



ARE OUR CHILDREN LEARNING?

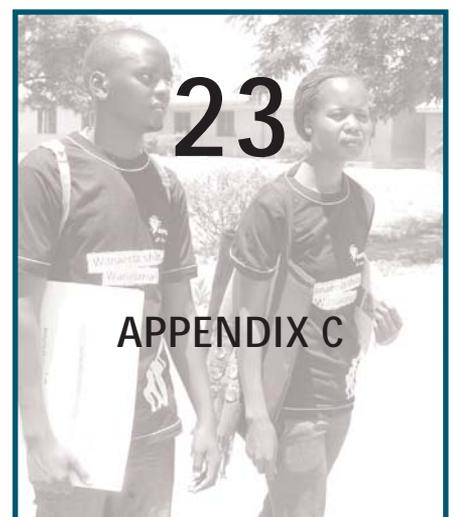
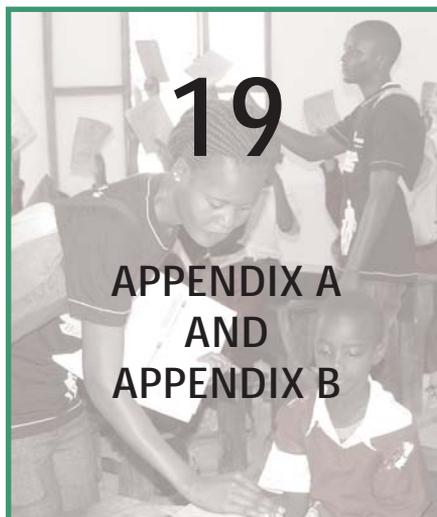
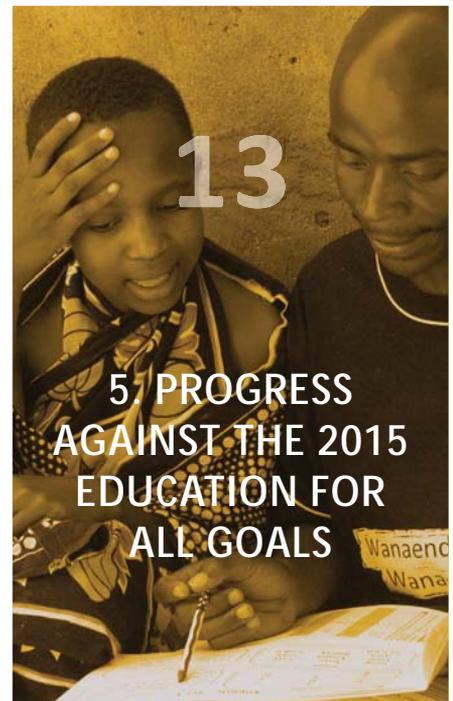
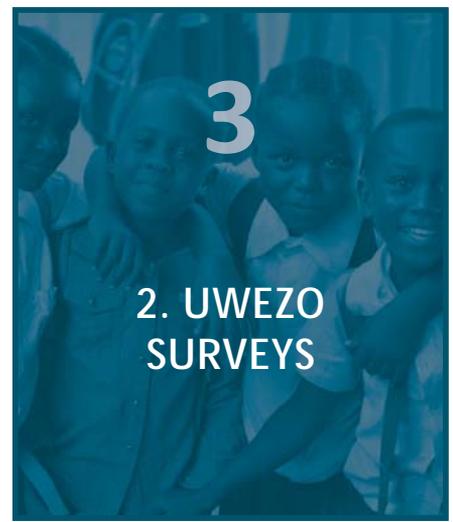
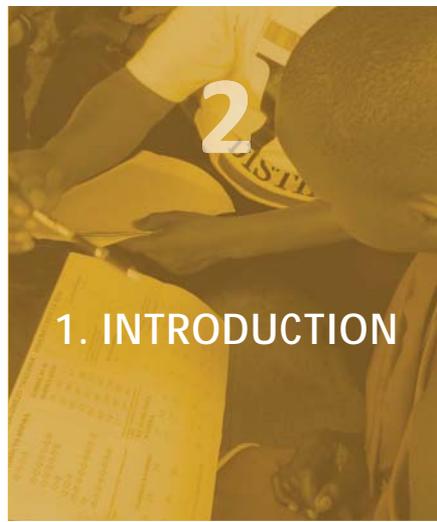
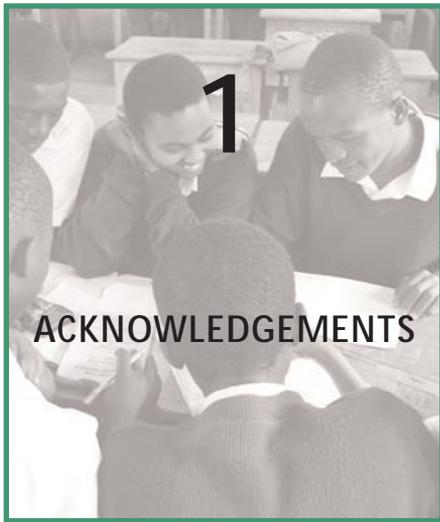
Literacy and Numeracy Across East Africa

2014





CONTENTS



ACKNOWLEDGEMENTS

THE FINALIZATION OF THIS THIRD EAST AFRICA UWEZO REPORT HAS SEEN THE CONTRIBUTION OF THOUSANDS OF INDIVIDUALS AND HUNDREDS OF INSTITUTIONS.



