for all standards (grades) of the primary cycle (Standards 1 to 7) but with emphasis on Standards 3 and 7. Based on the recommended enrolment age of children in Standard 1 (7 years), the corresponding ages for children in Standards 3 and 7 are 9 and 13 years, respectively.

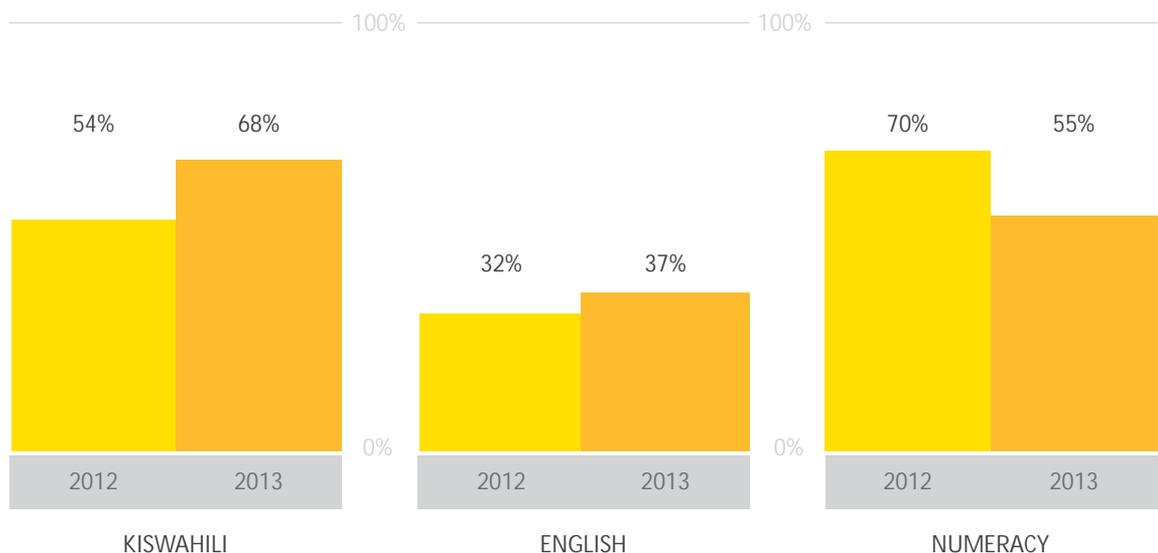
By Standard 3, children are expected to have completed the Standard 2 curriculum and should be able to perform Standard 2 tasks. By Standard 7, the final grade of the primary education cycle in Tanzania, children are expected to have no difficulty at all with Standard 2 level work.

This section is organized into five major parts. The first part presents a summary of pass rates for the literacy and numeracy tests. Parts two, three and four present more detailed analysis of results for the Kiswahili, English and numeracy tests, respectively. The fifth part examines children's literacy and numeracy performance with respect to their mothers' education. The sixth and final part presents results for the bonus general knowledge test.

6.1 SUMMARY OF MAIN TEST RESULTS

In accordance with the Tanzanian primary curriculum, children in Standard 3 or above should have acquired Standard 2 level literacy and numeracy skills. Consistent with previous Uwezo assessments, the 2013 assessment demonstrates that rates of literacy and numeracy have generally remained low. Figure 1 indicates some improvement in literacy, especially in Kiswahili, among children in Standards 3 to 7 but a decline in numeracy between 2012 and 2013. Among the three tests, the lowest pass rates were recorded for English literacy.

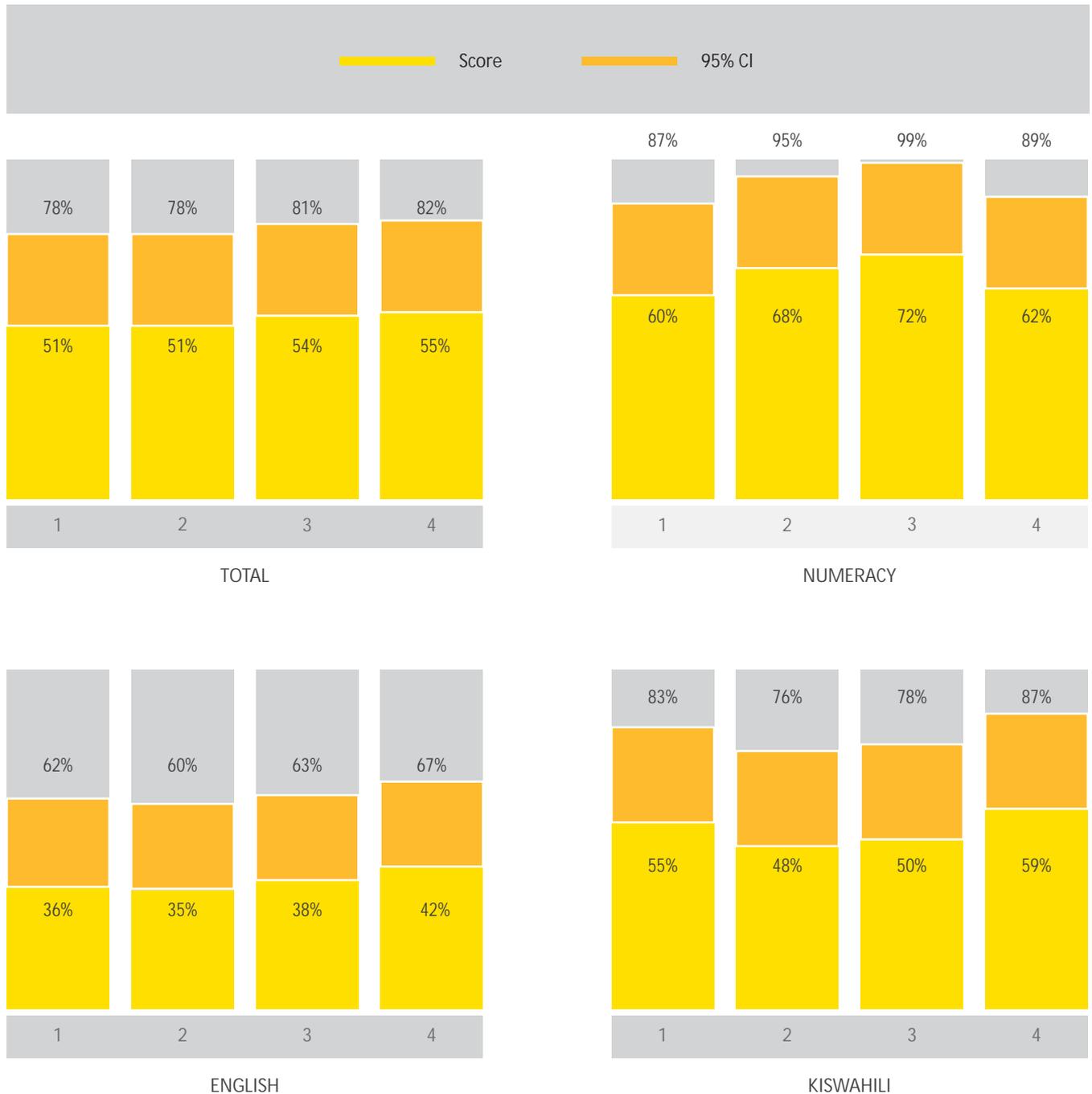
FIGURE 1: PERCENTAGE OF CHILDREN IN STANDARDS 3 TO 7 WHO PASSED THE UWEZO TESTS, BY SUBJECT, 2012 AND 2013



Further statistical analysis was performed to assess the significance of the variations in subject pass rates over the four rounds of assessment. Figure 2 presents data on the average pass rates for the three individual tests (English, Kiswahili and numeracy) and for the three

tests overall. The chart also shows the 95% confidence intervals around the average pass rate for each subject in each round, which take into account the statistical uncertainty arising from differences in test difficulties between rounds. As can be seen, for any given year, the mean test score (shown by the height of the bar) lies within the confidence intervals (plotted by the range bars) for the other years. Whilst these intervals are conservative, they remain fairly large due to the small number of items in each test, as well as due to the relatively large changes in mean scores observed in Tanzania between years.

FIGURE 2: PERCENTAGE OF CHILDREN AGED 10-16 YEARS WHO PASSED THE UWEZO ASSESSMENT TESTS, BY ALL THREE SUBJECTS AND OVERALL, 2010-2013



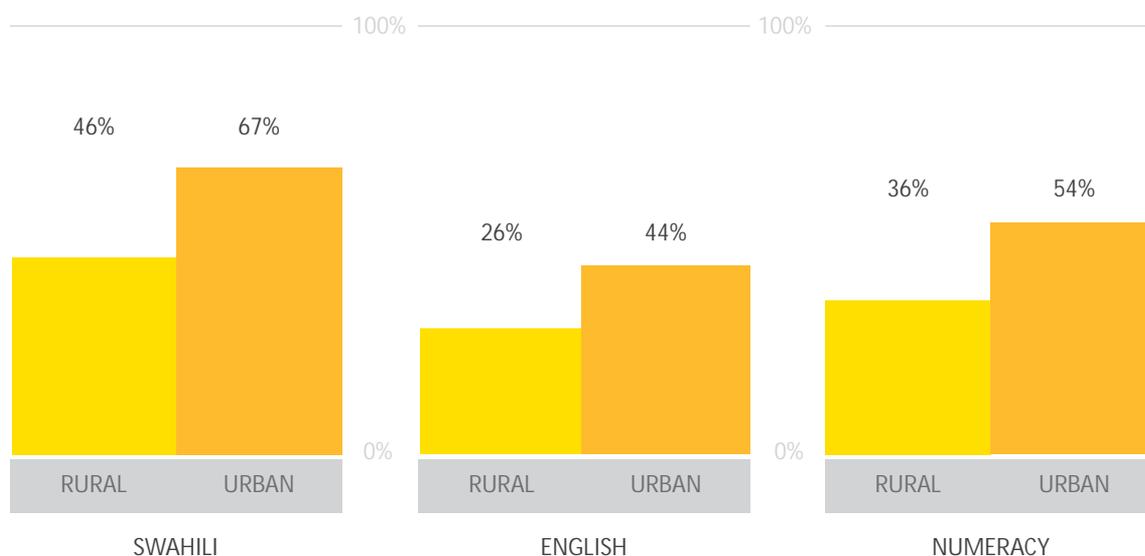
Source: Calculated using data from Uwezo survey rounds 1-4.

This analysis indicates that no significant improvement or deterioration in learning has occurred over the period of the assessments. Differences in results across rounds have indeed been observed, but these variations may simply reflect differences in the test forms or other random variation that can occur in such large-scale assessments as Uwezo, rather than genuine changes in learning outcomes.

As found in earlier Uwezo assessments, the 2013 data show considerable regional and district differences in children’s literacy and numeracy competencies. Children from regions and districts with more urban characteristics outperformed their peers from rural areas. For example, about 7 out of 10 children aged 13 years in rural areas passed the Kiswahili test compared with 8 out of 10 children of the same age living in urban areas.

Figure 3 presents pass rates for all three subjects among all children aged 7-16 years.

FIGURE 3: PERCENTAGE OF CHILDREN AGED 7-16 YEARS WHO PASSED ALL THREE UWEZO TESTS BY LOCALITY (URBAN-RURAL), 2013



With respect to pass rates for all three subjects, the top five districts were all from urban areas, while the bottom five districts were all from rural settings. See Table 2.

TABLE 2: PERCENTAGE OF CHILDREN AGED 9-13 YEARS WHO PASSED ALL THREE SUBJECT TESTS, BY DISTRICT RANK (TOP AND BOTTOM FIVE DISTRICTS), 2013

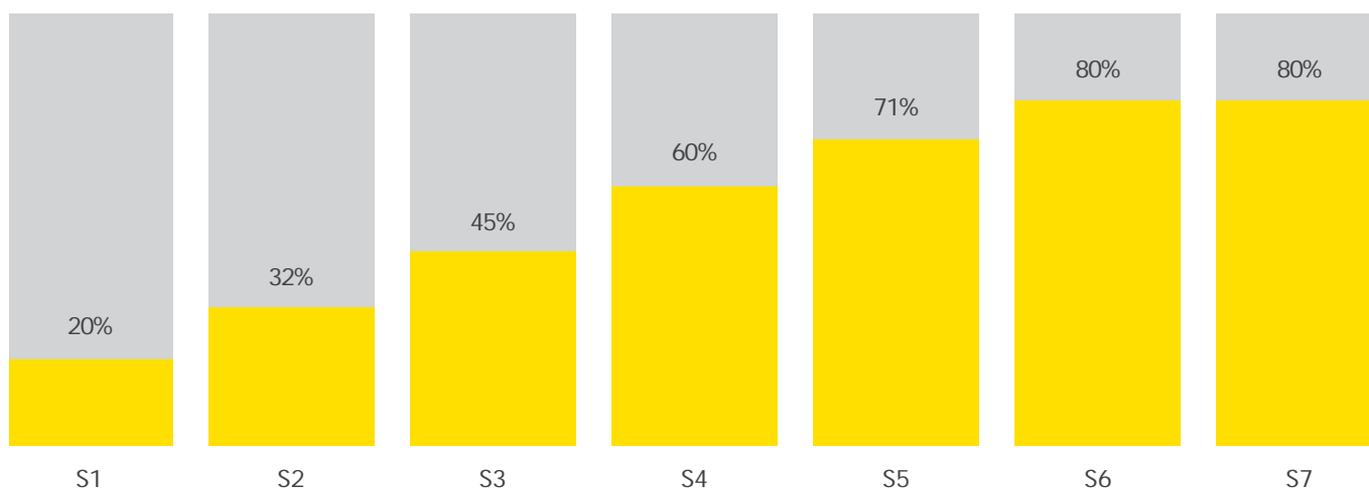
DISTRICT	KISWAHILI	ENGLISH	NUMERACY	ALL THREE SUBJECTS	RANK
TOP					
MBEYA URBAN	87	56	79	74	1
BUKOBA URBAN	82	58	74	71	2
IRINGA URBAN	78	65	67	70	3
ARUSHA URBAN	82	56	68	69	4
MOROGORO URBAN	80	51	69	67	5
BOTTOM					
TUNDURU	35	14	20	23	127
UYUI	42	4	22	23	128
MUSOMA RURAL	26	14	26	22	129
NKASI	34	8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

6.2 READING KISWAHILI

6.2.1 READING KISWAHILI BY STANDARD

In Tanzania, every child in Standard 3 or above is expected to be able to read and comprehend a Standard 2 level story in Kiswahili. The findings in Figure 4 indicate that literacy rates in Kiswahili improved in all grades in 2013 but remain low. For example, 45% of children in Standard 3 in 2013 could read a story in Kiswahili compared with 26% in 2012. Again these differences are unlikely to be statistically significant. By Standard 7, about 80% of children could read a story in Kiswahili. In other words, 1 in 5 children is still likely to finish primary school without having acquired basic literacy in Kiswahili.

FIGURE 4: PERCENTAGE OF STUDENTS IN STANDARDS 1-7 WHO WERE ABLE TO READ A STANDARD 2 LEVEL STORY IN KISWAHILI, 2013



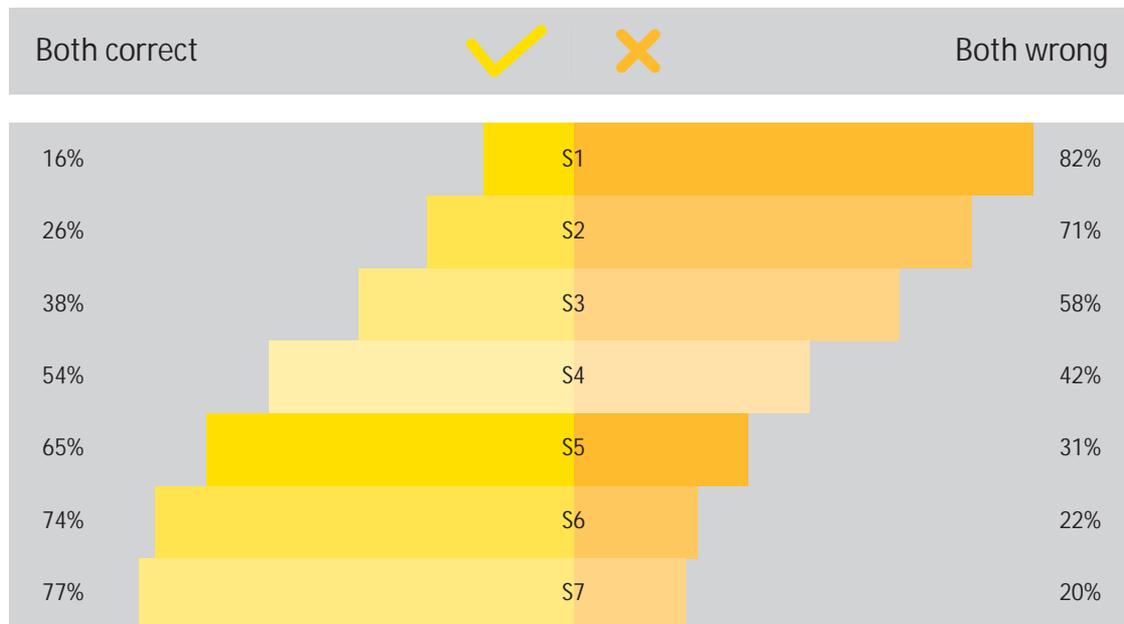
6.2.2 READING AND COMPREHENSION IN KISWAHILI

The 2013 assessment also tested children's ability to comprehend a Standard 2 level Kiswahili story. If the child was able to read the story, she/he was asked two questions (see The Tests section). Findings indicate that, generally, the majority of children who were able to read the story were also able to comprehend what they had read. Among children in Standard 3 to 7, more than 8 out of 10 children (64%) who were able to read the story in Kiswahili correctly answered both comprehension questions.

Figure 5 presents the results for Kiswahili comprehension by grade among the children who were able to read the story. As expected, comprehension pass rates increased with each grade.



FIGURE 5: PERCENTAGE OF STUDENTS IN STANDARDS 1-7 WHO READ THE KISWAHILI STORY AND EITHER PASSED OR FAILED THE COMPREHENSION QUESTIONS, 2013



6.2.3 READING KISWAHILI BY GENDER AND AGE

As such there were no significant gender differences in reading Kiswahili. See Figure 6. This finding is consistent with the 2012 assessment.

FIGURE 6: PERCENTAGE OF CHILDREN AGED 7-16 YEARS WHO PASSED THE KISWAHILI LITERACY TEST, BY AGE AND GENDER, 2013

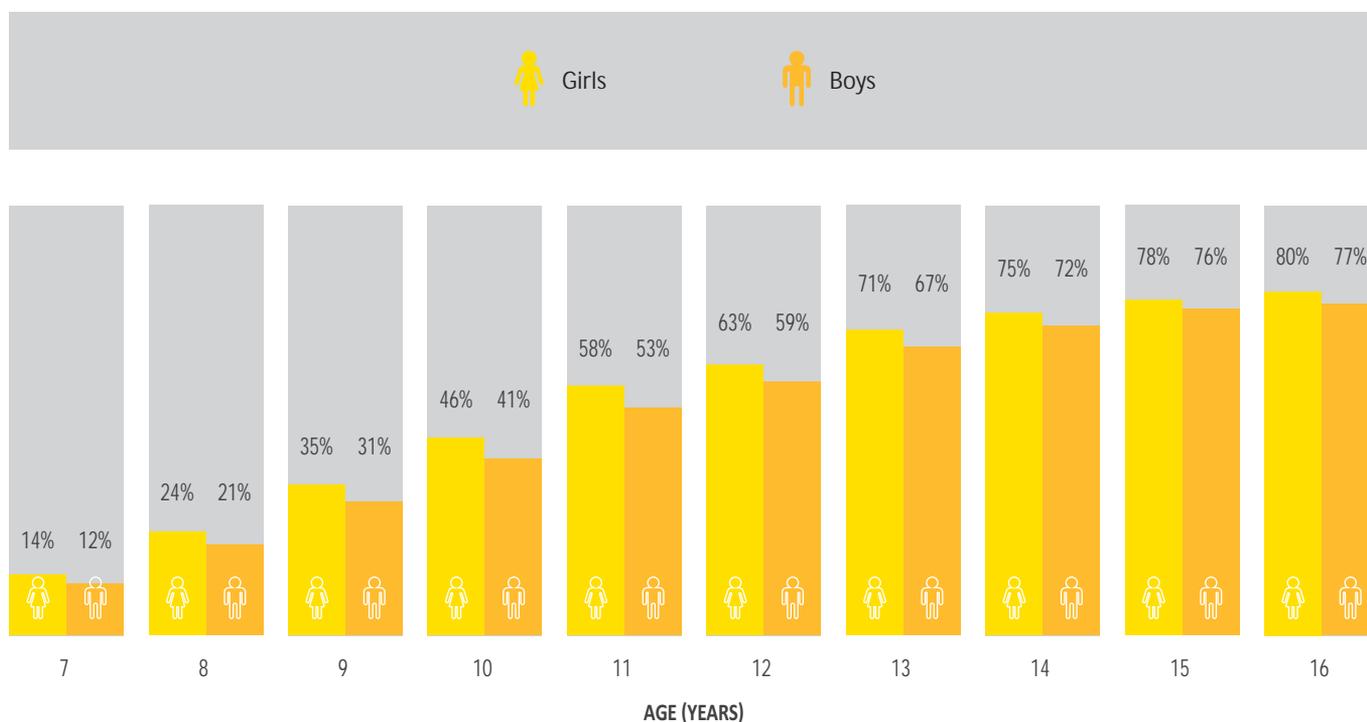
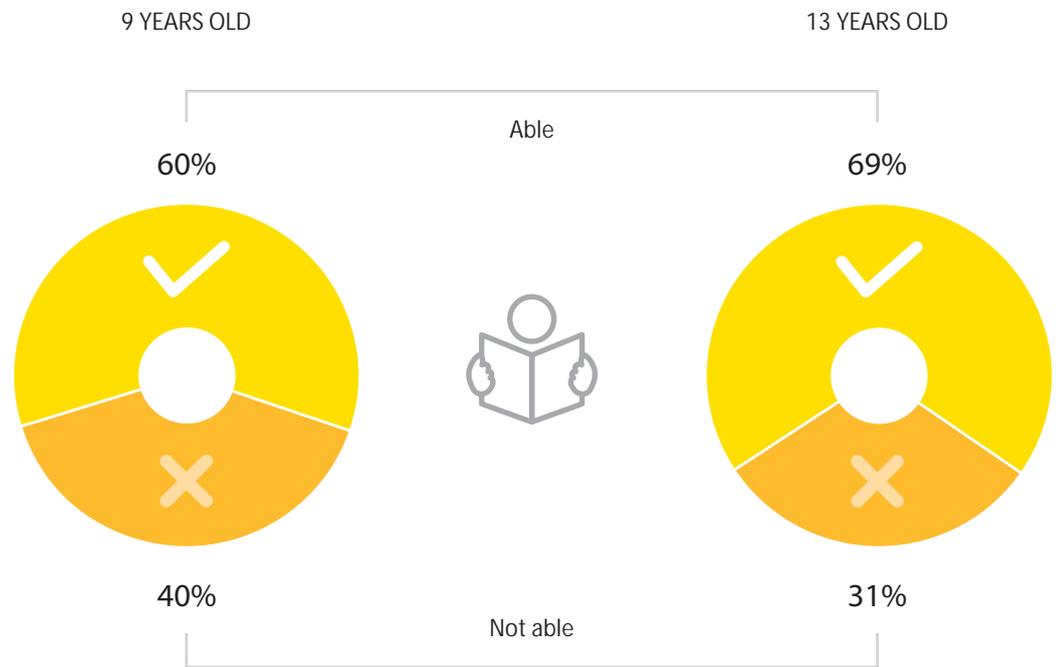


FIGURE 7: PERCENTAGE OF CHILDREN AGED 9 AND 13 YEARS WHO PASSED THE LITERACY TEST IN KISWAHILI, 2012 AND 2013



6.2.4 READING KISWAHILI BY REGION

Consistent with the 2011 and 2012 findings, the 2013 results reveal persistent disparities in literacy rates across regions and districts in Tanzania, and between urban and rural areas. Children from urban areas outperformed those from rural areas. For example, in Dar es Salaam region, 7 out of 10 children (74%) aged 9-13 years passed the Kiswahili test compared with less than 4 out of 10 children (37%) in Mara region. See Figure 8.

Despite the fact that children are not performing to the required level, and despite the discrepancies in pass rates among regions, the Kiswahili pass rates in 2013 are higher than those recorded in 2012 for all regions. In 2013, 10 of the 21 regions recorded Kiswahili pass rates above 50% among children aged 9-13 years, compared with only 3 out of 20 regions³ in 2012.

The majority of urban districts ranked higher than rural districts. See Table 3. The top five districts for Kiswahili literacy were all urban while the bottom five districts were all rural. The gap in literacy rates between the top and bottom districts is extremely wide. Nine out of ten children (90%) aged 9-13 years in Moshi Urban passed the Kiswahili test compared with one out of four children (24%) in Musoma Rural. Of further note, significant disparities were recorded in district results within the same region. For example, in Arusha region, Arusha Urban district was ranked 3rd overall while Ngorongoro and Longido districts (both rural) in the same region were ranked 127th and 130th, respectively.

FIGURE 8: PERCENTAGE OF CHILDREN AGED 9-13 YEARS WHO PASSED THE LITERACY TEST IN KISWAHILI, BY REGION, 2013

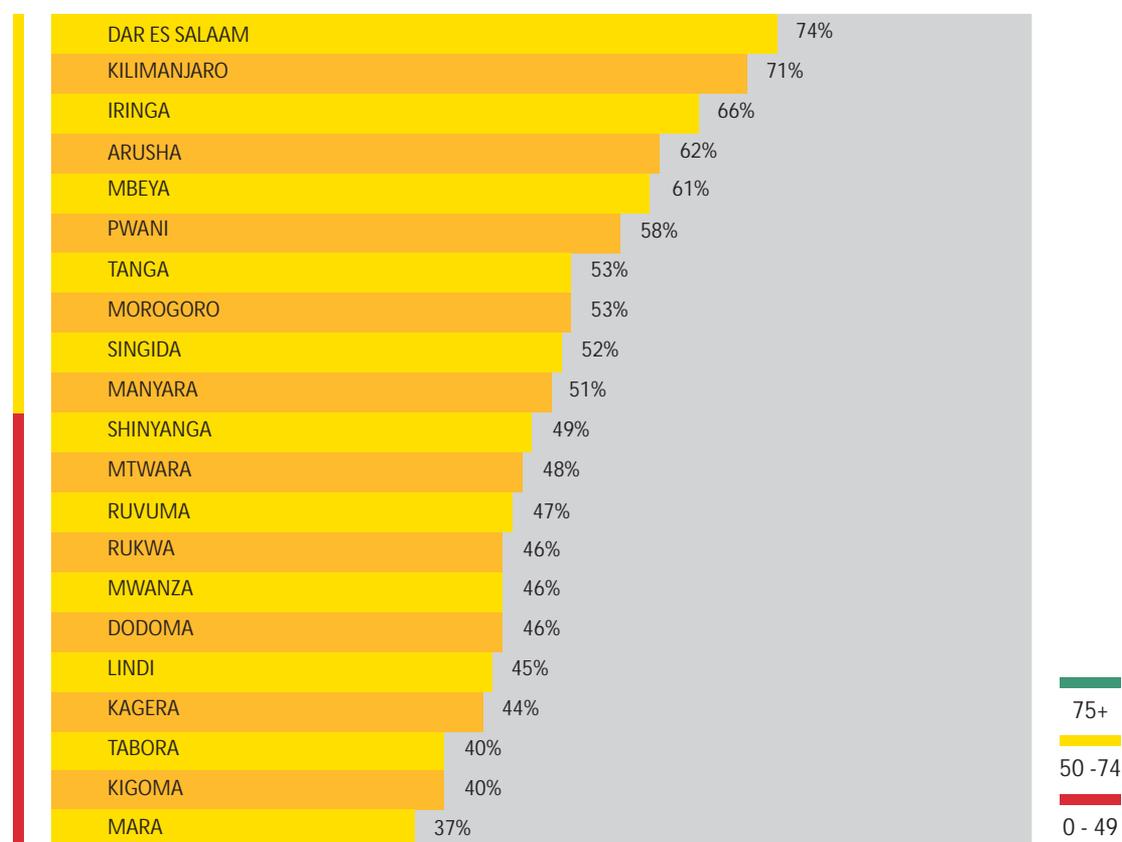


TABLE 3: PERCENTAGE OF CHILDREN AGED 9-13 YEARS WHO PASSED THE LITERACY TEST IN KISWAHILI, BY DISTRICT RANK IN 2013 (TOP FIVE AND BOTTOM FIVE DISTRICTS IN 2013 AND THEIR RANK IN 2012)

DISTRICT	REGION	PASS RATE (%)	RANK 2013	RANK 2012
TOP FIVE				
MOSHI URBAN	Kilimanjaro	90	1	4
MBEYA URBAN	Mbeya	87	2	11
ARUSHA URBAN	Arusha	82	3	5
BUKOBA URBAN	Kagera	80	4	15
MOROGORO URBAN	Morogoro	80	5	3
BOTTOM FIVE				
NGORONGORO	Arusha	31	127	120
TUNDURU	Ruvuma	30	128	67
MASASI	Mtwara	29	129	n/a ³
LONGIDO	Arusha	24	130	112
MUSOMA RURAL	Mara	24	131	109

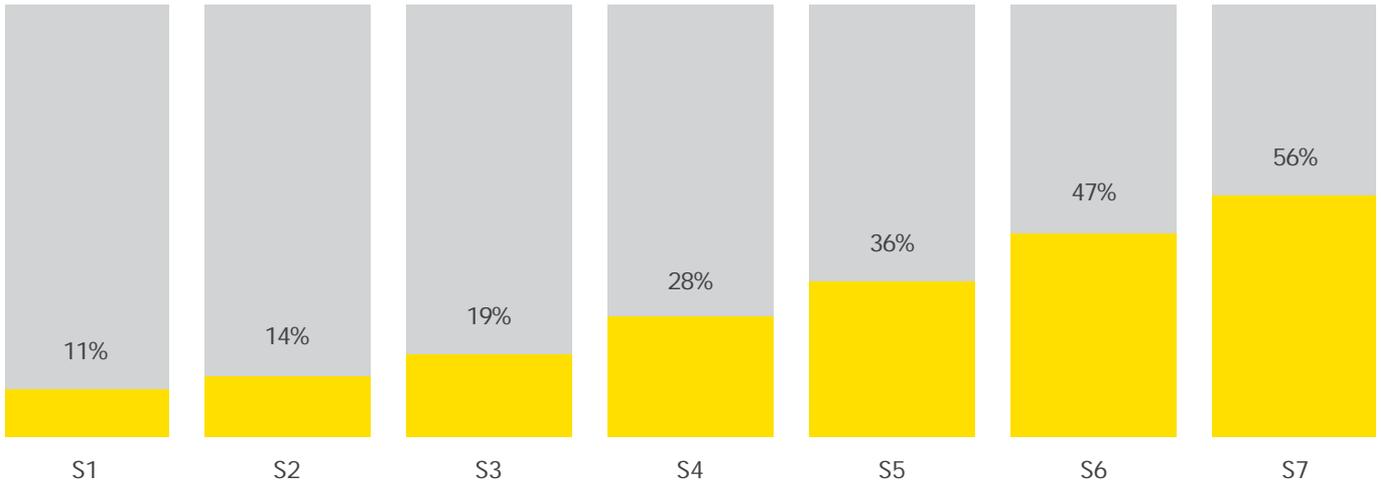
³Masasi was one of six districts in Mtwara region that were excluded from the 2012 assessment due to administrative difficulties. The other five districts excluded from the sample in Mtwara region were Mtwara Rural, Nanyumbu, Mtwara Urban, Newala and Tandahimba.

6.3 READING ENGLISH

6.3.1 READING ENGLISH BY STANDARD

Pupils' competencies in reading English remain low. See Figure 9. Over 4 out of 10 (44%) Standard 7 children assessed were unable to read a Standard 2 level story, which implies that these children will leave primary school without acquiring basic English literacy, in turn, undermining their chance of selection for secondary school in which the medium of instruction is English.

FIGURE 9: PERCENTAGE OF STUDENTS IN STANDARDS 1 TO 7 WHO CAN READ A STANDARD 2 LEVEL ENGLISH STORY, 2013



6.3.2 READING AND COMPREHENSION IN ENGLISH

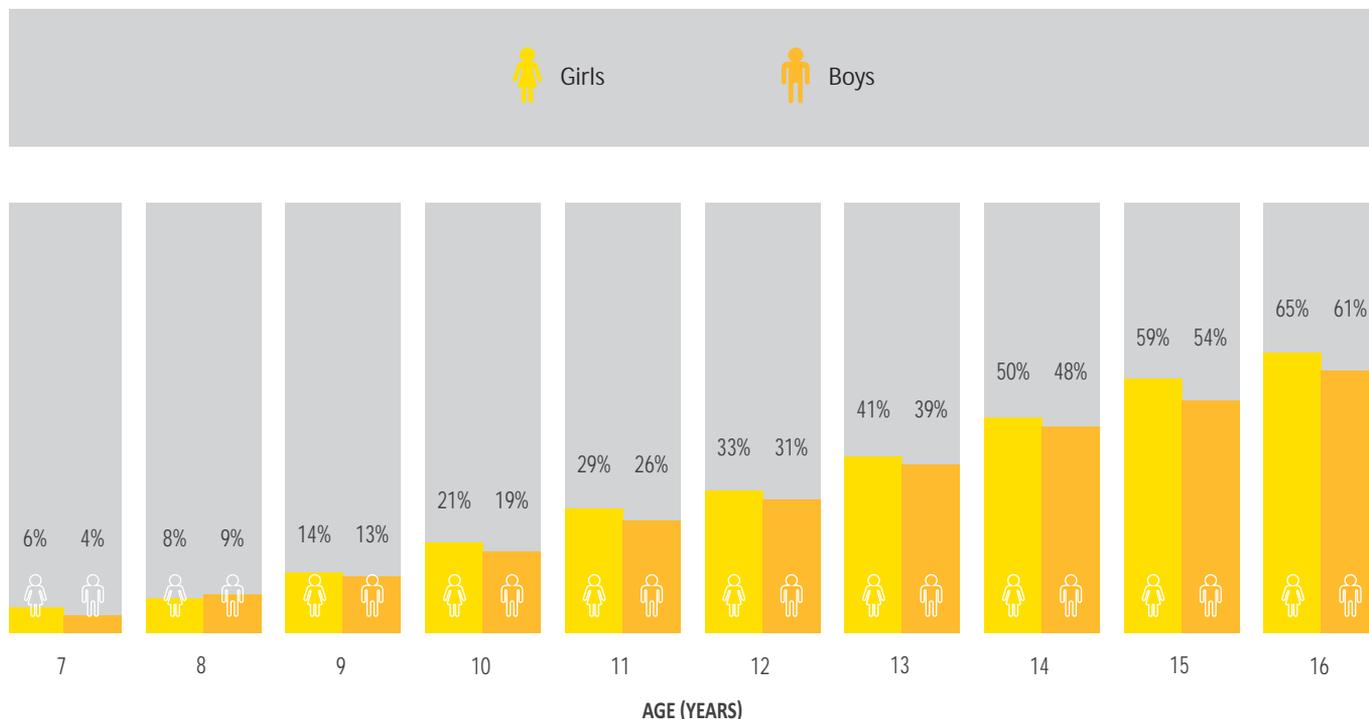
Of the children aged 9-13 years who were able to read the Standard 2 level story in English, nearly 5 in 10 correctly answered both comprehension questions. Children's comprehension rates in English were lower than comprehension rates in Kiswahili.

6.3.3 READING ENGLISH BY GENDER AND AGE

On average, boys and girls performed equally poorly in the English reading test across all ages. See Figure 10.

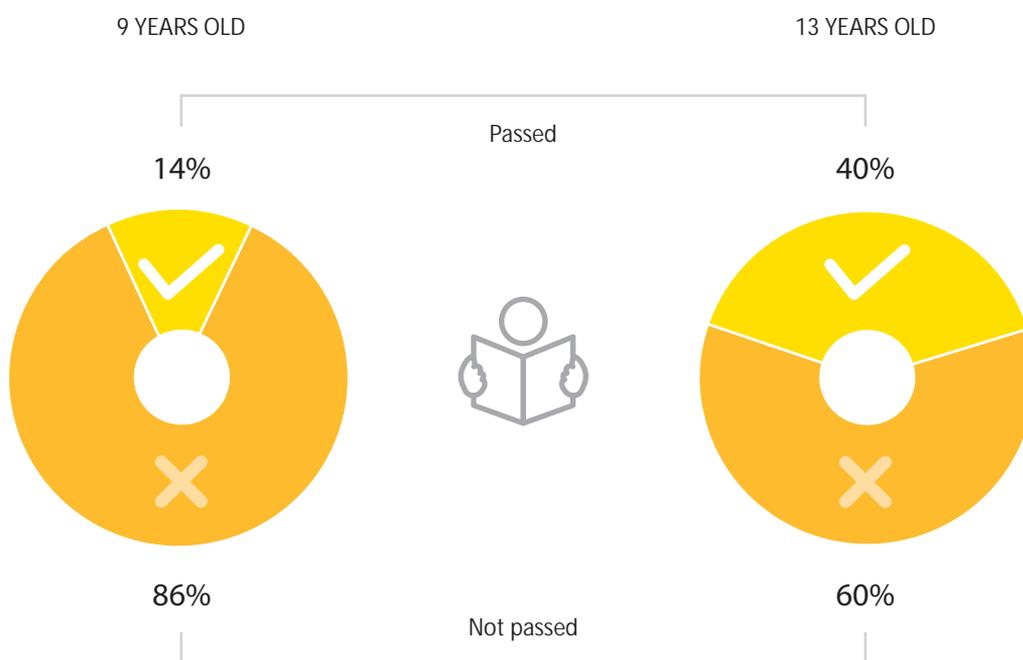


FIGURE 10: PERCENTAGE OF CHILDREN AGED 7 TO 16 YEARS WHO PASSED THE LITERACY TEST IN ENGLISH, BY GENDER AND AGE, 2013



Rates of English literacy remained low across all ages and primary grades in 2013. See Figure 11. However there is more change in pupils' English skills between 9 and 13 years old than in their Kiswahili skills.