The report presents evidence from the data collected in the year 2013 in Kenya, Tanzania and Uganda. The collection of data was coordinated by our committed staff members, led by Dr John Mugo in Kenya, Zaida Mgalla in Tanzania and Dr Mary Goretti Nakabugo in Uganda. Overall regional coordination was provided by Dr Sara Ruto, together with Rakesh Rajani, then Head of Twaweza.

We recognize the contribution of our strong teams of Facilitators and Trainers, Regional Coordinators, District Contact Persons and District Coordinators who ensured that the assessment was successful in each of the 366 districts across the three countries. We thank the thousands of committed Uwezo volunteers who walked from house to house and school to school to complete the assessment.

We are indebted to the ministries of education in Kenya, Tanzania and Uganda, for granting us much needed support in conducting the Uwezo assessment. The partnership with the national bureaus of statistics strengthened the Uwezo sampling and general methodology. We wish to

specifically recognize the contribution of the members of the National Advisory Committees and the Test Development panels, who gave their insight and advice. Data management was supported by Conrad Watola, Sunai Agencies, Dr Edward Samuel Jones and Dr Youdi Schipper.

The Uwezo assessment was made possible through the generous support of our committed donors, including the Hewlett Foundation, the Children Investment Fund Foundation (CIFF), Sida, DFID, Hivos, and the World Bank, among others. The findings and recommendations of this report do not necessarily represent the views of any of these partners.

Our deepest appreciation goes to the heads of the households in which we assessed children, as well as the head teachers, teachers and pupils of the schools that we visited in 2013. We were inspired by all those who doggedly pursue learning in spite of imperfect circumstances.

The data used in this report can be downloaded from our website www.twaweza.org

1. INTRODUCTION

IS OUR HEAVY INVESTMENT IN EDUCATION LEADING TO CREATIVE, RESOURCEFUL AND KNOWLEDGEABLE STUDENTS?

JOHN MUGO AND AIDAN EYAKUZE¹

Since we released the inaugural report in 2010, national education budgets have grown, more children are attending and completing school and the number of private schools has increased. However, the question remains, *Are Our Children Learning?* Is our heavy investment in education leading to creative, resourceful and knowledgeable students? Do we have an education system that allows our children to have big dreams and to pursue them?

Fifteen years ago, in Dakar, Senegal, 164 countries, including Kenya, Tanzania and Uganda, committed to the Education for All initiative. This is the year, 2015, when the promise made in Dakar, that every child would attend school and learn, should have been fulfilled. In the three East African countries listed above, greater focus is now put on learning outcomes rather than solely on how many pupils are present each day. This has been a positive shift but, as this report shows, the promises committed to as part of Education for All, have not been fulfilled. While impatient to see each child in East Africa in school and learning, we recognize that meaningful change will take time.

It is our hope that this report will provide meaningful evidence to accompany the various efforts, both public and private, that seek to improve learning across the region. Through collecting and analysing these data, we seek to shine a light on the quality of our education systems, providing insight for governments, activists and citizens to understand the true picture and quantify the impact of reforms and change efforts.

This report presents data collected in Kenya in February 2013, in Tanzania in May-June 2013 and in Uganda in July 2013. The assessment was conducted in 366 districts across East Africa. It covered a random sample of nearly 150,000 households and 326,610 children aged 6-16 years in Kenya

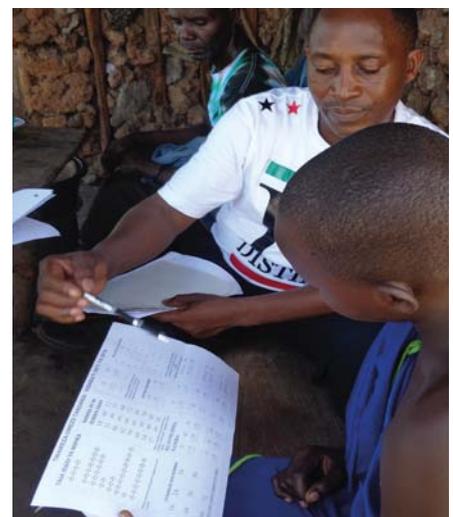
and Uganda, and 7-16 years in Tanzania.² We assessed the ability of each individual child to read and understand English in the three countries, alongside the ability of children to read and understand Kiswahili in Tanzania and Kenya, and the ability of children to understand Luganda, Ateso, Leblango or Lunyoro-Rutooro (depending on location) in Uganda. The children were all assessed on their ability to complete basic numeracy tasks. The tests used to assess children were based on the Standard 2 curriculum in each country.

The main message is that there has been little change in learning outcomes since the regional assessment started in 2009/10. Only one out of three children in Standard 3 had Standard 2 competencies in literacy and numeracy. While levels of literacy are higher than those of numeracy, just one out of five children have both the literacy and numeracy skills at the expected levels. Furthermore, one out of five East African school children are completing primary schooling without having acquired basic literacy and numeracy skills. Learning outcomes are highest in Kenya and lowest in Uganda. Within each country, learning outcomes are best in urban and more developed districts, and worst in remote, rural districts.

The report presents five key findings:

1. Two out of three pupils enrolled in Standard 3 in East Africa fall short on basic literacy and numeracy skills.
2. Among pupils enrolled in Standard 7, one out of four do not have Standard 2 level literacy and numeracy competencies.
3. There are large differences in test results among countries in East Africa.
4. There are large differences in pass rates between districts within individual countries.
5. Children from poorer households consistently show lower learning levels.