FIGURE 11: PERCENTAGE OF CHILDREN AGED 9 AND 13 YEARS WHO PASSED OR DID NOT PASS THE LITERACY TEST IN ENGLISH, 2013

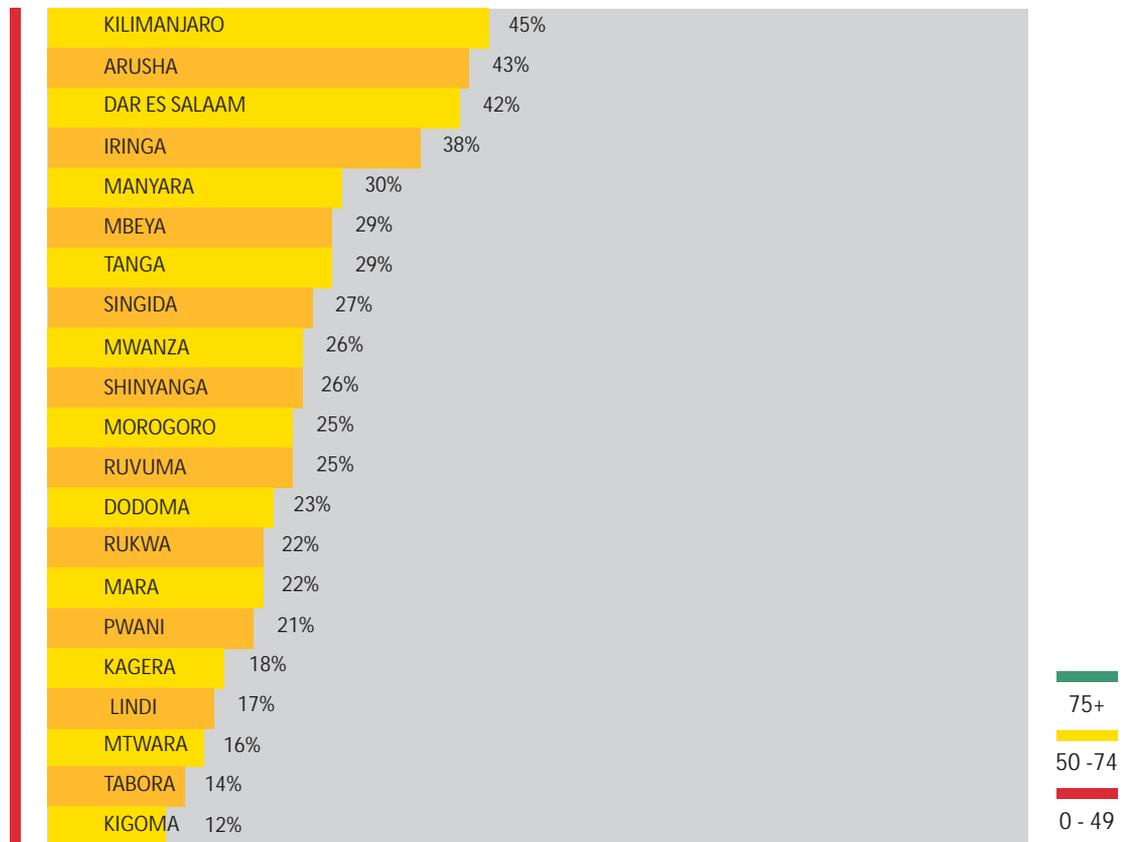


6.3.4 READING ENGLISH BY REGION

As with Kiswahili, there were substantial differences in English literacy among children across regions and districts. Pass rates among children aged 9-13 years were below 50% in all regions as in previous Uwezo assessments. Kilimanjaro, Arusha and Dar es Salaam regions retained their positions as the top three regions for English literacy with pass rates among children aged 9-13 years of over 40% in both 2012 and 2013. Kigoma, Tabora and Lindi

regions remained at the bottom with pass rates of less than 20% in the last two assessments. See Figure 12.

FIGURE 12: PERCENTAGE OF CHILDREN AGED 9-13 YEARS WHO PASSED THE LITERACY TEST IN ENGLISH, BY REGION, 2013



Consistent with previous Uwezo assessments, children in urban districts outperformed their peers from rural districts. More than 5 out of 10 children aged 9-13 years from the top five districts (four of which were urban) could read a Standard 2 level English story compared with less than 1 out of 10 from the bottom five districts (which were all rural). See Table 4.

TABLE 4: PERCENTAGE OF CHILDREN, AGED 9-13 YEARS, WHO PASSED THE LITERACY TEST IN ENGLISH, BY DISTRICT RANK (TOP FIVE AND BOTTOM FIVE DISTRICTS) 2013

RANK	DISTRICT	REGION	PASS RATE (%)
TOP FIVE			
1	Iringa Urban	Iringa	61
2	Bukoba Urban	Kagera	56
3	Arusha Rural	Arusha	55
4	Mbeya Urban	Mbeya	54
5	Arusha Urban	Arusha	54
BOTTOM FIVE			
127	Kasulu	Kigoma	9
128	Nkasi	Rukwa	8
129	Lindi Rural	Lindi	8
130	Uyui	Tabora	4
131	Masasi	Mtwara	1

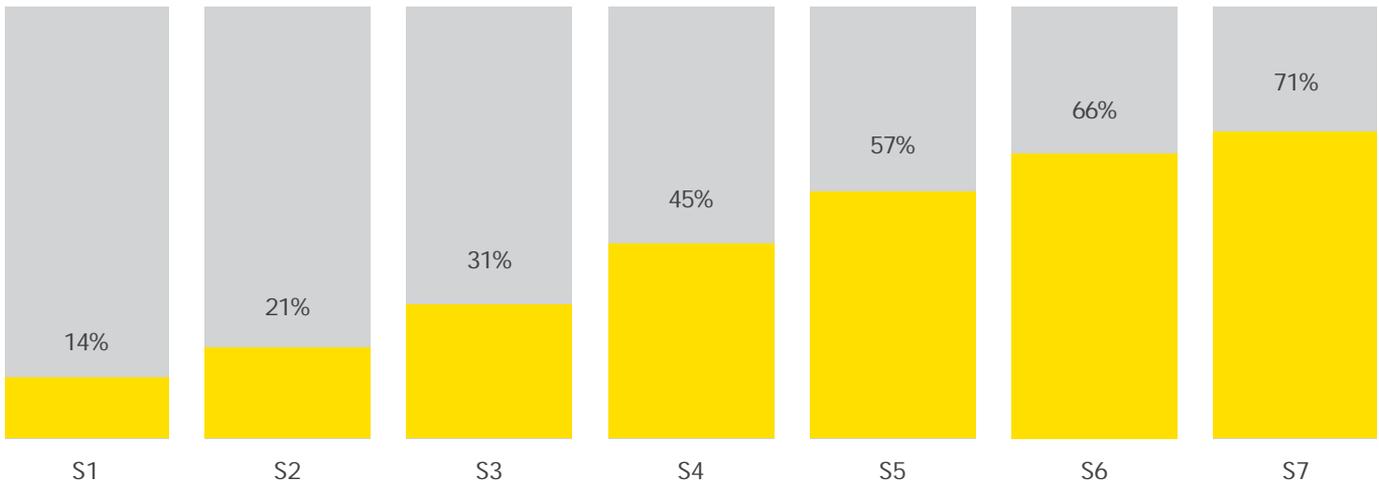
6.4 NUMERACY

Passing the numeracy test meant that a child was able to correctly complete Standard 2 level numeracy tasks up to multiplication level.

6.4.1 NUMERACY BY STANDARD

Overall, less than one out of three (31%) children in Standard 3 passed the numeracy test in 2013. Even by Standard 7, about 3 out of 10 children were not able to perform Standard 2 level multiplication (Figure 13).

FIGURE 13: PERCENTAGE OF CHILDREN WHO PASSED THE STANDARD 2 NUMERACY TEST, BY STANDARD, 2013



6.4.2 NUMERACY BY GENDER AND AGE

Figure 14 summarizes the findings for numeracy by age and gender. In line with the literacy tests, numeracy rates appear marginally higher for girls than boys, but there are no statistically significant differences in performance by gender.

FIGURE 14: PERCENTAGE OF CHILDREN AGED 7-16 YEARS WHO PASSED THE STANDARD 2 NUMERACY TEST, BY GENDER, 2013

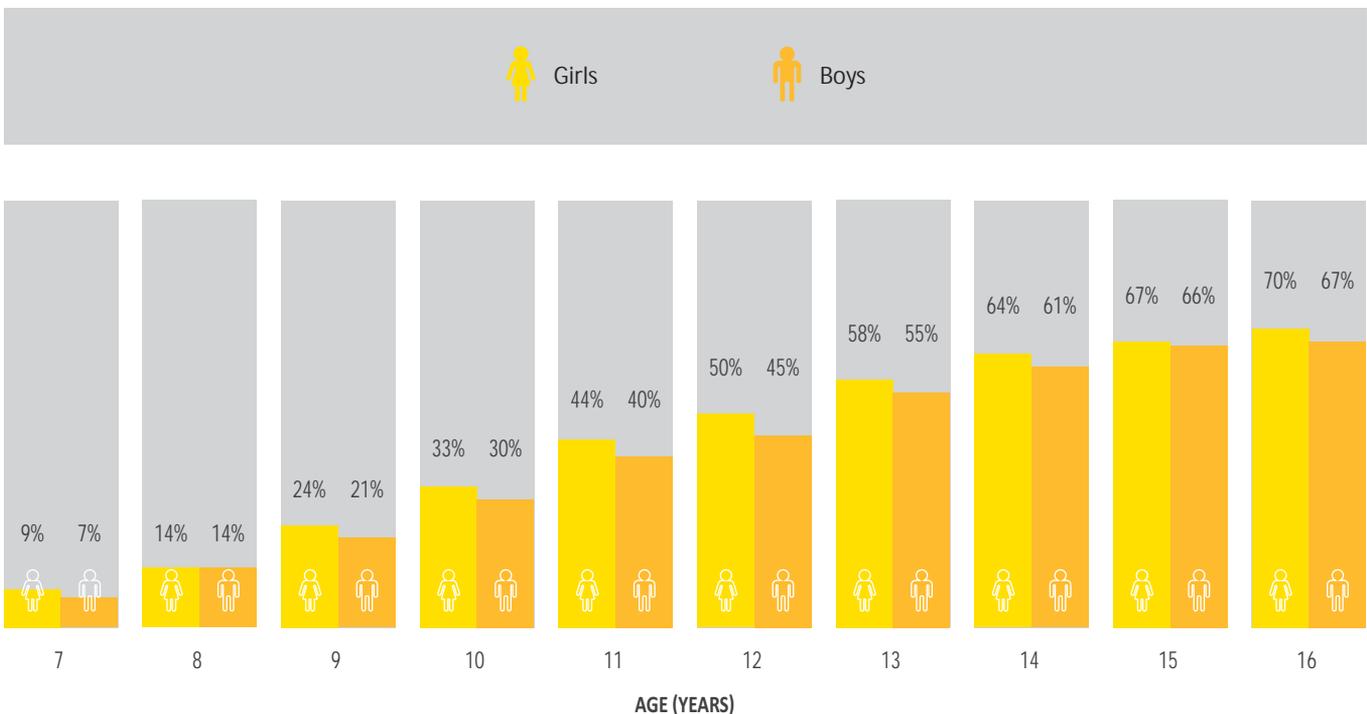
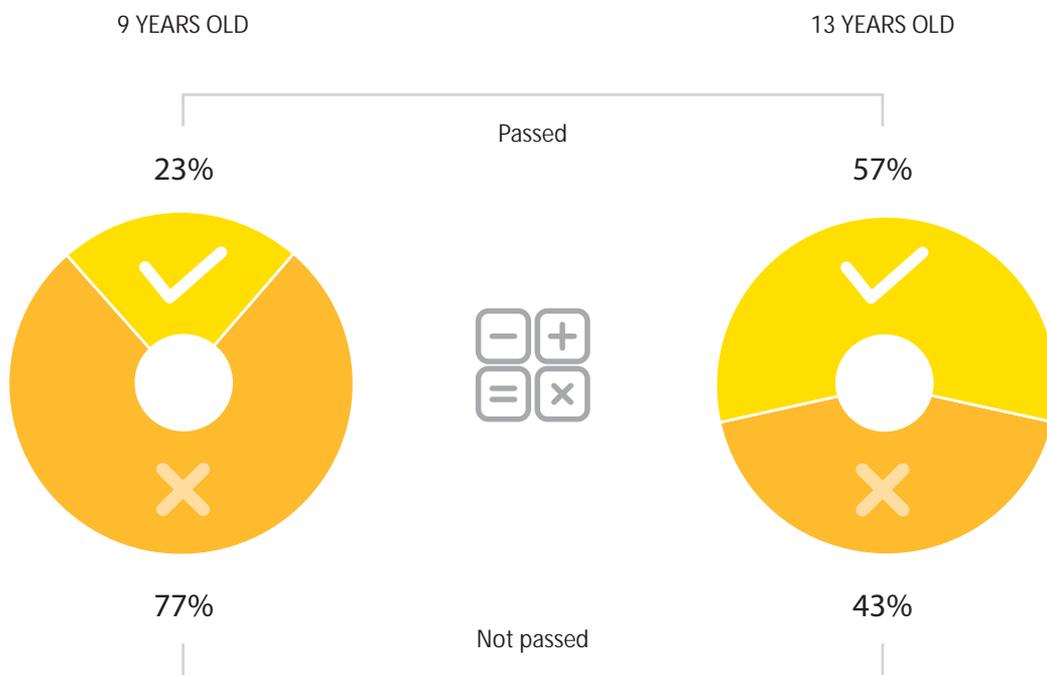


Figure 15 shows the number of children aged 9 and 13 who can pass the numeracy test.

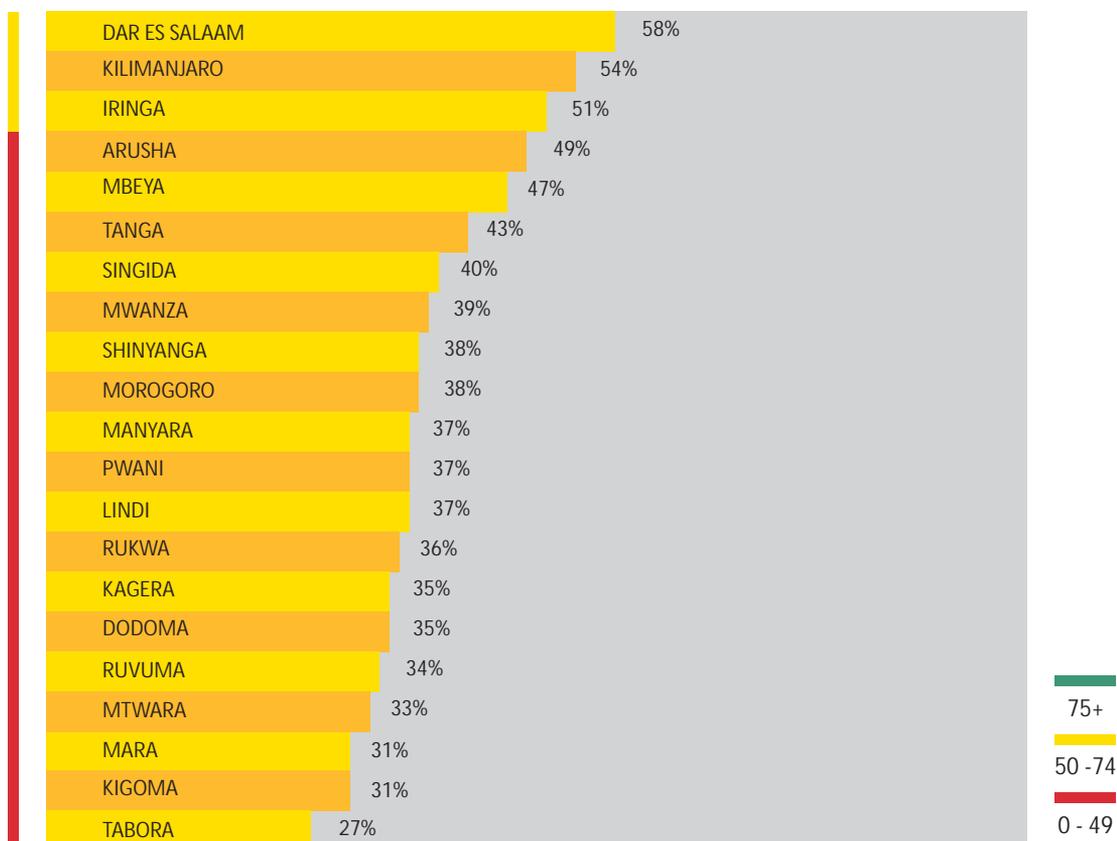
FIGURE 15: PERCENTAGE OF CHILDREN AGED 9 AND 13 YEARS WHO PASSED THE NUMERACY TEST, 2013



6.4.3 NUMERACY BY REGION

As with literacy, there were stark geographical differences between urban and rural areas. Only 3 out of 21 regions recorded pass rates above 50% among children aged 9-13 years: Dar es Salaam, Kilimanjaro, and Iringa regions. See Figure 16. In Tabora, the lowest-ranked region, just over one out of four (27%) children aged 9-13 years successfully completed the numeracy test.

FIGURE 16: PERCENTAGE OF CHILDREN AGED 9-13 YEARS WHO PASSED THE NUMERACY TEST, BY REGION, 2013



Again, children in urban districts performed better. Four of the top five districts were urban (except Kilolo) whereas the bottom five were all rural districts. The disparity in numeracy performance was even more pronounced by district; 80% of children aged 9-13 years in Mbeya Urban (ranked 1) were able to multiply, compared with 11% of children of the same age in Mkuranga (ranked 131). See Table 5. Future research may wish to focus attention on why Kilolo's performance deviated from other rural districts.

TABLE 5: PERCENTAGE OF CHILDREN AGED 9-13 YEARS WHO PASSED THE NUMERACY TEST, BY DISTRICT RANK (TOP FIVE AND BOTTOM FIVE DISTRICTS), 2013

RANK	DISTRICT	REGION	PASS RATE (%)
TOP FIVE			
1	Mbeya Urban	Mbeya	80
2	Bukoba Urban	Kagera	71
3	Morogoro Urban	Morogoro	68
4	Arusha Urban	Arusha	67
5	Kilolo	Iringa	65
BOTTOM FIVE			
127	Longido	Arusha	20
128	Nkasi	Rukwa	18
129	Morogoro Rural	Morogoro	18
130	Tunduru	Ruvuma	17
131	Mkuranga	Pwani	11

6.5 LITERACY AND NUMERACY PERFORMANCE BY MOTHERS' LEVELS OF EDUCATION

The 2013 Uwezo assessment collected data on mothers' levels of formal education to better understand its effect on literacy and numeracy among children. Data for 51,104 mothers aged 18 to 60 plus years were collected. Of these women, three out of four (76%) have some primary education. About 2 out of 10 mothers had never attended any formal education. Of the mothers with no formal education, 80% were from rural areas.