These findings confirm the fact that Kenya, Tanzania and Uganda have missed the target of having all children access quality learning. Without a strong educational foundation, students will lack the skills and know-how needed to become curious, questioning, and informed citizens. As the post-2015 education debate approaches its climax, with probable new targets to last until 2030, we make a loud call to focus on learning as the true measure of progress in education. To avoid a tragic waste of limited financial and human resources, we must make sure that every child who attends school leaves with, at the very least, basic numeracy and literacy skills. What we need is deep and unrelenting commitment to this ambitious, but fundamental goal. It really is up to the individual and collective us. *Ni mimi. Ni wewe. Ni sisi.*



¹ Dr. John Mugo is the Director of Data and Voice at Twaweza. Aidan Eyakuze is the Executive Director of Twaweza East Africa.

² The lower age limit is dictated by the official age of primary school entry in each country, while the upper limit seeks to capture most of the children attending primary school.

2. UWEZO SURVEYS



Uwezo learning assessment surveys were initiated in Kenya in 2009, followed by mainland Tanzania and Uganda in 2010 (Uwezo round 1). The surveys have been conducted annually since 2011 with the fourth round completed in 2013. In each round, Uwezo surveys have been administered to a nationally representative random sample of children of primary school age up to age 16. Since the second round, the sample has been extended to all districts (although for administrative and security

villages, in each district.⁴ Finally, in each EA, a household listing is made and 20 households randomly selected. The design ensures representation at district and national levels for all children aged 6 (aged 7 in Tanzania) to 16 years. Sample weights are used that are appropriately adjusted to reflect the *de facto* (used) sample.

IN ALL THREE COUNTRIES, THE UWEZO ASSESSMENT REACHED A TOTAL OF 326,610 CHILDREN IN 366 DISTRICTS

reasons 100% of districts have not always been covered).³ This allows us to investigate both national and regional performance, trends over time and to compare districts (within and between countries).

2.1 UWEZO RESEARCH DESIGN

Three technical aspects of the surveys and the data used in this report merit attention. First, with the exception of the first round, Uwezo uses a two-step sampling approach. The stratum is the district, and all census districts are included. The next step involves using probability proportional to size (PPS) to select 30 enumeration areas (EAs), typically

Second, all the data used here have been subject to cleaning based on the same data management protocol. Missing observations on test scores have been imputed (based on a multiple regression method) to reduce systematic bias. For this reason, the results here may be slightly different to results reported in previous regional and national reports.

Third, the tests contained in the Uwezo surveys are not identical. Differences between countries arise because the tests are based on the content of the national curriculum of each country (see Jones et al., 2014 for a detailed overview of the test design). Additionally, in each country, different tests are used in each survey round to avoid possible contamination due to 'learning effects' (i.e. repetition bias).⁵ These concerns are important because they introduce additional noise or non-sample error into the data. That is, in addition to

	YEAR	SCHOOLS	VILLAGES	DISTRICTS	%	HOUSEHOLDS	CHILDREN
KENYA	2009	2,160	2,160	70	(44)	32,179	74,781
	2011	3,474	3,608	123	(78)	53,522	125,681
	2012	4,539	4,559	155	(98)	64,909	145,564
	2013	4,441	4,521	155	(98)	62,089	135,109
TANZANIA	2010	1,010	1,062	42	(32)	18,098	35,540
	2011	3,733	3,841	132	(99)	57,945	110,435
	2012	3,624	3,752	126	(95)	56,106	105,352
	2013	3,770	3,828	131	(98)	52,808	104,162
UGANDA	2010	748	786	27	(34)	12,380	32,768
	2011	2,115	2,329	79	(99)	35,359	100,715
	2012	2,279	2,378	80	(100)	34,667	92,188
	2013	2,353	2,372	80	(100)	34,013	87,339
ALL	2009/10	3,918	4,008	139	(37)	62,657	143,089
	2011	9,322	9,778	334	(90)	146,826	336,811
	2012	10,442	10,689	361	(97)	155,682	343,104
	2013	10,564	10,721	366	(99)	148,910	326,610

TABLE 1
Coverage of Uwezo survey rounds 1 – 4

NOTES: % indicates the percentage of all districts covered. The district list is based on the administrative divisions in the latest release of population and housing census data at the time of the survey design. All other columns give the number of units sampled and included in the cleaned data.

SOURCE: calculated from Uwezo surveys, rounds 1-4.

differences that arise because a random sample is used, observed differences in outcomes *between* years in the same location might reflect moderate differences in the difficulty of the Uwezo tests, rather than genuine changes in performance (educational attainment). In Section 4 we report estimates of error margins that take these differences into account.

2.2 THE LITERACY AND NUMERACY TESTS

The content of the Uwezo surveys is described in the country-specific survey reports (available on www.uwezo.net). For every household, a short set of questions is administered to the household head to collect basic information (e.g. household characteristics). The enumerators, many of whom are volunteers, also record details about the child, including whether he/she attends school and at what grade.

The Uwezo tests are set according to the Standard 2 level curriculum for each country, which is the level to be attained after two years of primary education. Thus, assuming education quality standards are maintained, one should expect pupils at Standard 3 or above to correctly answer all the test questions. This is termed a ‘pass’ in the presentation of the results.