Findings indicate that the children of mothers with higher levels of formal education had higher pass rates than children of mothers with lower levels of formal education. Figure 17 shows that 73% of children in Standards 3 and 4 whose mothers have post-secondary education passed the Kiswahili test compared with 48% of children whose mothers had not attended school.

FIGURE 17: PERCENTAGE OF CHILDREN ABLE TO READ A STANDARD 2 LEVEL STORY IN KISWAHILI, BY MOTHERS' EDUCATION, BY STANDARD, 2013

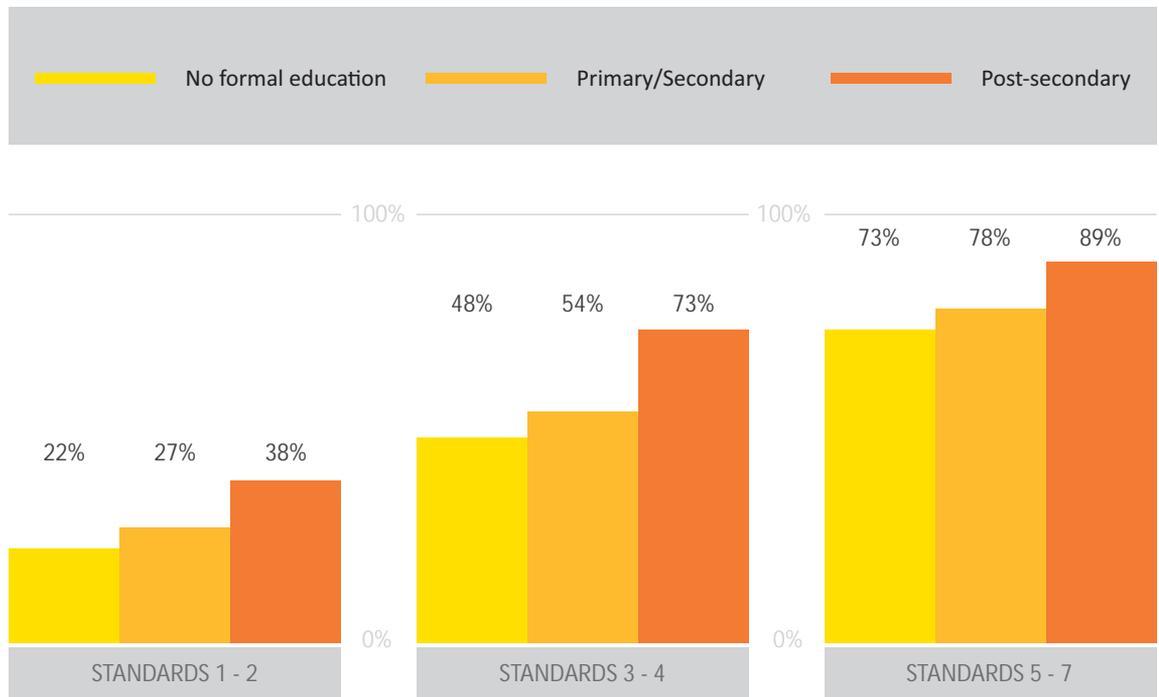
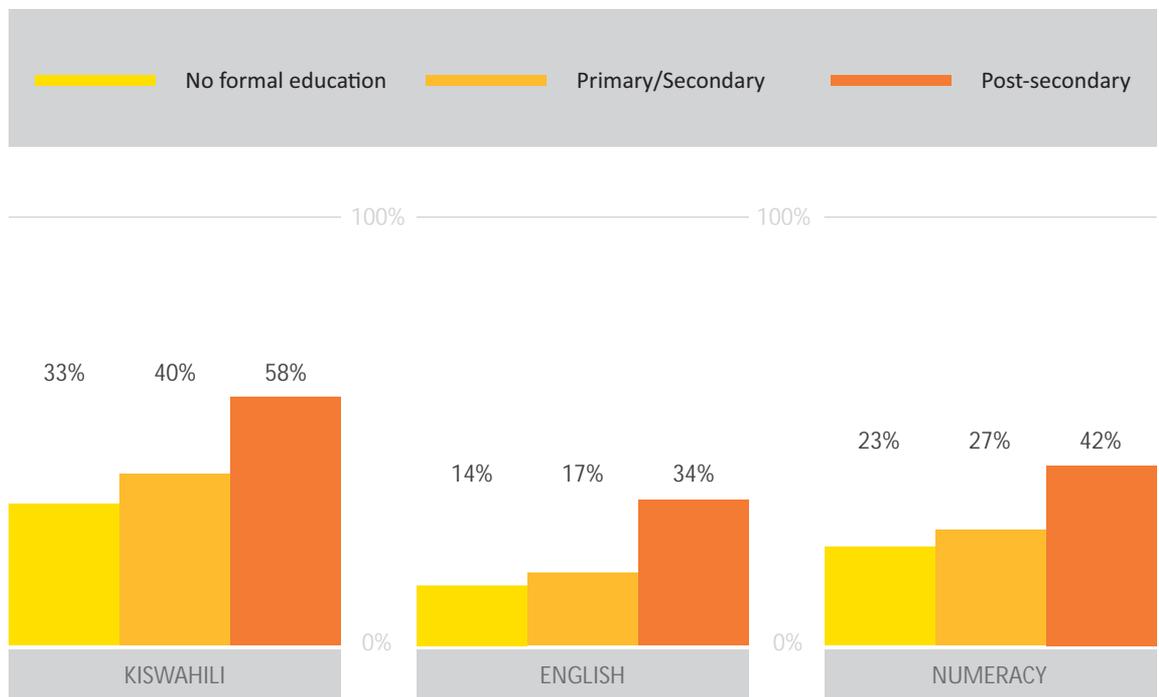


Figure 18 also highlights that pass rates among children of mothers with post-secondary education were higher in all three subjects. However, further research is required to better understand the relationship between mothers' education and children's learning outcomes.

FIGURE 18: PERCENTAGE OF PUPILS IN STANDARDS 3-4 WHO PASSED THE KISWAHILI, ENGLISH AND NUMERACY TESTS, BY MOTHERS' LEVEL OF EDUCATION⁴



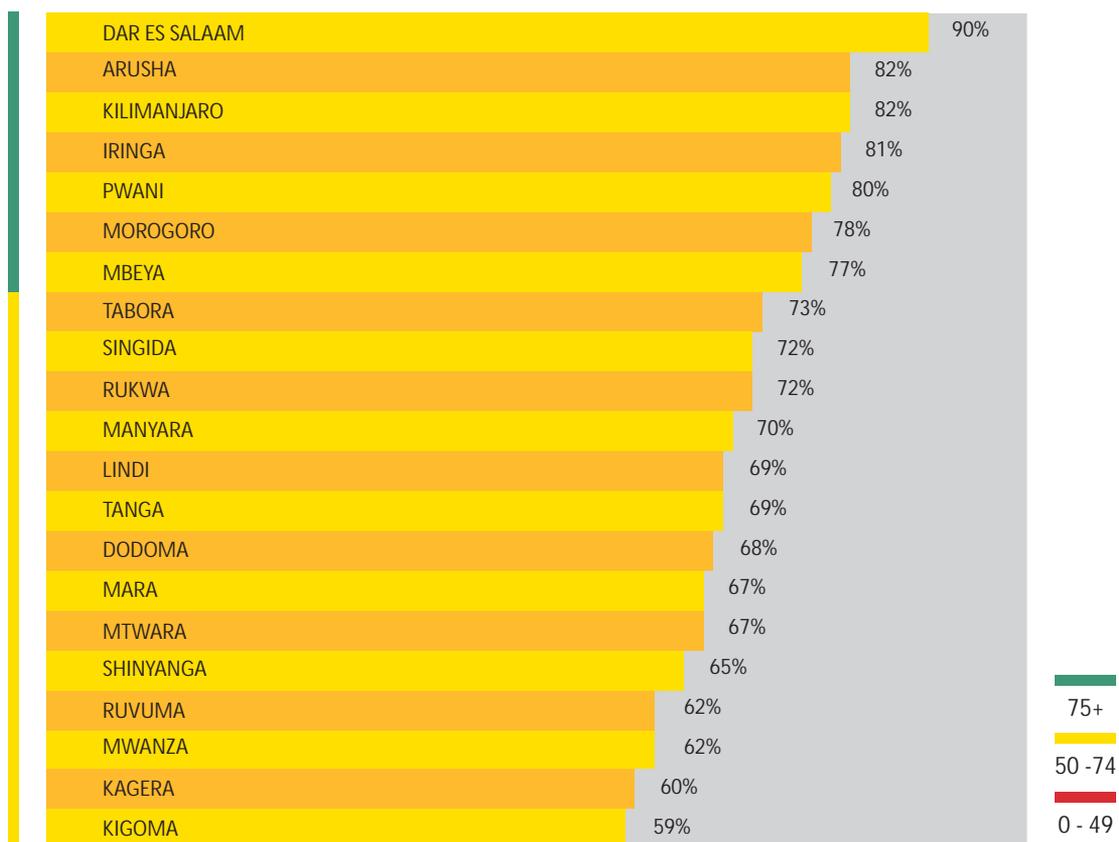
⁴Passing the literacy test in this case means that a child is able to read the story and answer two comprehension questions correctly.

6.6 RESULTS OF BONUS GENERAL KNOWLEDGE TEST

As in previous years, the 2013 Uwezo assessment included a bonus general knowledge question. For this year’s assessment, children were asked to identify three wild animals—a giraffe, a lion and a zebra—shown in photographs, and to correctly name the animals using a language of their choice.

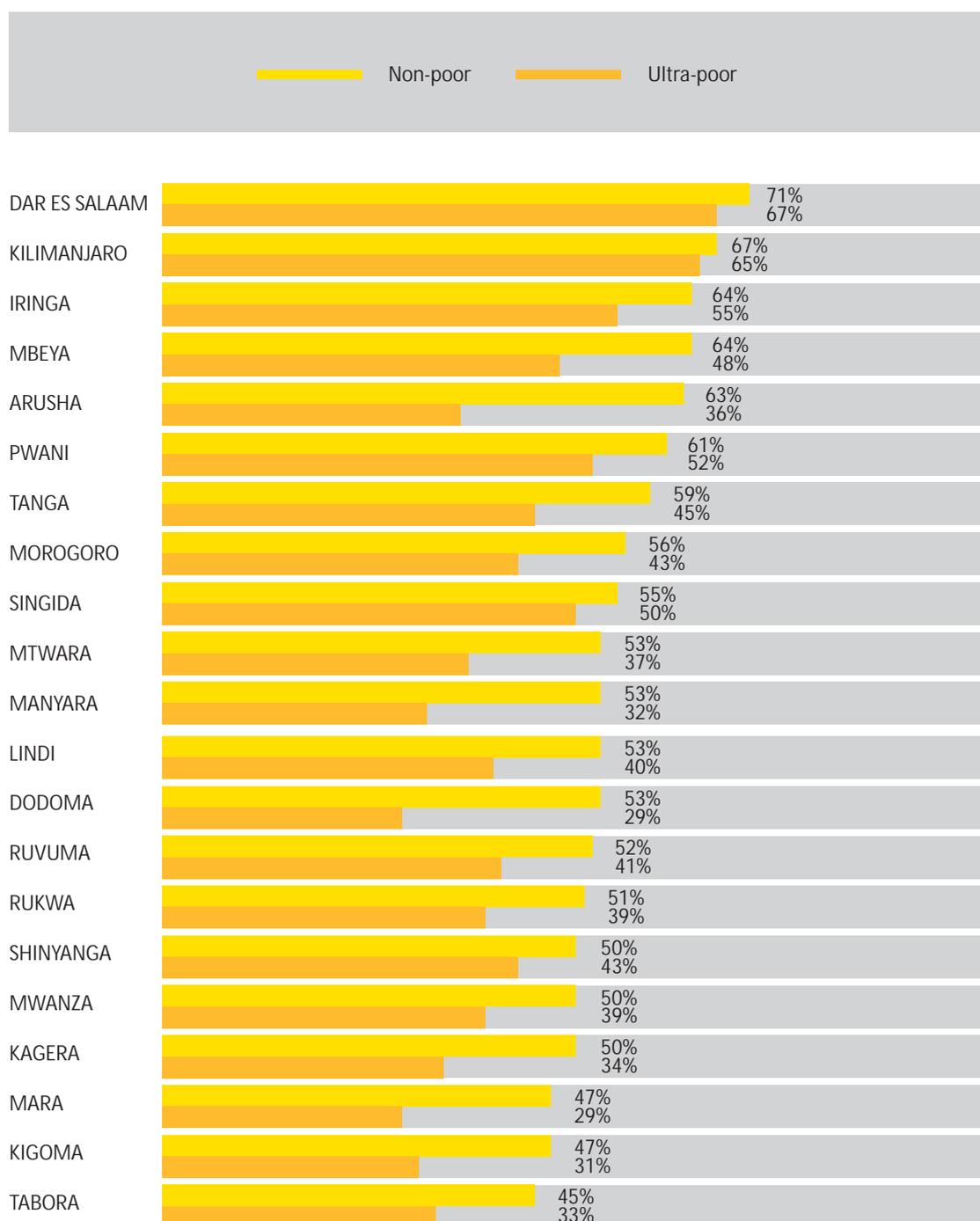
On average, 7 out of 10 children aged 7-13 years knew the names of the three animals. However, a significant difference in pass rates was found between children in and out of school. Nearly 8 out of 10 school-going children were able to name the animals correctly compared with 5 out of 10 children who were out of school. Again, children living in urban areas outperformed their counterparts in rural areas. Figure 19 presents results by region. The highest pass rate for the bonus test was recorded in Dar es Salaam region (90%), the lowest rate in Kigoma region (59%).

FIGURE 19: PERCENTAGE OF CHILDREN AGED 7-13 YEARS WHO CORRECTLY NAMED ALL THREE WILD ANIMALS, BY REGION



7. HOUSEHOLD SOCIO-ECONOMIC STATUS AND CHILDREN'S LITERACY AND NUMERACY

FIGURE 20: PERCENTAGE OF CHILDREN AGED 7-16 YEARS WHO PASSED KISWAHILI LITERACY TEST FROM NON-POOR AND ULTRA-POOR HOUSEHOLDS, BY REGION, 2013





The study sought to understand the relationship between household socio-economic status and children’s literacy and numeracy competencies. Socio-economic status was assessed through data on household ownership of selected assets—such as a telephone, bicycle, motorbike, car, fridge and television—as well as household access to electricity and clean water. A measure of multi-dimensional poverty was used to categorize households into three groups:

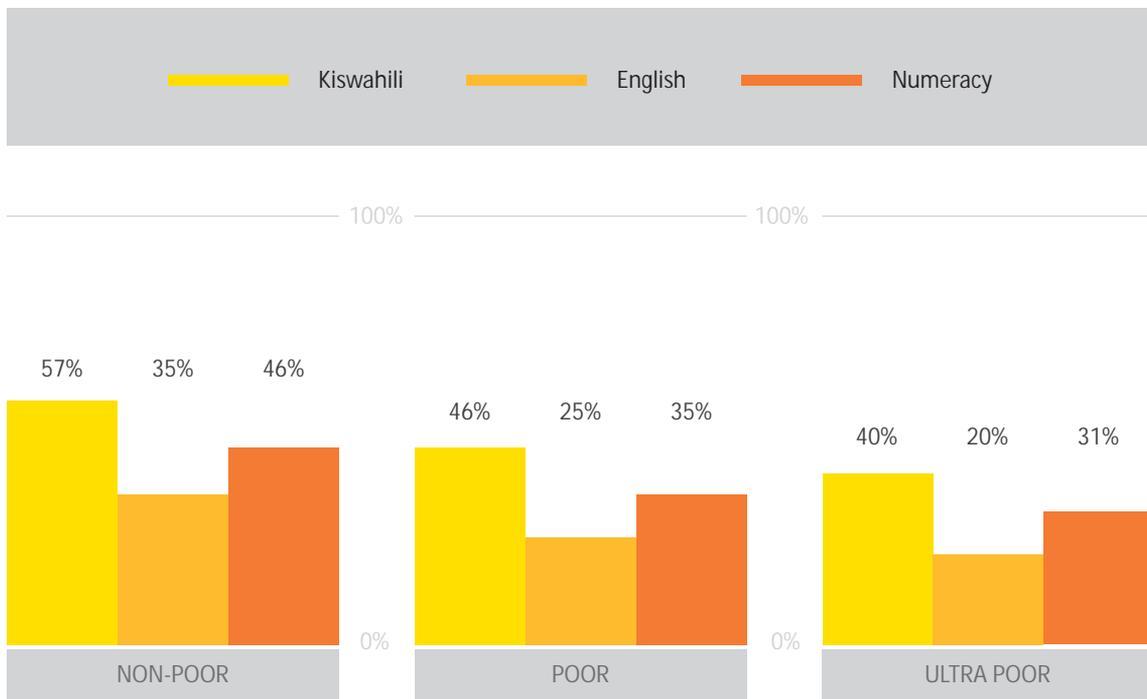
- Non-poor: A household which owns more than two assets
- Poor: A household which owns one or two assets
- Ultra-poor: A household which does not own any assets

The assessment recorded higher pass rates in literacy and numeracy among children from non-poor families than among children from poor and ultra-poor households. For example, about 6 out of 10 children aged 13 years from non-poor households passed the Uwezo literacy tests (Kiswahili and English) compared with about 3 out of 10 children from ultra-poor households.

The pass rates among children from poor and ultra-poor households in some regions were higher than the pass rates of children from non-poor households in other regions, especially predominantly rural regions. For example, 67% of children aged 7-16 years from ultra-poor households in Dar es Salaam passed the Kiswahili test compared with 45% of children from non-poor households in Tabora region. See Figure 20.

Higher pass rates were recorded for the Kiswahili test across all three socio-economic categories, followed by numeracy then English. See Figure 21. Overall, about 46% of children from non-poor households passed all three tests compared with 35% and 30% of their peers from poor and ultra-poor households respectively.

FIGURE 21: PERCENTAGE OF CHILDREN AGED 7-16 YEARS WHO PASSED THE KISWAHILI, ENGLISH AND NUMERACY TESTS, BY HOUSEHOLD SOCIO-ECONOMIC STATUS, 2013



8. ENROLMENT AND DROPOUT RATES

The 2013 assessment found that about 2 out of 10 children of school age (7-16 years) had never been enrolled in school. Again, regional variations were noted. As Figure 22 shows, the percentage of out-of-school children in Mtwara region (18%) was three times higher than Kilimanjaro region (6%).

Among enrolled pupils, on average 1 out of 10 had dropped out of school. In 2013, the highest dropout rate (12%) was recorded in Mtwara region, while the lowest rate (4%) was observed in Arusha region. See Table 6.

TABLE 6: PERCENTAGE OF CHILDREN AGED 7-16 YEARS DROPPING OUT OF SCHOOL, BY REGIONAL RANK (TOP FIVE AND BOTTOM FIVE REGIONS), 2012 AND 2013

2012			2013		
REGION	DROPOUT RATE (%)	RANK	REGION	DROPOUT RATE (%)	RANK
HIGHEST DROPOUT RATES					
DAR ES SALAAM	3	1	ARUSHA	4	1
DODOMA	4	2	SINGIDA	5	2
KILIMANJARO	4	3	KILIMANJARO	5	3
PWANI	5	4	DAR ES SALAAM	5	4
TANGA	5	5	TABORA	5	5
LOWEST DROPOUT RATES					
SHINYANGA	8	16	RUKWA	8	17
SINGIDA	8	17	KIGOMA	9	18
MARA	8	18	SHINYANGA	9	19
RUKWA	8	19	RUVUMA	9	20
KIGOMA	9	20	MTWARA	12	21

The majority of regions recorded a dropout rate in 2013 of more than 5%. See Figure 23. Further research is needed to establish the reasons for the apparent increase in dropouts in almost all regions.