For each child of school age (6-16 in Kenya and Uganda; 7-16 in Tanzania) in the household, a short literacy and numeracy test is administered. English literacy is tested in all three countries; in Kenya and Uganda English is the main medium of instruction in primary school.⁶ Enumerators test Kiswahili literacy in Kenya and Tanzania and

literacy in four local languages in Uganda. As these languages only cover certain parts of Uganda, we only have valid results for 15% of Ugandan children in terms of local language literacy.

In the literacy tests, children are asked to read a letter (or letter sounds) from the alphabet, read a word, read a paragraph, and read and comprehend a short story. We define a pass as achieving the reading level. To simplify the presentation, we often present results for a single literacy test. For each child, this refers to the highest score on any one of the literacy tests. Thus, if a child in Tanzania performs better on the English literacy than on the Kiswahili test, she would receive the score from the English test (and vice versa). These instances are labelled.

In the numeracy tests, children are asked to recognize numbers, count, identify place value and perform basic operations of addition, subtraction, multiplication and, in Kenya and Uganda, division. A pass refers to successful completion of the highest competency tested, division for Kenya and Uganda and multiplication for Tanzania.

2.3 COVERAGE OF THE SURVEYS

Table 1 summarizes coverage of the four survey rounds in each country, indicated by the year of data collection. As the table shows, virtually all districts were covered in 2013. Overall, the survey was completed in just under 99% of all targeted districts (366/371). Consequently, the 2013 sample size is large and provides rich coverage of the diversity in learning outcomes according to socio-economic and geographic differences.

³ For example, in 2012, six districts in the Mtwara region of Tanzania were excluded, as survey permission was not granted from administrative authorities. In Kenya two districts were not covered in 2013 due to security reasons and non-performance of a local implementing partner.

⁴ This means that villages or locations with more residents are more likely to be sampled.

⁵ A rotational panel is used where each year 10 new EAs, forming a third of this sample, are added. In addition, household lists are generated each year. This reduces the likelihood of the same households being sampled. Even so, approximately two thirds of the EAs in each district are retained from previous rounds, so there is a small risk that some households are surveyed in multiple rounds.

⁶ Looking at the language policies, in lower primary school (grades 1-3) in Kenya and Uganda the local language of the catchment area ought to be used as the instructional medium, while English (and also Kiswahili in Kenya) is introduced as second language, this policy seems to be adhered to more widely in Uganda.

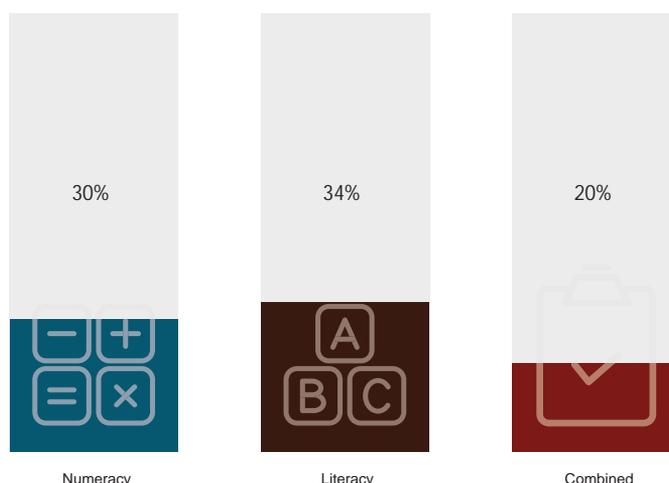
3. KEY FINDINGS



FIGURE 1
Test pass rates for children enrolled in Standard 3, all East Africa, 2013

NOTES: "combined" refers to passes on both the numeracy test and at least one of the literacy tests in the survey. See text for further details.

SOURCE: calculated from Uwezo 2013 data.



FACT 1: TWO OUT OF THREE PUPILS ENROLLED IN STANDARD 3 IN EAST AFRICA DO NOT HAVE STANDARD 2 LEVEL LITERACY OR NUMERACY SKILLS

Previous rounds of the Uwezo surveys showed that basic numeracy and literacy skills of primary school children were deficient across the region. Evidence from the fourth round supports the same conclusion. Figure 1, which presents the three countries together, reports the percentage of children enrolled in Standard 3 who are able to pass each of the Standard 2 level numeracy and literacy tests administered as part of the Uwezo 4 survey (2013).⁷ The figure also shows the percentage of Standard 3 pupils in the region that passed both the literacy and numeracy tests “combined”. This measures the proportion of children able to pass the numeracy test and at least one of the literacy

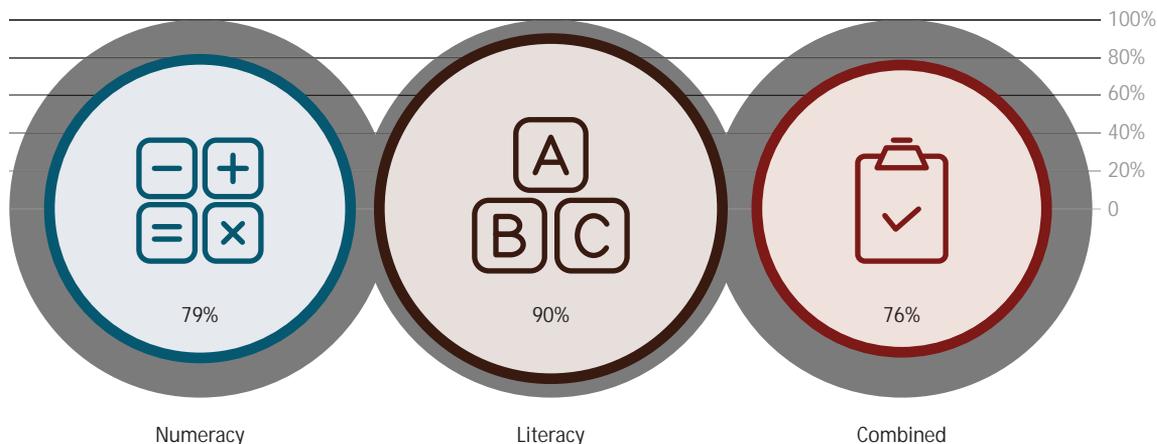
tests, where we use the literacy test on which the child performs best.