FIGURE 22: PERCENTAGE OF CHILDREN AGED 7-16 YEARS WHO WERE NOT ENROLLED IN SCHOOL, BY REGION, 2013

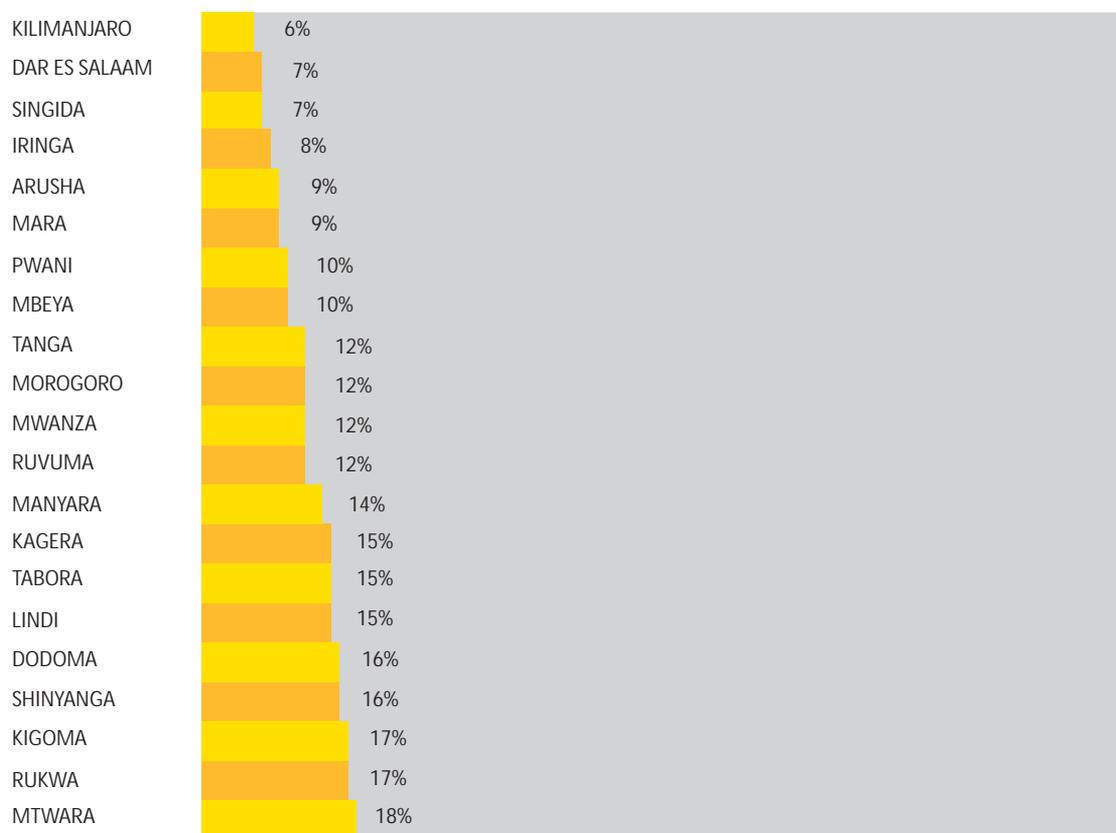
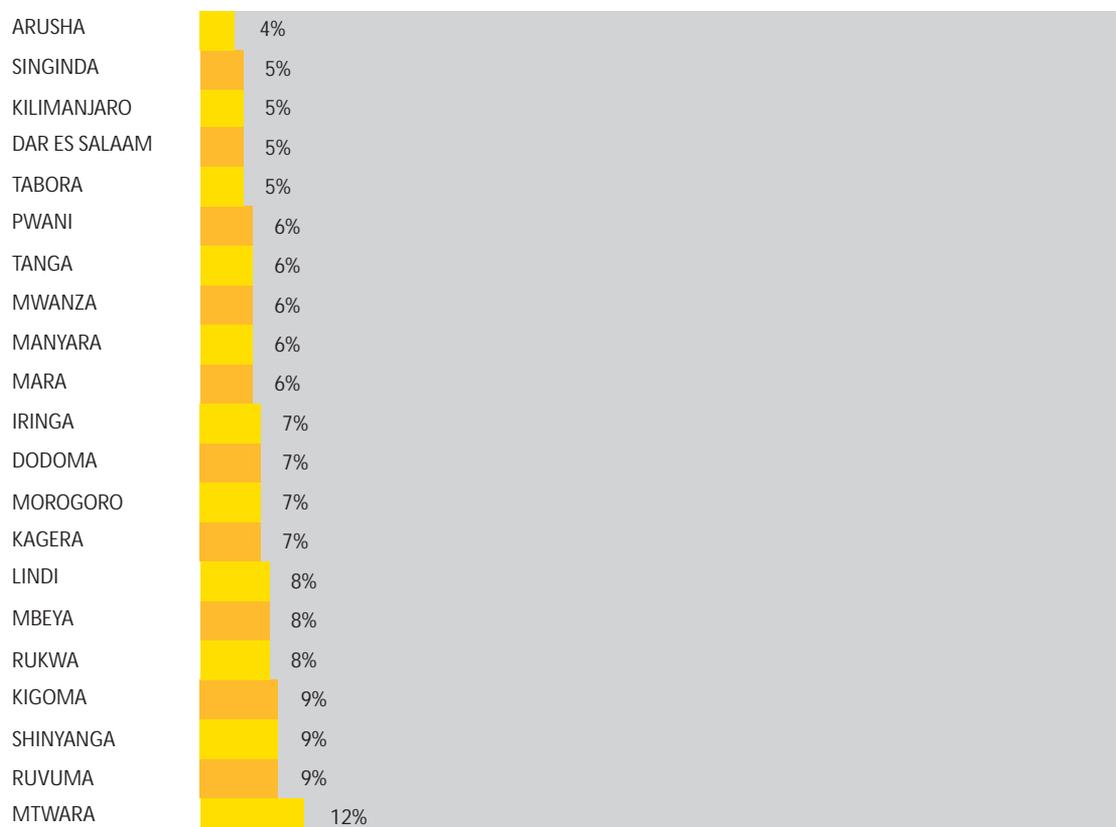


FIGURE 23: PERCENTAGE OF CHILDREN AGED 7-16 YEARS WHO WERE ENROLLED BUT DROPPED OUT, BY REGION, 2013



9. CONDITIONS IN GOVERNMENT PRIMARY SCHOOLS



For almost all enumeration areas (EAs) sampled, one government primary school was surveyed. In EAs with more than one school, the bigger school where most of the children from the EA went to school was selected. For those EAs with no schools, a public school in a nearby EA where most of the children from the assessed EA went to school was surveyed.

During the 2013 assessment, Uwezo collected information from 3,688 public primary schools across Tanzania. Volunteers interviewed the head teacher and directly observed the school environment and classes to collect school-level information, including enrolment data, staffing, pupil and teacher attendance, school facilities and social services, such as feeding programs. For the first time, the 2013 assessment also collected data on the characteristics of Standard 2 teachers.

9.1 PUPIL ATTENDANCE

On average, 7 out of 10 pupils were at school on the day of the 2013 assessment, with girls registering slightly higher attendance rates than boys across all primary grades. See Figure 24. The findings further revealed that the attendance rate in Standard 7 was below 40% for both boys and girls. In other words, fewer than 4 out of 10 pupils who were enrolled in Standard 7 attended school on the day of Uwezo assessment. This might be explained by the fact that the assessment was conducted near the end of the year when many Standard 7 students had already completed their final examination and left school.

Attendance rates also differed across regions. As Figure 25 shows, Kilimanjaro region recorded the highest attendance rate (81%) while Kigoma region recorded the lowest (56%).

FIGURE 24: ATTENDANCE RATES FOR PUPILS IN GOVERNMENT PRIMARY SCHOOLS, BY GENDER AND STANDARD, 2013

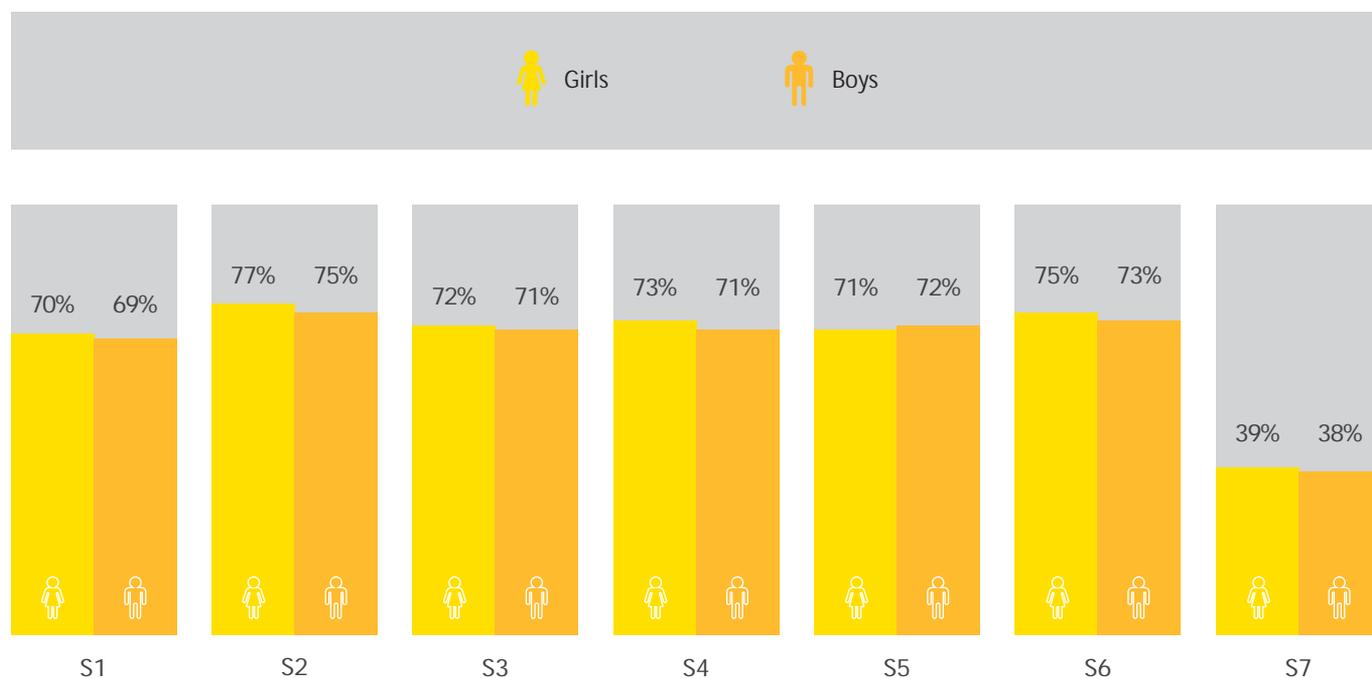
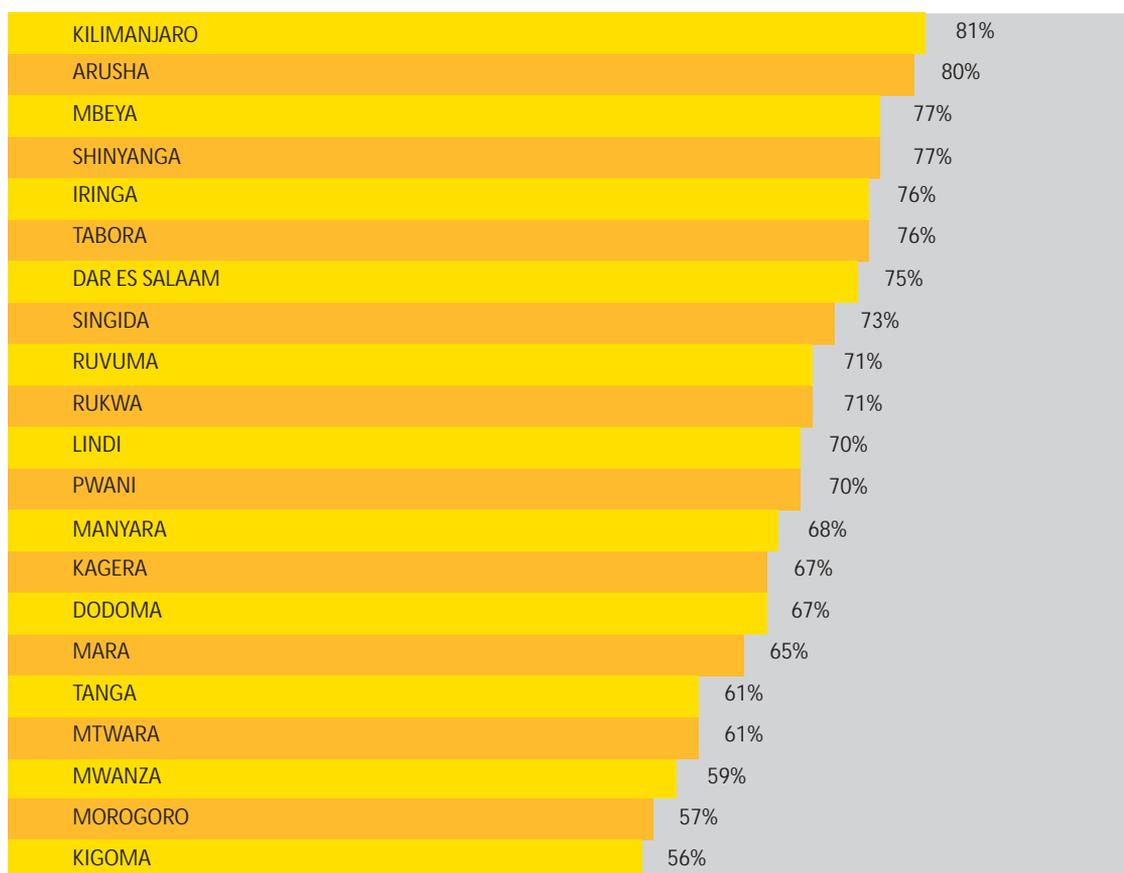




FIGURE 25: ATTENDANCE RATES AMONG PUPILS IN GOVERNMENT PRIMARY SCHOOLS, BY REGION, 2013

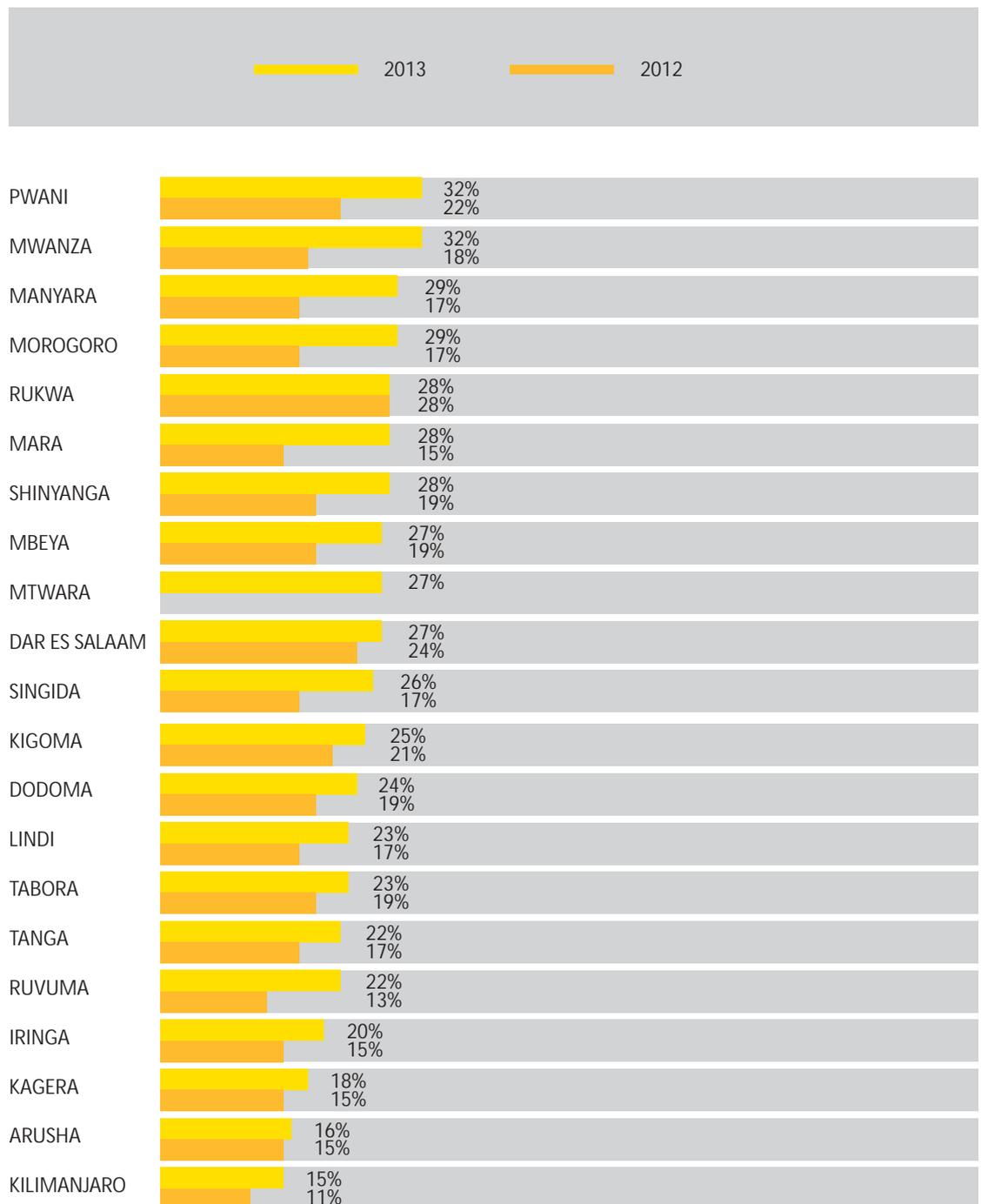


9.2 TEACHER ATTENDANCE

Teacher absenteeism reduces teaching contact hours, which may impact on pupils' learning. The 2013 survey found that the average teacher attendance rate nationally was 75%. In other words, one out of every four teachers was absent on the day of the Uwezo assessment.

Figure 26 shows that teacher absenteeism was higher in 2013 than 2012 in almost every region and varied considerably by region in both years. For example, about 3 out of 10 teachers were absent from school in Pwani and Mwanza regions whereas less than 2 out of 10 were absent in Kilimanjaro, Arusha and Kagera regions.

FIGURE 26: AVERAGE PERCENTAGE OF TEACHERS ABSENT IN GOVERNMENT PRIMARY SCHOOLS ON THE UWEZO 2012 AND 2013 ASSESSMENT DAYS, BY REGION



9.3 PUPIL-TEACHER RATIO

Consistent with the 2012 assessment, Uwezo 2013 measured the pupil-to-teacher ratio (PTR) according to the official number of teachers against enrolled pupils in each school visited.