Around two-thirds of all Standard 3 pupils are unable to pass at least one of the tests. Specifically, only 30% of Standard 3 pupils passed the numeracy test while 34% (one out of three) passed at least one literacy test. Just one out of five pupils (or 20%) are able to pass both a literacy and a numeracy test. It follows that many children in East Africa are not learning the basic competencies expected of them during the early years of primary education (as set out in national curricula). Country-specific pass rates for these tests by grade are found in Appendix A.

³ As noted in Section 2, the child is said to have passed the literacy test if he or she can read a short paragraph in any one of the tested languages.

FIGURE 2
Test pass rates (at Standard 2) for children enrolled in Standard 7, all East Africa, 2013

NOTES: "combined" refers to passes on both the numeracy test and at least one of the literacy tests included in the survey. SOURCE: calculated from Uwezo 2013 data.



FACT 2: ONE OUT OF FOUR STANDARD 7 PUPILS DO NOT HAVE STANDARD 2 LEVEL LITERACY AND NUMERACY SKILLS.

Although the majority of children in Standard 3 do not possess basic skills (see Fact 1), it is important to verify whether children approaching the end of primary school have attained these skills. Figure 2 reports the share of pupils enrolled in Standard 7 (the final year of primary school in Tanzania and Uganda; the penultimate year in Kenya) who passed the same Uwezo tests.

The Standard 7 pass rates are much higher than those for Standard 3. Yet, considering that these are skills expected to be attained by the end of Standard 2, a significant share of pupils continue to fail the tests – especially the numeracy test. Around one in four children enrolled in Standard 7 (just less than 25%) remain unable to pass both

the literacy and numeracy Uwezo tests set at the Standard 2 level (“combined”). Evidently, completing six years of schooling does not necessarily translate into genuine learning for many pupils. Country-specific pass rates for these tests by grade are found in Appendix A.

FACT 3: THERE ARE LARGE DIFFERENCES IN TEST RESULTS BETWEEN COUNTRIES IN EAST AFRICA, WITH KENYA OUTPERFORMING TANZANIA AND UGANDA.

Differences in literacy and numeracy skills among children in the three countries can be driven by many factors. These include the age of the child and whether or not she is attending school. As Uwezo surveys are undertaken at the household-level, analysis is not restricted to children presently attending school. Indeed, a more complete

comparative picture of learning challenges can be gained from considering results for all children of a given age.

Figure 3 compares pass rates on Uwezo tests (2013) for all children aged 10-16 in each country. As we have found in previous rounds, there are substantial differences between Kenya, Tanzania and Uganda. Based on the round 4 data, the average Kenyan child outperforms the average Tanzanian and Ugandan child by a notable margin. Compared to their Tanzanian counterparts, approximately 15% more Kenyan children are able to pass both tests. And nearly 30% more Kenyan children are able to pass both tests in comparison to Ugandan children. Thus, on average, just over one out of three Ugandan children aged 10-16 achieve the numeracy and literacy skills expected at a Standard 2 level. This compares to around two out of three Kenyan children and half of Tanzanian children of the same age.