The findings show that, on average, the PTR in government primary schools involved in the study was forty pupils per teacher (40:1). As Figure 27 shows and consistent with 2012 results, the PTR varied by geography. Most of the regions with more rural districts had PTRs higher than 40:1. More urbanized regions, for example, Dar es Salaam (31:1) and Kilimanjaro (33:1) regions, had lower PTRs. In contrast, Mara and Rukwa regions, which are predominantly rural regions, recorded average PTRs of 50:1 and 48:1 respectively. These data indicate that there were more teachers in urban than rural areas.

FIGURE 27: AVERAGE PUPIL-TO-TEACHER RATIOS IN GOVERNMENT PRIMARY SCHOOLS, BY REGION, 2013



9.4 CHARACTERISTICS OF TEACHERS IN STANDARD 2

In addition to teacher numbers and attendance, the qualifications and experience of teaching staff are important factors in classroom instruction, and, in turn, children’s learning outcomes. The 2013 Uwezo assessment collected data on the characteristics of nearly 3,500 Standard 2 teachers, including their level of education, professional training, and teaching experience.

As presented in Table 7, more than 9 out of 10 teachers (95%) who were interviewed had attained a Form Four level of education, and 86% held a teaching certificate, which is the minimum required qualification according to the Education and Training Policy (1995). Furthermore, 75% of teachers had seven or more years of service in teaching. Among these, one out of three teachers (34%) had seven or more years of experience in teaching lower primary. These findings show that the majority of Standard 2 teachers in government primary schools appear to possess the required qualifications.

However, only 1 out of 5 teachers (20%) reported having attended in-service training within the past two years, despite the fact that several major changes in teaching methods/ classroom instruction have occurred since 2008, for example, the paradigm shift in adopting a competency-based curriculum.

TABLE 7: CHARACTERISTICS OF STANDARD 2 TEACHERS IN GOVERNMENT PRIMARY SCHOOLS, 2013

CATEGORY	LEVEL	PERCENTAGE
GENDER	Male	29
	Female	71
LEVEL OF EDUCATION	Form Four	95
	Form Six	3
	Others	2
PROFESSIONAL TRAINING	Certificate	86
	Diploma	9
	Degree	2
	Masters	1
	Others	3
	In-service training	20
YEARS OF SERVICE IN TEACHING	Less than 1 year	3
	1-3 years	8
	4-6 years	14
	7-10 years	14
	10+ years	61
YEARS OF TEACHING LOWER CLASSES	Less than 1 year	12
	1-3 years	30
	4-6 years	25
	7-10 years	11
	10+ years	23

Note: n= 3,493 teachers

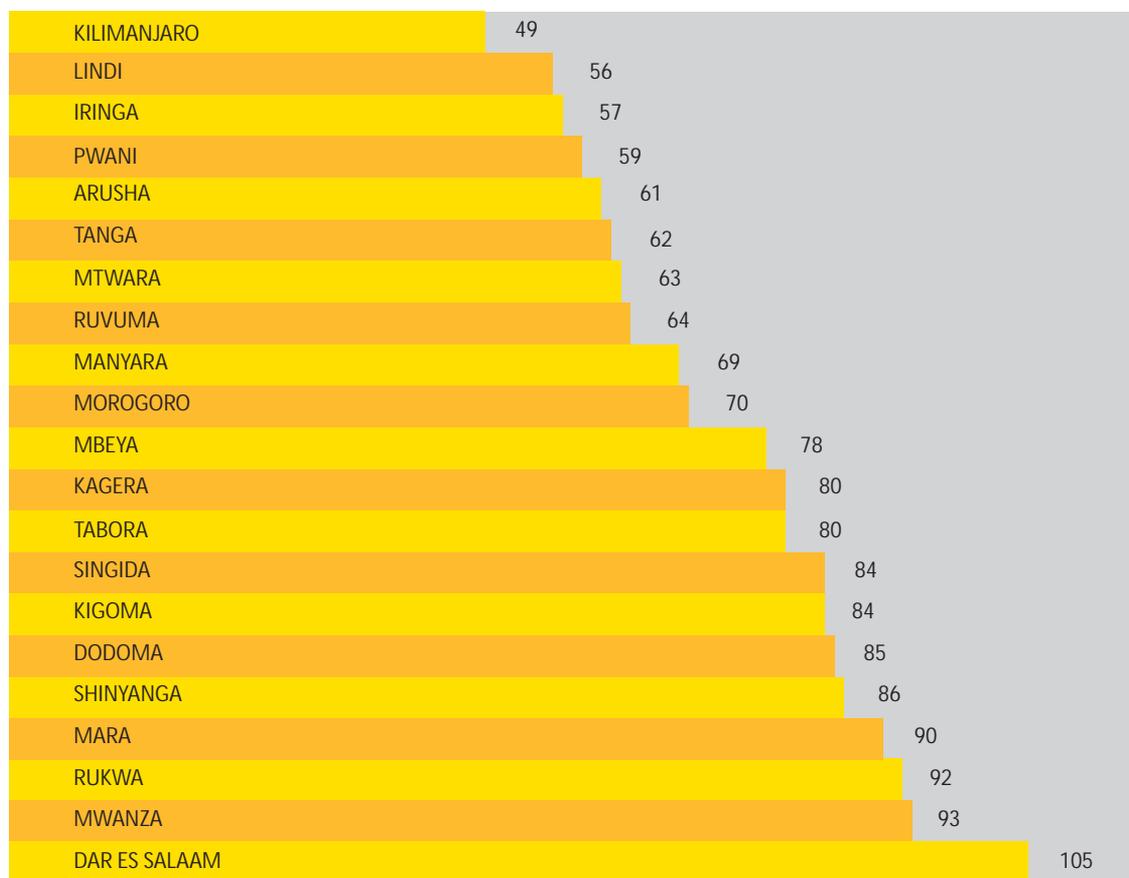
9.5 SCHOOL FACILITIES AND SERVICES

The availability of facilities in schools, such as classrooms, textbooks, toilets and libraries, and services, such as safe drinking water, meal programs and health services, are also important aspects of the school environment. However, consistent with previous Uwezo assessments, the 2013 findings demonstrate that the majority of schools have scant facilities and services, and existing school infrastructure and services vary markedly by location.

9.5.1 PUPIL-CLASSROOM RATIO (PCR)

The number of classrooms was inadequate. On average, the pupil-classroom ratio (PCR) was extremely high at 74:1, i.e. 74 pupils per classroom. The Education and Training Policy stipulates a PCR of not more than 45:1. Again, the PCR varied across regions. As presented in Figure 28, Dar es Salaam region recorded the highest PCR (105:1) whereas Kilimanjaro region recorded the lowest PCR (49:1).

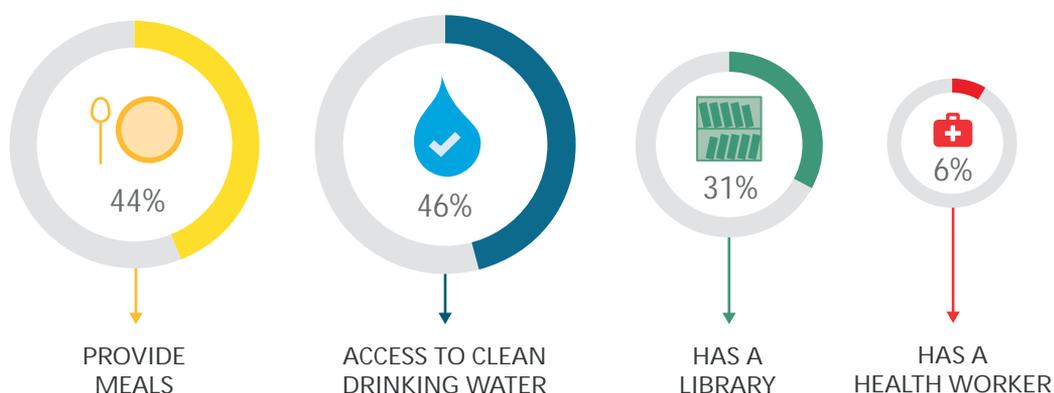
FIGURE 28: AVERAGE NUMBER OF PUPILS PER CLASSROOM, BY REGION, 2013



9.5.2 SELECTED FACILITIES AND SERVICES IN SCHOOLS—LIBRARIES, MEALS, CLEAN DRINKING WATER AND HEALTH PERSONNEL

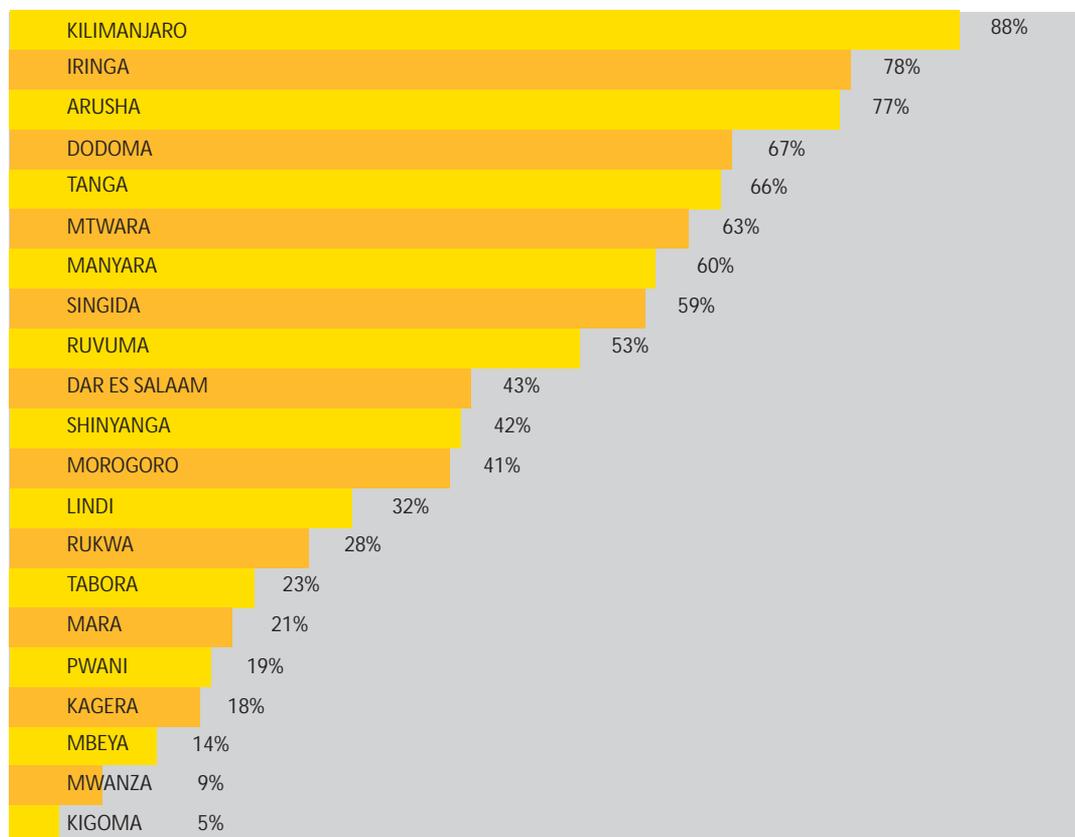
Figure 29 presents data on selected school facilities and services. Uwezo found that only 3 out of 10 schools had a library, and less than 1 in 10 government primary schools had health worker

FIGURE 29: AVAILABILITY OF SELECTED SERVICES IN GOVERNMENT PRIMARY SCHOOLS, 2013



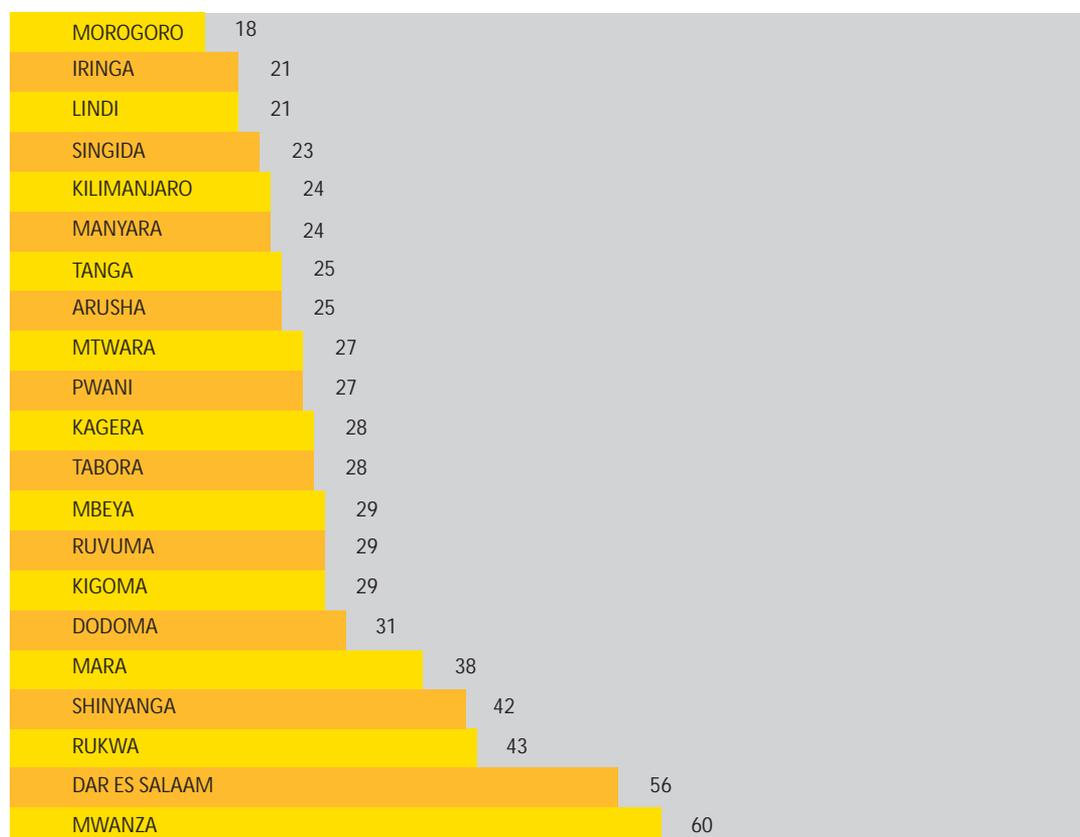
Fewer than half of the schools had access to clean drinking water (46%) and less than half provided school meals (44%). Again, regional disparities were stark in access to these services. See Figure 30. For example, only 5% of government primary schools provided meals in Kigoma region compared with 88% of schools in Kilimanjaro region. This implies that a child in Kilimanjaro region was sixteen times more likely to get a meal at school than a child in the Kigoma region.

FIGURE 30: PERCENTAGE OF GOVERNMENT PRIMARY SCHOOLS THAT HAVE A FEEDING PROGRAM, BY REGION, 2013



9.5.3 PUPIL-TEXTBOOK RATIO (PBR)

FIGURE 31: AVERAGE NUMBER OF PUPILS PER TEXTBOOK IN GOVERNMENT PRIMARY SCHOOLS, BY REGION, 2013



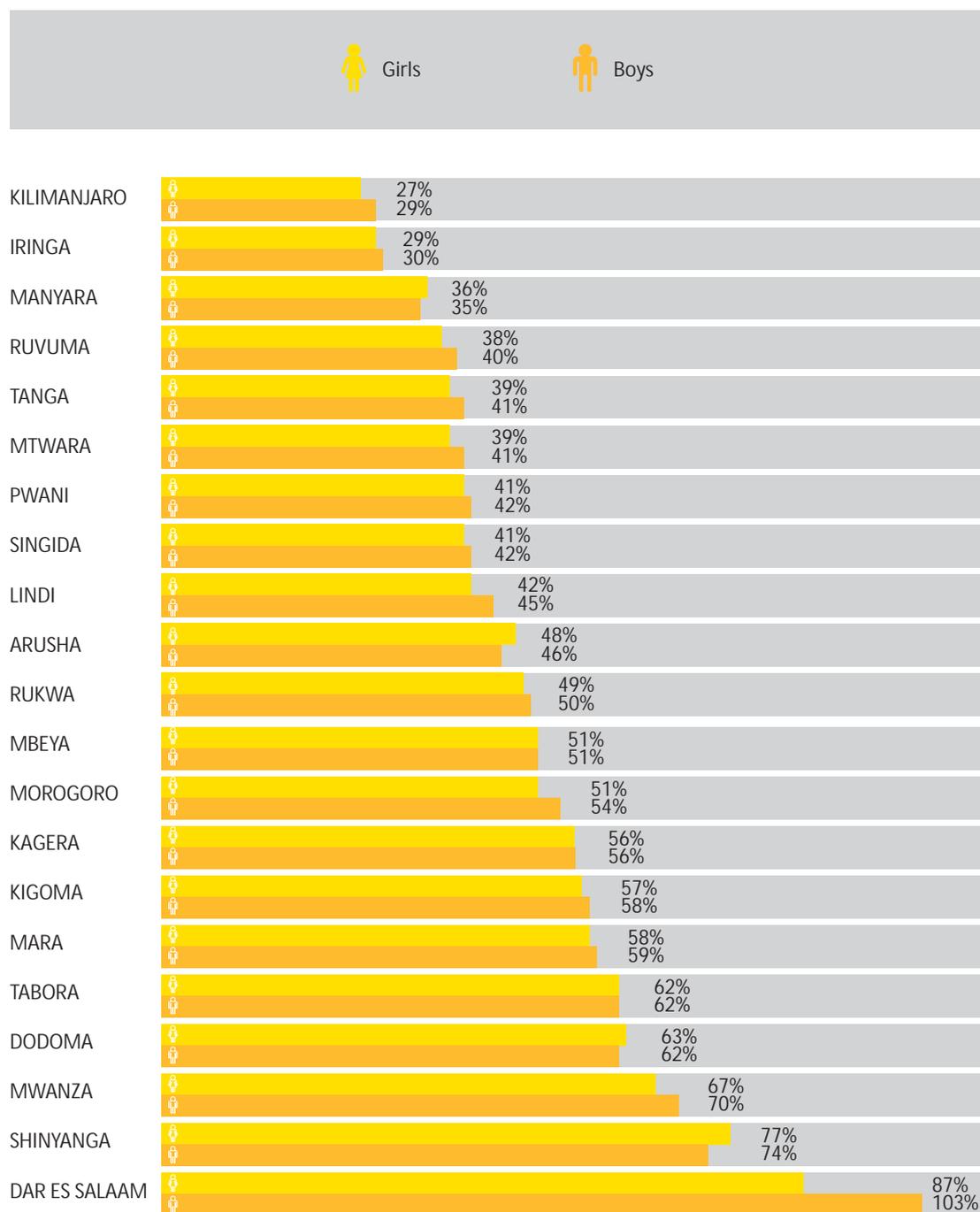
Findings demonstrate that, on average, the pupil-textbook ratio (PBR) is high in all subjects (Kiswahili, English and numeracy), with an average of more than 30 pupils sharing one textbook. The PBR, however, varies greatly across regions (Figure 31) and districts, ranging from 18 pupils per textbook in Morogoro region to 60 pupils per textbook in Mwanza region.

9.5.4 PUPIL-LATRINE RATIO

The national Education and Training Policy (1995) stipulates that the ratio of latrines to pupils should be 20:1 for girls and 25:1 for boys. The pupil-latrine ratio (PLR) was calculated based on the total enrolment (boys and girls) in Standards 1 to 7 against the number of available pit latrines in schools. On average, the PLR was 48:1 for girls and 50:1 for boys.

As Figure 32 shows, in Dar es Salaam region, on average 103 boys and 87 girls were sharing 1 pit latrine. In contrast, Kilimanjaro region recorded a PLR of 29:1 for boys and 27:1 for girls.

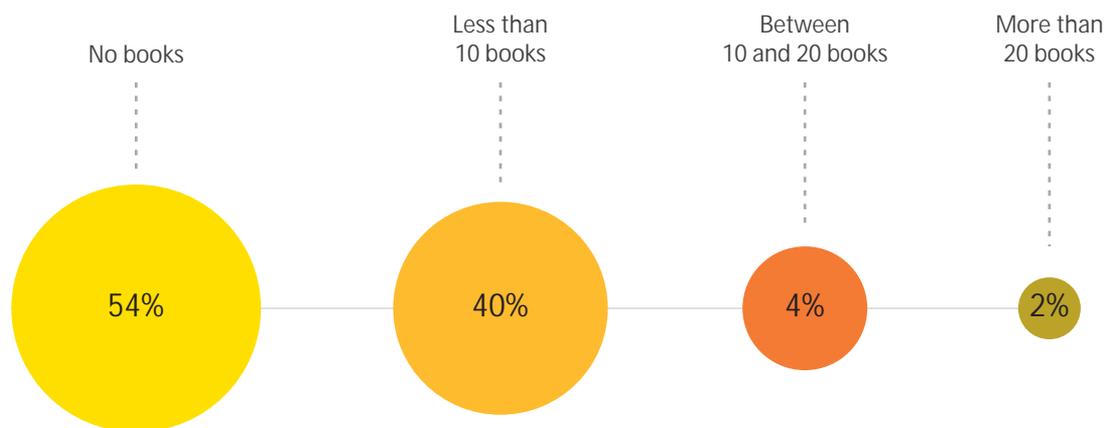
FIGURE 32: AVERAGE NUMBER OF PUPILS PER PIT LATRINE, BY GENDER AND REGION, 2013



9.6 HOUSEHOLDS WITH READING BOOKS

Access to reading books at the household level facilitates a reading culture at home. Therefore, as part of the household questionnaire, the assessment collected data on whether households had any reading books. The findings indicate that 54% of households visited did not have a single book. See Figure 33

FIGURE 33: PERCENTAGE OF SURVEYED HOUSEHOLDS WITH READING BOOKS, 2013



Note: n=50,840 households



10. CONCLUSION

The findings from the 2013 Uwezo assessment paint a picture of children's learning outcomes and school environments that is little changed from earlier assessment rounds. Most children are going to school but too many are not acquiring basic skills in numeracy and literacy. Overall, the data indicate that learning outcomes in literacy and numeracy have not improved (or deteriorated) significantly since 2010 despite increased government attention in recent years—for example through Big Results Now (BRN)—towards improving the quality of education services and learning of the 3Rs (Reading, wRiting and aRithmetic).⁴

The 2013 results show that many children are still not able to read a story in Kiswahili and English or do simple numeracy operations of Standard 2 level.

Among children in Standard 3:

- 55% were unable to read a Standard 2 level Kiswahili story.
- 81% were unable to read a Standard 2 level English story.
- 69% were unable to do Standard 2 level multiplication problems.

Among children in Standard 7, the final year of primary school and five years after Standard 2:

- 20% could not read a Standard 2 level Kiswahili story.
- 44% could not read a Standard 2 level English story.
- 29% could not do Standard 2 level multiplication problems.

Children's learning outcomes vary markedly, with children from wealthier backgrounds more likely to learn and perform better than those from poorer families. Children from households categorized as non-poor outperformed children from poor and ultra-poor households. And children whose mothers have formal education seem to do better in basic literacy and numeracy tests than children whose mothers did not go to school. What causes these learning inequalities? Is it the family circumstance or the school context?

The findings further reveal no statistically significant gender difference in performance. Though test pass rates among girls are marginally higher than boys, they both performed equally below expectations.

By residence, variations in learning outcomes between rural and urban settings have largely remained constant over the four rounds of

the Uwezo assessment. Children living in urban areas outshone their peers in rural areas, showing that increased attention on schooling for rural children is needed to address these persistent disparities in outcomes. Moreover, the findings demonstrate regional and district variations in the availability of facilities and services within government primary schools.

That these poor results are deeply disturbing may go without saying. However, we hope that they lay the foundation for an evidence-based debate on how to ensure that schools provide quality education to children, especially to those in more disadvantaged circumstances, so that learning levels improve and gaps in learning outcomes narrow. It is hoped that these results will be a catalyst for a concerted government response to improve education services and public action to help our children learn better.

As the world moves towards to a new chapter of development goals post 2015, the results of the Uwezo assessment can be a valuable resource for policy makers in shaping future learning goals and indicators to focus not only on access to school but more importantly on the number of students who complete school with useful skills. What children learn at school is what makes education relevant to them and to society at large.

Uwezo Tanzania, therefore, appeals to all education stakeholders - the government, political leaders, parents, teachers, civil society institutions and others - to support and improve children's learning so that Tanzania's youth can drive national development and realize the goals of Vision 2025.

We can make it happen. Ni mimi. Ni wewe. Ni sisi.

⁴Education is one of the eight priority areas of the Tanzanian government's "Big Results Now" initiative (2014-2018) which aims to accelerate the transition of the country from low-income to middle-income status by 2025. Among the key indicators of the Big Results Now Education Program (BRNEd) are: (i) national average performance of grade two students in reading (measured by Kiswahili oral reading fluency); (ii) national average performance of grade two students in numeracy (measured by competency in level one subtraction); (iii) percentage of teachers found in classrooms during unannounced visit in primary and secondary schools; and (iv) percentage of teachers with minimum knowledge in mathematics and languages in primary schools (World Bank, 2014).



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APPENDICES

APPENDIX A: UWEZO LEARNING ASSESSMENT—DESIGN AND PROCESS

In keeping with Uwezo standards, the 2013 assessment commenced after the sample of enumeration areas (EAs) was obtained from the National Bureau of Statistics (NBS) and the research permit was granted by the Tanzania Commission of Science and Technology (COSTECH).

PARTNER ENGAGEMENT

To carry out the assessment, Uwezo partnered with district-based NGOs in 131 districts across all 21 regions of Mainland Tanzania. The partner organizations were responsible for recruiting volunteers from each selected EA/village where the assessment took place. More than three-quarters of the organizations engaged in 2012 were also involved in the 2013 assessment, thus enabling Uwezo to sustain institutional memory and work with individuals with expertise in the assessment process. Each partner organization identified one staff member, who was tasked to coordinate Uwezo activities under the partnership. In total, 131 district coordinators (DCs) were engaged to coordinate activities for the 2013 assessment.

The district coordinators visited all 3,930 selected EAs and recruited nearly 8,253 volunteers (including two from each EA and three senior volunteers per district), who worked tirelessly to collect data in the villages/mitaa, schools and households. In most cases, the volunteers were residents of their allocated villages/mitaa.

CASCADE TRAINING

Uwezo uses a cascade training approach from national to district level. Twenty four master trainers (16 men, 8 women) were recruited and oriented on Uwezo training manuals, the assessment process and communication modalities. The master trainers implemented the Uwezo cascade training process to train district coordinators (DCs), and Assistant District Coordinators (ADCs) on Uwezo approach and assessment process. In turn, the district coordinators and assistant district coordinators trained the volunteers in their respective districts on the assessment process and provided supervision throughout the data collection period.

TEST DEVELOPMENT PROCESS

In 2013, nine experts were recruited as test panelists to support Uwezo in developing the tests. Curriculum developers from the Tanzania Institute of Education (TIE), experts from the University of Dar es Salaam, and primary school teachers for Standard 2 were part of the panel. Tests were developed based on the Uwezo Test Development Framework. This framework adheres to the official Standard 2 national curriculum, syllabus and related policy documents. The framework provides guidelines for test development and the ranking of numeracy and literacy competency levels among children aged 7 to 16 years.

For assessing literacy, six tests sets were developed for Kiswahili and six test sets for English. For both languages the tests were based on five levels of reading: (i) letter names/sounds; (ii) words; (iii) paragraphs; (iv) stories; and (v) comprehension. The type-token ratio (TTR) calculation was conducted for all literacy tests to balance the number of words and their simplicity. The English tests were further subjected to the readability scale by Flesh Kincaid to maintain the difficulty level for Standard 2 which is between 1.5 and 1.9. Six tests sets were also developed for numeracy based on the following categories: (i) number recognition; (ii) place value/ greater than; (iii) addition; (iv) subtraction; (v) multiplication; and (vi) ethno-mathematics. Out of the six sets for each subject, four were selected for inclusion in the assessment.

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

APPENDIX B: SUMMARY OF MAIN TEST RESULTS BY DISTRICT

TABLE A1: PERCENTAGE OF CHILDREN AGED 9-13 YEARS WHO PASSED THE ENGLISH, KISWAHILI AND NUMERACY TESTS, BY DISTRICT, 2013

DISTRICT	REGION(NEW REGION NAME IN BRACKETS) ⁵	KISWAHILI PASS		ENGLISH PASS		NUMERACY PASS		AVERAGE PASS RATE IN 3 SUBJECTS	
		%	RANK	%	RANK	%	RANK	%	RANK
MBEYA URBAN	Mbeya	87	2nd	56	4th	79	1st	74	1
BUKOBA URBAN	Kagera	82	4th	58	2nd	74	2nd	71	2
IRINGA URBAN	Iringa	78	8th	65	1st	67	7th	70	3
ARUSHA URBAN	Arusha	82	3rd	56	5th	68	6th	69	4
MOROGORO URBAN	Morogoro	80	6th	51	10th	69	5th	67	5
HAI	Kilimanjaro	73	13th	53	7th	71	3rd	66	6
MOSHI URBAN	Kilimanjaro	89	1st	55	6th	50	39th	65	7
ILALA	Dar es Salaam	81	5th	53	8th	58	13th	64	8
KINONDONI	Dar es Salaam	76	10th	48	12th	66	8th	63	9
ARUSHA RURAL	Arusha	66	24th	57	3rd	62	9th	62	10
KILOLO	Iringa	70	16th	42	23rd	69	4th	60	11
MWANGA	Kilimanjaro	78	7th	42	24th	58	15th	59	12
NJOMBE URBAN	Iringa (now Njombe)	74	11th	47	13th	54	21st	59	13
TANGA URBAN	Tanga	70	17th	47	14th	58	14th	58	14
MOSHI RURAL	Kilimanjaro	70	15th	49	11th	55	19th	58	15
ROMBO	Kilimanjaro	74	12th	43	20th	56	17th	58	16
KYELA	Mbeya	77	8th	36	35th	60	12th	58	17
ILEMELA	Mwanza	66	27th	40	26th	62	10th	56	18
DODOMA URBAN	Dodoma	68	18th	46	16th	52	28th	55	19
MPANDA URBAN	Rukwa (now Katavi)	66	23rd	37	33rd	61	11th	55	20
BABATI URBAN	Manyara	61	42nd	52	9th	50	35th	54	21
KAHAMA	Shinyanga	68	21st	39	28th	55	18th	54	22
SINGIDA URBAN	Singida	61	41st	47	15th	54	23rd	54	23
KIBAHA RURAL	Pwani	68	20th	35	41st	58	16th	53	24
MTWARA URBAN	Mtwara	72	14th	35	40th	53	25th	53	25
NYAMAGANA	Mwanza	60	46th	44	18th	54	22nd	53	26
SHINYANGA URBAN	Shinyanga	65	30th	35	43rd	55	20th	51	27
MONDULI	Arusha	61	43rd	42	22nd	51	33rd	51	28
NJOMBE RURAL	Njombe	68	19th	43	21st	43	67th	51	29
KIGOMA URBAN	Kigoma	66	25th	36	34th	51	31st	51	30
KARATU	Arusha	65	31st	40	27th	49	45th	51	31
MUSOMA URBAN	Mara	61	40th	43	19th	48	47th	51	32

⁵In 2012 the Government of Tanzania announced the creation of four new regions and 19 new districts.

DISTRICT	REGION(NEW REGION NAME IN BRACKETS) ⁵	KISWAHILI PASS		ENGLISH PASS		NUMERACY PASS		AVERAGE PASS RATE IN 3 SUBJECTS	
		%	RANK	%	RANK	%	RANK	%	RANK
SAME	Kilimanjaro	64	34th	38	31st	50	37th	51	33
RUNGWE	Mbeya	63	36th	40	25th	48	49th	50	34
SIHA	Kilimanjaro	54	67th	44	17th	52	27th	50	35
MUFINDI	Iringa	64	35th	36	37th	49	43rd	50	36
LUSHOTO	Tanga	57	58th	38	30th	51	32nd	49	37
BAGAMOYO	Pwani	64	33rd	30	52nd	51	30th	48	38
MAKETE	Iringa (now Njombe)	66	28th	33	47th	46	57th	48	39
LUDEWA	Iringa (now Njombe)	62	38th	31	51st	48	46th	47	40
TEMEKE	Dar es Salaam	67	22nd	25	73rd	49	40th	47	41
SUMBAWANGA URBAN	Rukwa	59	47th	34	44th	45	58th	46	42
KIBAHA URBAN	Pwani	59	48th	35	39th	45	61st	46	43
KILOMBERO	Morogoro	59	49th	32	48th	47	51st	46	44
KWIMBA	Mwanza	59	53rd	29	54th	50	36th	46	45
MERU	Arusha	64	32nd	39	29th	35	94th	46	46
IRINGA RURAL	Iringa	62	39th	23	80th	52	29th	46	47
MPANDA RURAL	Rukwa (now Katavi)	59	51st	28	57th	50	39th	45	48
MANYONI	Singida	61	44th	34	46th	41	70th	45	49
MAFIA	Pwani	65	29th	21	88th	49	44th	45	50
SONGEA URBAN	Ruvuma	56	62nd	31	50th	47	50th	45	51
KOROGWE RURAL	Tanga	57	54th	29	53rd	46	54th	44	52
MBEYA RURAL	Mbeya	63	37th	21	92nd	49	41st	44	53
MBARALI	Mbeya	61	45th	26	67th	46	53rd	44	54
MBINGA	Ruvuma	55	66th	35	42nd	43	66th	44	55
MASWA	Shinyanga	57	56th	22	84th	53	26th	44	56
LIWALE	Lindi	52	72nd	26	65th	54	24th	44	57
BABATI RURAL	Manyara	59	50th	36	36th	36	89th	44	58
NANYUMBU	Mtwara	56	59th	27	62nd	47	52nd	43	59
KOROGWE URBAN	Tanga	53	68th	29	55th	48	48th	43	60
MAGU	Mwanza	45	97th	37	32nd	46	55th	43	61
ILEJE	Mbeya	59	52nd	24	77th	46	56th	43	62
LINDI URBAN	Lindi	56	63rd	27	64th	44	62nd	42	63
MISENYI	Kagera	56	60th	21	86th	49	42nd	42	64

DISTRICT	REGION(NEW REGION NAME IN BRACKETS) ⁵	KISWAHILI PASS		ENGLISH PASS		NUMERACY PASS		AVERAGE PASS RATE IN 3 SUBJECTS	
		%	RANK	%	RANK	%	RANK	%	RANK
KISARAWÉ	Pwani	66	26th	23	83rd	38	81st	42	65
SINGIDA RURAL	Singida	52	74th	29	56th	45	59th	42	66
PANGANI	Tanga	51	76th	28	58th	44	63rd	41	67
RUFUJI	Pwani	52	73rd	21	91st	50	34th	41	68
BUNDA	Mara	47	91st	34	45th	39	78th	40	69
KILWA	Lindi	53	69th	25	71st	42	69th	40	70
CHUNYA	Mbeya	56	61st	25	74th	37	84th	39	71
TABORA URBAN	Tabora	57	56th	24	78th	36	87th	39	72
BUKOMBE	Shinyanga (now Geita)	52	71st	26	69th	39	79th	39	73
SIMANJIRO	Manyara	51	75th	27	61st	38	80th	39	74
KISHAPU	Shinyanga	52	70th	35	38th	29	109th	39	75
BUKOKA RURAL	Kagera	57	57th	15	112th	44	64th	38	76
HANANG	Manyara	48	89th	27	63rd	40	75th	38	77
ULANGA	Morogoro	56	64th	32	49th	27	118th	38	78
MBULU	Manyara	50	80th	27	60th	34	96th	37	79
CHAMWINO	Dodoma	47	90th	23	79th	41	72nd	37	80
KONDOA	Dodoma	51	77th	20	94th	39	77th	37	81
SIKONGE	Tabora	41	109th	26	66th	40	73rd	36	82
RUANGWA	Lindi	50	82nd	16	111th	42	68th	36	83
MKINGA	Tanga	49	86th	21	93rd	37	86th	36	84
KITETO	Manyara	41	112th	25	70th	40	74th	35	85
IRAMBA	Singida	51	78th	20	95th	35	93rd	35	86
MUHEZA	Tanga	49	85th	16	108th	41	71st	35	87
KIGOMA RURAL	Kigoma	50	79th	10	124th	43	65th	35	88
MPWAPWA	Dodoma	48	88th	21	90th	35	95th	35	89
CHATO	Kagera (now Geita)	45	96th	19	102nd	40	76th	34	90
MBOZI	Mbeya	47	92nd	21	87th	35	90th	34	91
TARIME	Mara	43	102nd	25	72nd	35	92nd	34	92
KILOSA	Morogoro	45	95th	11	122nd	45	60th	34	93
NACHINGWEA	Lindi	49	83rd	21	89th	31	103rd	34	94
UKEREWE	Mwanza	44	99th	20	96th	37	85th	34	95
NAMTUMBO	Ruvuma	44	100th	23	82nd	34	97th	33	96
GEITA	Mwanza (now Geita)	41	110th	23	81st	36	88th	33	97
SERENGETI	Mara	41	108th	20	98th	37	83rd	33	98
NEWALA	Mtwara	49	84th	16	107th	33	100th	33	99
SONGEA RURAL	Ruvuma	47	93rd	22	85th	30	106th	33	100