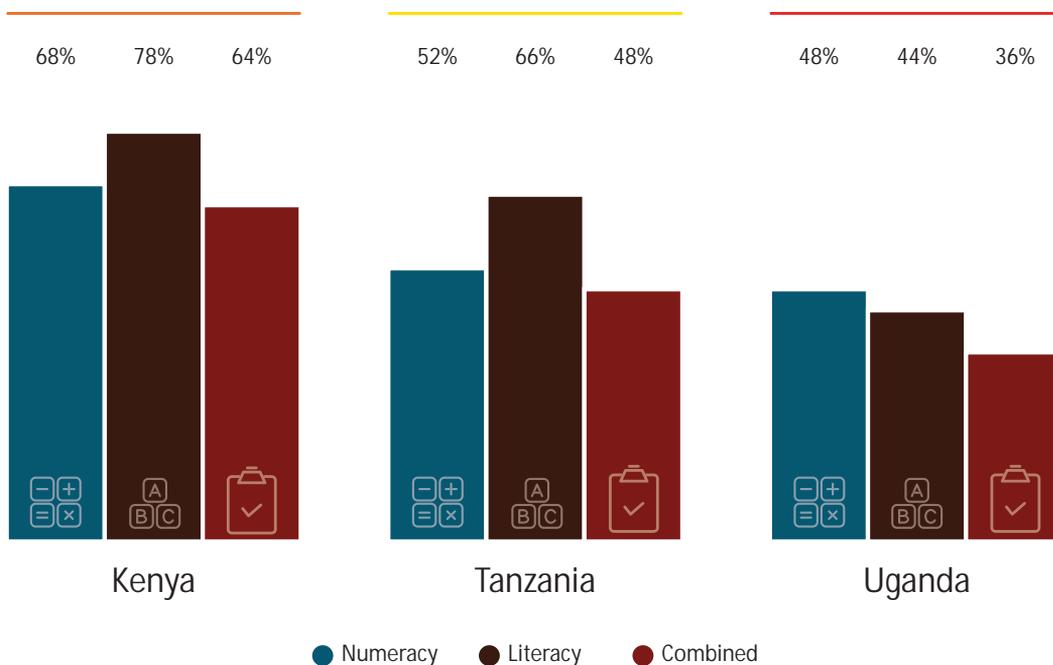


FIGURE 3
Test pass rates for children aged 10-16, by country

NOTES: "combined" refers to passes on both the numeracy test and at least one of the literacy tests included in the survey. SOURCE: calculated from Uwezo 2013 data.

FACT 4: THERE ARE LARGE DIFFERENCES IN PASS RATES AMONG DISTRICTS WITHIN INDIVIDUAL COUNTRIES.

To understand differences in pass rates within each country, it is helpful to make comparisons between administrative districts. To do so, we rank districts based on the proportion of children aged 10-16 (both in and out of school) that can pass *both* the literacy and numeracy tests. When we undertake the ranking exercise for the region as a whole (i.e. taking the three countries together) a clear pattern emerges. As illustrated in Figure 4, we find that Kenyan districts dominate the upper ranks (42 of the 50 top districts), Tanzanian districts are largely found in the middle ranks, and Ugandan districts populate the lower ranks. For instance, the ‘best’ Ugandan district (Kampala) is found at 82nd position of the 366 districts assessed; and the fifth best Ugandan district is found at rank 210. This underlines the systematic nature of between-country differences in learning.

We recognize that this district ranking is a relatively crude exercise. However, two further points demand attention. First, within each country there are large differences between the best and worst districts. This is illustrated in the figure by the span (range) of the density curves. The difference in the mean pass rate between the top and bottom districts is equal to nearly 70% in Kenya, 65% in Tanzania and 51% in Uganda. For Kenya, this means that 70% more children aged 10-16 are able to pass the tests in the best performing districts versus the worst. This points to a much larger variation in learning outcomes in Kenya, compared to less variation (but lower scores) in Uganda. Second, many of the bottom districts in each country are those that are furthest from the capital city. This indicates that there may be some systematic, shared factors in these areas that influence poor learner achievement, such as issues with the recruitment and retention of high quality teachers, and government monitoring of outcomes.

The full ranking of districts is found in Appendix B.

District Rank

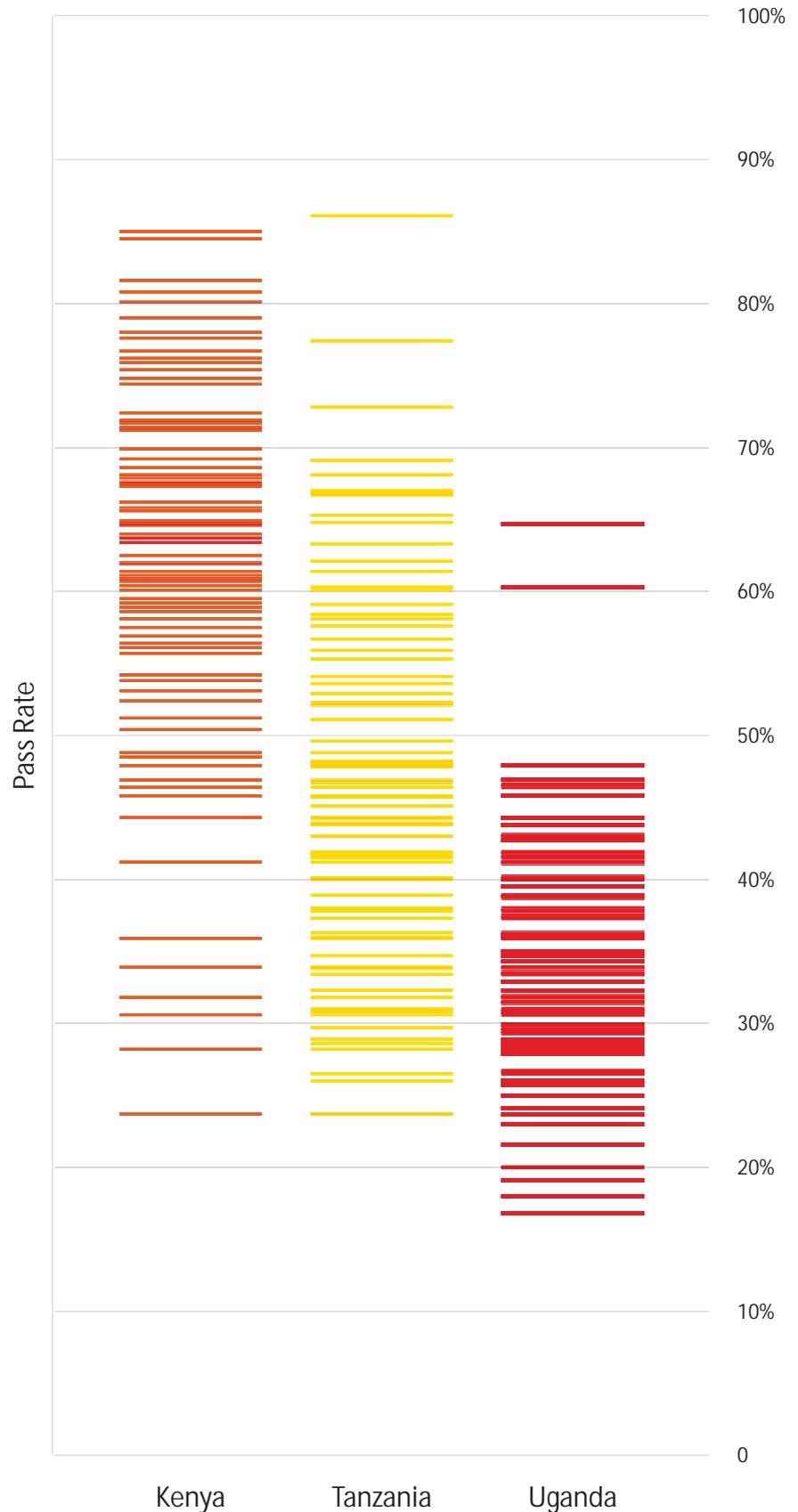


FIGURE 4

Ordered bar chart of district-level test pass rates for children aged 10-16

NOTES: district ranks run from 1 (best) to 366 (worst) and are colour coded by country. SOURCE: calculated from Uwezo 2013 data.

FACT 5: CHILDREN FROM POORER HOUSEHOLDS CONSISTENTLY SHOW LOWER LEARNING LEVELS.

An alternative means of comparing learning outcomes within and between countries is to analyse results for children from different backgrounds. To do so, households in the survey were categorized into three socio-economic groups according to a number of basic criteria – namely the durable assets owned (TV, radio, telephone), whether they have access to electricity and/or clean

water, and whether they own any one means of transport (bicycle, car, motorbike). A combination of these criteria yields six dimensions depending on the quantities and type of assets owned. Ultra-poor households are those deprived on all six dimensions; and poor households are deprived on four or five dimensions. Non-poor households are deprived in three or less of the dimensions. Whilst this categorization is crude, it points to large differences across the groups in terms of literacy and numeracy skills (Figure 5).

Figure 5 shows that the proportion of children passing both the literacy and numeracy tests in non-poor households in each country is around 20 percentage points above the pass rate of children in ultra-poor households. The gap between non-poor and ultra-poor households is largest in absolute terms in Kenya (26 percentage points), and lowest in Tanzania (16 percentage points). Note, however, that ultra-poor households in Kenya, on average, outperform non-poor households in Uganda.