DISTRICT	REGION(NEW REGION NAME IN BRACKETS) ⁵	KISWAHILI PASS		ENGLISH PASS		NUMERACY PASS		AVERAGE PASS RATE IN 3 SUBJECTS	
		%	RANK	%	RANK	%	RANK	%	RANK
KARAGWE	Kagera	43	101st	17	103rd	35	91st	32	101
RORYA	Mara	42	107th	20	99th	34	98th	32	102
KONGWA	Dodoma	39	116th	24	76th	32	101st	32	103
NGARA	Kagera	41	113th	26	68th	28	110th	32	104
SENGEREMA	Mwanza	45	98th	14	116th	33	99th	30	105
MISSUNGWI	Mwanza	38	120th	19	100th	31	102nd	29	106
TANDAHIMBA	Mtwara	48	87th	12	120th	28	113th	29	107
BAHI	Dodoma	43	104th	17	105th	27	115th	29	108
LINDI RURAL	Lindi	41	111th	8	129th	38	82nd	29	109
MOROGORO RURAL	Morogoro	43	103rd	28	59th	16	130th	29	110
LONGIDO	Arusha	31	129th	24	75th	30	105th	28	111
MTWARA RURAL	Mtwara	46	94th	11	121st	28	114th	28	112
BARIADI	Shinyanga	38	118th	16	109th	30	107th	28	113
KIBONDO	Kigoma	40	114th	17	104th	27	119th	28	114
URAMBO	Tabora	39	115th	17	106th	28	112th	28	115
MVOMERO	Morogoro	50	81st	11	123rd	23	126th	28	116
IGUNGA	Tabora	38	117th	16	110th	27	117th	27	117
NZEGA	Tabora	42	105th	12	119th	27	116th	27	118
SHINYANGA RURAL	Shinyanga	34	123rd	19	101st	26	121st	27	119
NGORONGORO	Arusha	33	127th	20	97th	25	124th	26	120
MKURANGA	Pwani	55	65th	10	125th	12	131st	26	121
MULEBA	Kagera	38	119th	9	126th	29	108th	25	122
BIHARAMULO	Kagera	34	122nd	14	113th	26	123rd	25	123
KASULU	Kigoma	34	124th	8	127th	30	104th	24	124
KILINDI	Tanga	34	125th	13	117th	25	125th	24	125
MEATU	Shinyanga	32	128th	12	118th	26	122nd	23	126
TUNDURU	Ruvuma	35	121st	14	115th	20	128th	23	127
UYUI	Tabora	42	106th	4	130th	22	127th	23	128
MUSOMA RURAL	Mara	26	131st	14	114th	26	120th	22	129
NKASI	Rukwa	34	126th	8	128th	18	129th	20	130
MASASI	Mtwara	29	130th	0	131st	28	111th	19	131

APPENDIX C:

UWEZO DISTRICT PARTNERS AND COORDINATORS FOR 2013

	DISTRICT	DISTRICT COORDINATOR	ORGANIZATION	HEAD OF ORGANIZATION (OH)
1	Arusha (R)	Laurent Sabuni	Initiative For Youth	Laurent Sabuni
2	Arusha (U)	Winfrida Onesmo	Arusha Ngo Network	Peter Bayo
3	Babati (R)	Mariana Sumari	Manyara Centre For Citizen Empowerment	Nemence Iriya
4	Babati (U)	William Shelatano Swai	Piders	Alphonse Lulu
5	Bagamoyo	Asha Rashid Majaliwa	Bagamoyo Non Governmental Networking	Marie Cidosa
6	Bahi	Nasra Suleiman	Women Wake Up	Fatma Toufiq
7	Bariadi	Ngwesa Grayson	Rafiki - Sdo Shinyanga	Gerald Ng'ong'a
8	Biharamulo	Edwin Mugarula	Faiders	Christian Byamungu
9	Bukoba (R)	James Barongo	Tadepa	Dr. Jonathan Stephen
10	Bukoba (U)	Rehema Kazigo	Kagera Devp Credit Revolving Fund)-	Yusto Muchuruza
11	Bukombe	Jafari Iddy Fadhili	Rafiki - Sdo Shinyanga	Gerald Ng'ong'a
12	Bunda	Hillary Otaigo	Mount Sinai Foundation Institute	Hillary Patrice Otaigo
13	Chamwino	Davis Makundi	Marafiki Wa Elimu Dodoma	Davis Makundi
14	Chato	Agastin K. Anjelo	Kadetfu	Yusto Muchuruza
15	Chunya	Godfrey Ponera	Youth And Economic Development Initiatives	Lutengano Mwakanyika
16	Dodoma (U)	Loveness John	Women Wake Up	"Fatma Toufiq
17	Geita	Masenti Moses Marwa	Newlight Children Centre Organization	Paulina Alex
18	Hai	Anandumi Ndosu	Hai Ngo Network	Anandumi Ndosu
19	Igunga	Paul D. Kahumbi	Tavico	Charles Nkwabi
20	Ilala(U)	Eliab Maganga,	African Life Foundation	Eliab Maganga
21	Ileje	Ritha Anosisye	Shidepha+	Oliver Mahenge
22	Ilemela	Marting Lusenga	Green Hope Organization	Martin R. Lusenga
23	Iramba	Bernad M.makoye	Singida Ngo Network	Ivo Manyaku
24	Iringa (R)	Raphael Mwakagungi Mtitu	Mmadea	Dr. Yahaya Msigwa
25	Iringa (U)	Ellen Binagi	Vision 2 Visual	Ellen Binagi
26	Kahama	William Emmanuel	Tavico	Charles Nkwabi
27	Karagwe	Joas M. Kaijage	Kangonet	Christian Byamungu
28	Karatu	Damian Sanka	Shiwakumo	Damian Sanka
29	Kasulu	Leonard Soza	Kdpa	Leonard Soza
30	Kibaha (U)	Beatrice Mtobesya	Pwani Promotion And Development Agency	Mathew Chungu
31	Kibaha(R)	Mathew Chungu	Pwani Promotion And Development Agency	Mathew Chungu
32	Kibondo	Martine R. Mpemba	Kibondo Development And Relief Agency	Dr. William B. Chabandi
33	Kigoma (R)	Ahmad I. Simba	Songambe Development Society (Sodeso)	Athanasio Habona
34	Kigoma/Ujiji	Marcelina Mshana	Kigoma Development Promotion Agency	Leonard Soza
35	Kilindi	Monica Kurumbe	Ereto Maasai Youth (Emayo)	Emmanuel Ole Kileli
36	Kilolo	Lizabeth Sawike	Iringa Mercy Organization	Elitha Chusi

	DISTRICT	DISTRICT COORDINATOR	ORGANIZATION	HEAD OF ORGANIZATION (OH)
37	Kilombelo	Elizabeth R. Wapalila	Kilombero Group For Community Development	Elizabeth Wapalila
38	Kilosa	Philimin Lyanzile	Human Development Strategies Association	Anthony Fuime
39	Kilwa	Jamilah Z. Yahaya	Shirika La Kusaidia Watoto Yatima	Abdujuma Ngunguni
40	Kinondoni (U)	Pricilla Nanyaro	Wrdp	Sherbanu Kassim
41	Kisarawe	Suzan Ngahyoma	Taaluma Women Group	Mary Mushi
42	Kishapu	William Shayo	Organizatton Of People Empowerment	Samweli Kimbute
43	Kondoa	Fauza Ikome	Muungano Wa Azaki Kondoa	Malselina Fwaja
44	Kongwa	Saimon Bernad	Faraja Human Dvt Trust	Philipina Labia
45	Korogwe (R)	Peter Joseph Jally	New Rural Children Foundation	Nicholaus Mshanga
46	Korogwe (U)	Theobald Tryphone	Fit	Frolence Katabazi
47	Kwimba	Shakiula Deoglas	Actions For Democracy & Local Governance` (Adlg)	Jimmy Luhende
48	Kyela	Felix A. Mwakyembe	Elimisha	Festo Sikagonamo
49	Lindi (U)	Jabir Said	Lisawe	Asha Fundi
50	Lindi(R)	Didas S. Nzingamasabo	Taaluma Women Group	Mary Mushi
51	Liwale	Ali Ligai	Ulidingo	Saidi Kimbunga
52	Longido	Joseph Raphael Mollel	Pamoja East Africa	Goodluck Kway
53	Ludewa	Lenis Mtitu	Ldf	Lenis Mtitu
54	Lushoto	Eustard Rwegoshora	Lushoto Business Incumbation	Eustard Rwegoshora
55	Mafia	Yusufu R. Makuri	Pwani Promotion And Development Agency	Mathew Chungu
56	Magu	Shabani Halfani	Actions For Democracy & Local Governance` (Adlg)	Jimmy Luhende
57	Makete	Vicent Mwaja	Seeco	Luca I. Mgaya
58	Manyoni	Nason Wa Nason	Lap	Adam W. Mdachi
59	Masasi	Nurdini H. Nhuva	Shirika La Kusaidia Watoto	Nurdin Nhuva
60	Maswa	Tilulindwa .K. Sullusi	Rafiki - Sdo Shinyanga	Gerald Ng'ong'a
61	Mbarali	Glory Komba	Elimisha	Festo Sikagonamo
62	Mbeya (R)	Amani Daudi	Youth Education Through Sports Tanzania	Keneth Simbaya
63	Mbeya (U)	Jeremia Jackson Cheyo	Shidepha+	Oliver Mahenge
64	Mbinga	Sophia Komba	Fawe	W. Rutaindura
65	Mbozi	Stephene Bitta	Elimisha	Festo Sikagonamo
66	Mbulu	Ansila Tembo	Dioces Of Mbulu Development Organisation	Willy Qambalo
67	Meatu	Castory M. Daudi	Shuuka	Deogratus Machimu
68	Meru	Gipson R.ole Kinisa	Pea Green Livelihood Devpt Organization	Augustine Ntouda
69	Mikindani	Rehema Gabriel	Mtwara Education Consultation For Women	Rehema Gabriel
70	Misenyi	Consolata M. Barongo	Amka Kazinga	Romuard Bernard Kyaruzi
71	Misungwi	Yared Babona	Mwanza Youth Centre	Yared Babona
72	Mkinga	Sherbanu Kassim	Wrdp	Sherbanu Kassim

	DISTRICT	DISTRICT COORDINATOR	ORGANIZATION	HEAD OF ORGANIZATION (OH)
73	Mkuranga	Evenna Masae	Cosuped	Evena Massae
74	Monduli	Javes Sauni	Tcba	Javes Sauni
75	Morogoro (R)	Happy Sanga	Wings Environ & Education Transformation	Boniface Msimbe
76	Morogoro (U)	Hellen Nkalang'ango	Safina Women Association	Hellen Nkalang'ango
77	Moshi (R)	Faraji K. Swai	Kilimanjaro Aids Control Association(Kaca)	Faraji K. Swai
78	Moshi (U)	Lucas Mkwizu	Social Vision Group Tanzania (Svgt)	Lucas Mkwizu
79	Mpanda (R)	Ignas Kikwala	Katavi Development Foundation	Charles Sichilima
80	Mpanda (U)	Venance Dionis Tesha	Green Development Organization	Paschal L. Ulaya
81	Mpwapwa	Philipina Labia	Faraja Human Dvt Trust	Philipina Labia
82	Mtwara (R)	Bosco Mwidadi	New-Ngonet	Halima Nambunga
83	Mufindi	Peter Mwambene/Winifrida T Swai	Afya Women Group	Winfrida T. Swai
84	Muheza	Daniel Joseph Semng'indo	Musco	John Kwingwa
85	Muleba	Lilian Rugambwa	Mhola	Saulo Malauri
86	Musoma (R)	Eric Chia	Mara Development Forum-Mdf	Amillen Saria
87	Musoma (U)	Apaisaria Kiwori	Mount Sinai Foundation Institute	Hillary Patrice Otaigo
88	Mvomero	Felistas Kalomo	Cdtfn	Felistas Kalomo
89	Mwanga	George Madundo	Mifipro Trust Fund	George Madundo
90	Nachingwea	Thomas K. Chitanda	Nachingwea Agro-Environmental Service Org.	Juma Sadiki
91	Namtumbo	Samwel Chiwango	Ruwodefu	Siwajibu Gama
92	Nanyumbu	Yusuph Hashim Mruma	Nangonet	Anna Peter Mrope
93	Newala	Nicholaus Mhozya	The Tanzania Heralds For Youth Services	Wilson Chacha
94	Ngara	Innocent Bideberi	Glofeo	Innocent Bideberi
95	Ngorongoro	Yonah Phares Mahuli	Laretok Le-Sheria Na Haki Za Binadamu Ngorongoro	Charles Ole Ndongoya
96	Njombe rural	George Lameck Ubuyu	Tawif	Fransisca Matay
97	Njombe (U)	Simon Magese	Tawif	Fransisca Matay
98	Nkasi	Stanley Khamsini	Caritas Sumbawanga	Fr. Demetrius Kazonde
99	Nyamagana	Jornada Ngissa	Side-Development & Management Services	Jonarda J. D. Ngisssa
100	Nzega	Joachim W. Milambo	Ylrf	Joachim Milambo
101	Pangani	Paschal Chibala	Humanitarian Resource Unit For Marginalized	Godfrey Mngoma
102	Rombo	Benedicta Shine	Resf	Innocent Malamsha
103	Rorya	Joel Joseph Nguvava	Mtandao Wa Vikundi Vya Wakulima Na Wafugaji	Joel Joseph
104	Ruangwa	Bakari Kasinyo Mohamed	Ruangwa Organization For Safe Guarding	Bakari Kasinyo
105	Rufiji	Omary Abdallah	Pwani Promotion And Development Agency	Mathew Chungu
106	Rungwe /Tukuyu	Masud Ally	Mlango Kijana	Mshindi Isaya
107	Same	Kandi Saidi	Fawe/Sme Ngo	W. Rutaindura
108	Sengerema	Nickson Samwel Alex	World Dafi Association	Nickson Alex Samweli
109	Serengeti	Mwajuma B. Nyamokera	Serengeti Dvt Research & Environ Conservation	Damian Thobias

	DISTRICT	DISTRICT COORDINATOR	ORGANIZATION	HEAD OF ORGANIZATION (OH)
110	Shinyanga (R)	John Mtinga Masatu	Mordern Education And Culture Group	Magreth Salustian
111	Shinyanga (U)	Gerald S. Ng'ong'a	Rafiki - Sdo Shinyanga	Gerald Ng'ong'a
112	Siha	Anitha Masaki	Forum For African Women Educationalists'	W. Rutaindura
113	Sikonge	Poul Sipemba	Sikonge Ngo Network	Dr. Julius S. M.
114	Simanjiro	Epifani Swai	Mererani Green Society	Faustine R. Ndaine
115	Singida (R)	Steve J. Steve	Chama Cha Wasioona	Athumani B. Muya
116	Singida (U)	Zuhura Karya	Lap	Adam W. Mdachi
117	Songea (R)	Tito David Castico	Songea Women Children Care Organization	Regina Chinguku
118	Songea (U)	Gaston Henjewe	Saint Teresa Orphans Association	Teresa Nyirenda
119	Sumbawanga (U)	Theresia Suwi	Ign	Teresia Suwi
120	Tabora (U)	Robert Sizya	Tabora Vision Community	Charles Nkwabi
121	Tandahimba	Amri Lutera	The Tanzania Heralds For Youth Services	Wilson Chacha
122	Tanga (U)	Fortunata M. Manyeresa	Tree Of Hope	Fortunata Manyeresa
123	Tarime	Roseline Mossama	Mara Development Forum-Mdf	Amillen Saria
124	Temeke (U)	Sherbanu Kassim	Wrdp	Sherbanu Kassim
125	Tunduru	Paulo Lugongo	Coastal Youth Vision Agency	Jackson Mkango
126	Ukerewe	Lina F. Mareale	Actions For Democracy & Local Governance` (Adlg)	Jimmy Luhende
127	Ulanga	Ashery Makengo	Teta	Ashrey Makengo
128	Urambo	Isaak P Nkeyemba	Tabora Vision Community	Charles Nkwabi
129	Uyui	Godbless Nkungu	Youth Life Relief Foundation	Joachim Milambo

UWEZO REGIONAL COORDINATORS FOR 2013

	RC REGION	REGIONAL COORDINATOR	POSTAL ADDRESS
1	Arusha	Joniah William	Box 2174 Arusha
2	Dar Es Salaam	Fabia Frederick Shundi	Box 35108 Dar Es Salaam
3	Dodoma	George Okoth	Box 47 Dodoma
4	Geita	Sospeter Mafuru	Box 148 Magu
5	Iringa	Winfrida Tausi Swai	Box 54 Mafinga
6	Kagera	Edson Ramadhan	Box 686 Bukoba
7	Katavi	Godfrey John Mogelah	Box 216 Mpanda-Katavi
8	Kigoma	Joel Songambe Lwamba	Box 424 Kigoma
9	Kilimanjaro	Sauli Kundael Peter	Box 138 Mwanza
10	Lindi	Didas Selestin Nzigamasabo	Box 75720 Dar-Es-Salaam
11	Manyara	Nemence Iriya	Box 515 Babati
12	Mara	George Muyabi Chibasa	Box 963 Musoma
13	Mbeya	Ignas Aldilyo Kalongola	Box 293 Mbeya
14	Morogoro	Venance Andreas Mlally	Box 5286 Morogoro
15	Mtwara	Wilson Magesa Chacha	Box 904 Tandahimba
16	Mwanza	Peter Kairanya	Box 1462 Mwanza
17	Njombe	George Cleopa Mapunjo	Box 95800 Dar Es Salaam
18	Pwani	Jackson Mkango	Box 113 Chalinze
19	Rukwa	Pastory Nyami	Box 632 Sumbawanga
20	Ruvuma	Herman John	Box 52 Songea
21	Shinyanga	Zuhura Iddy Mpogole	Box 2078 Shinyanga
22	Singida	Amos Raphael Nkuwi	Box 5 Singida
23	Tabora	Peter A. M. Matyoko	Box 1265 Tabora

UWEZO TRAINERS 2013

	NAME	ORGANIZATION/INSTITUTION
1	Emmanuel Shemagembe	University of Dar es Salaam
2	Sophia Komba	Forum for African Women Educationalists'
3	Gabriel Mbulanya	Free lance
4	Dora Semkwiji	UDSM Sociology
5	Robert Majjiga	Free lance
6	Mathew Chungu	Pwani Promotion and Development Agency

UWEZO MASTER TRAINERS 2013

	ZONE	NAME OF TRAINER	ORGANISATION	CONTACT ADDRESS
1		Zuhura karya	RAS Singida	5 Singida
2	Central	Venance Mlally	MWAYODEO	5286 Morogoro
3		Bernad Makoye	Singida NGO Network	1696 Singida
4		Joas Kaijage	Kagera NGO Network	379 Bukoba
5	Lake	Jornada Ngissa	SIDE-Development & Management services	11987 Mwanza
6		Gerald S. Ng'ong'a	Rafiki SDO	2079 Shinyanga
7	Western	Robert Sizya	Tabora Vision community	354 Tabora
8		Lucas Mkwizu	SVGT	343 Moshi
9	Northern	Ansila Tembo	SNV	179 Mbulu
10		Felix A. Mwakyembe	ELIMISHA	220 Mbeya
11	Southern Highlands	Teresia suwi	IGN	235 Sumbawanga
12		Nicholaus Muhozya	Action Aid	Box 128, Dodoma
13	Southern	Adela Njau	WRDP	110110 Dsm
14		Mathew Chungu	Pwani Promotion and Development Agency	30431 Kibaha
15	Eastern	Ellen Binagi	MCHAKATO	41834 Dsm



FOMU YA TAARIFA YA KAYA

Tausi andoama darasa la pili. Kuchezeka kwa wakazi wa familia. Rafiki gake anaitwa Ana. na wanapenda kuonekana.

Musa ni mtoto mzuri. Hapuna mswaki na kumawa uso. Havao ng'ao safi na kwenye usafi. Hataki wote.

ki! chupa ndoo sda
babu pigu gai
meza kuni

ki
me
da
ba
ka
ze
te
pu
sha
fu