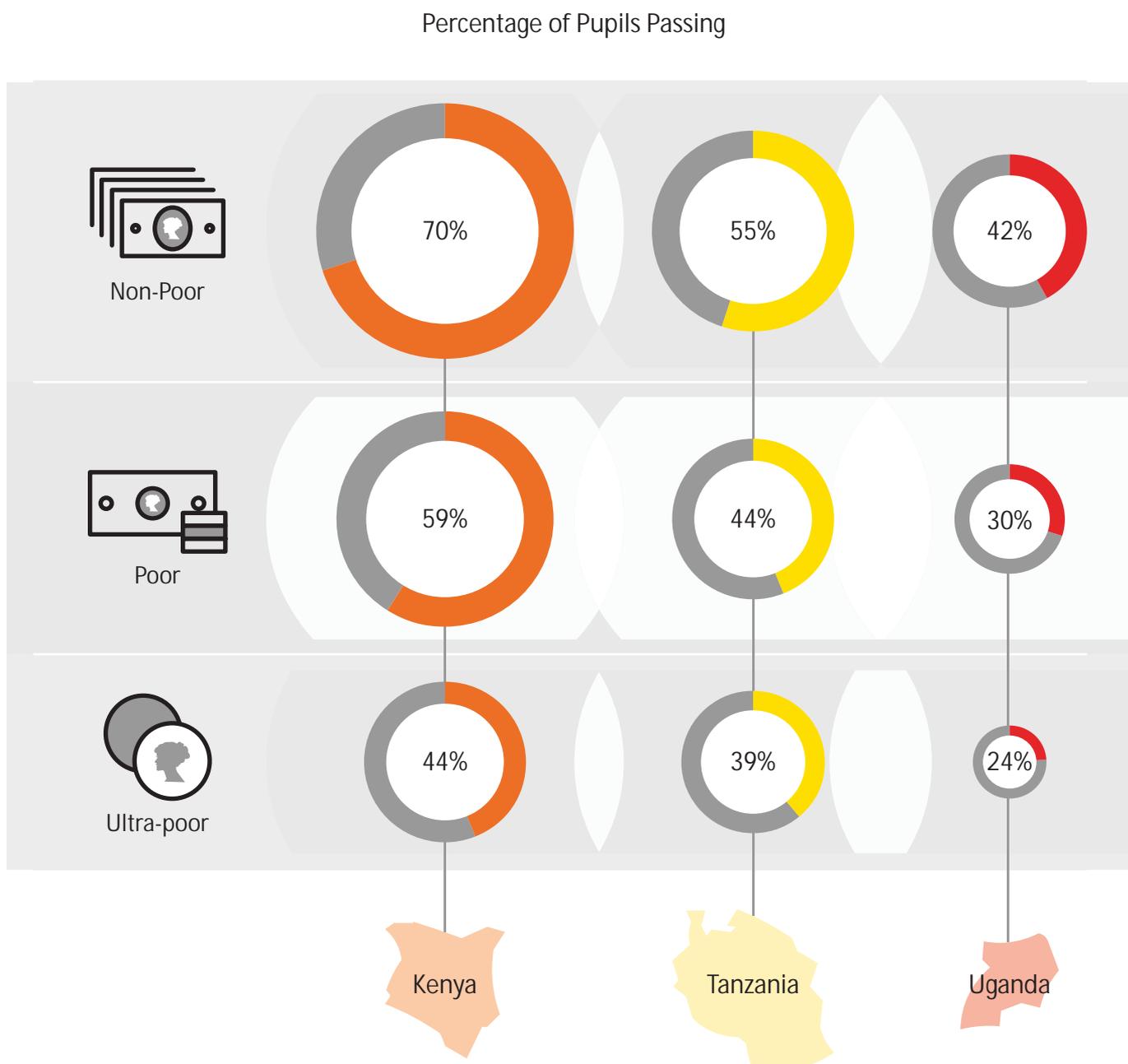


FIGURE 5
Average pass rates on both the literacy and numeracy tests by household socio-economic status, all children aged 10-16

SOURCE: calculated from Uwezo 2013 data.

4. UWEZO ROUNDS 1-4: TRENDS IN LEARNING

THE UWEZO SURVEYS ARE REPRESENTATIVE AT REGIONAL AND NATIONAL LEVELS (DESPITE SOME SAMPLING DIFFERENCES BETWEEN THE ROUNDS). WITH FOUR ROUNDS COMPLETE (DENOTED HERE BY THE NUMBERS 1 THROUGH 4), THIS PERMITS MEANINGFUL ANALYSIS OF TRENDS OVER TIME.

FACT 1: TRENDS IN ENROLMENT HAVE BEEN STABLE ACROSS THE REGION SINCE 2009/10.

Figure 7 plots the share of children enrolled in school for the region as a whole and for each country. As we can see, there is no clear evidence of any upward or downward trend in any case. Although enrolment rates in Tanzania do appear to have fallen, it should be noted that the survey in Round 1 was not comprehensive and excluded a number of regions (districts). Overall, the reported enrolment differences between the years by country are not statistically significant and we should treat these differences as zero.

FIGURE 6
Average rates of enrolment, by survey round and country (all children)

NOTES: enrolment refers to either primary or secondary schooling, not pre-school.

SOURCE: calculated with data from Uwezo survey rounds 1-4.

FIGURE 7
Average rates of enrolment, by survey round (all children)

NOTES: enrolment refers to either primary or secondary schooling, not pre-school.

SOURCE: calculated with data from Uwezo survey rounds 1-4.

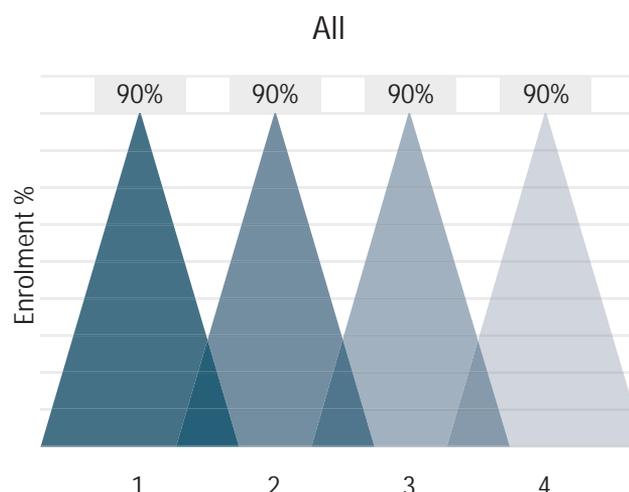
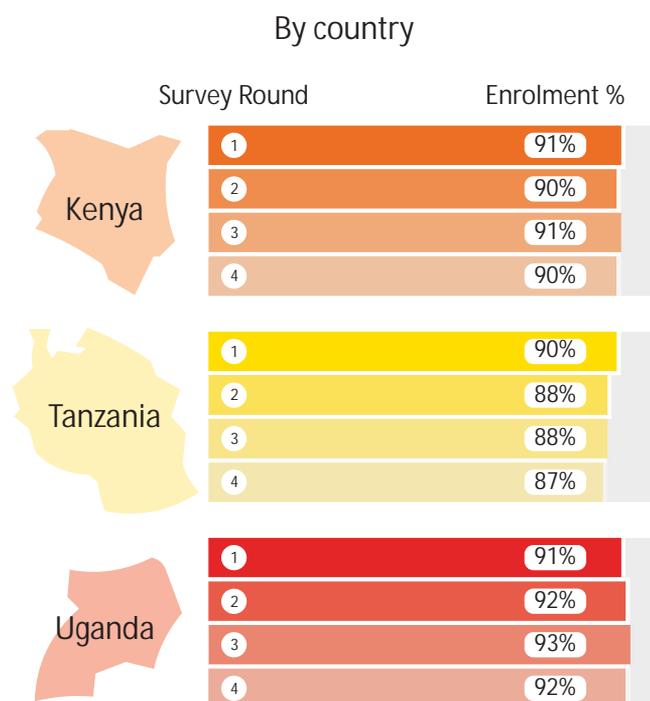
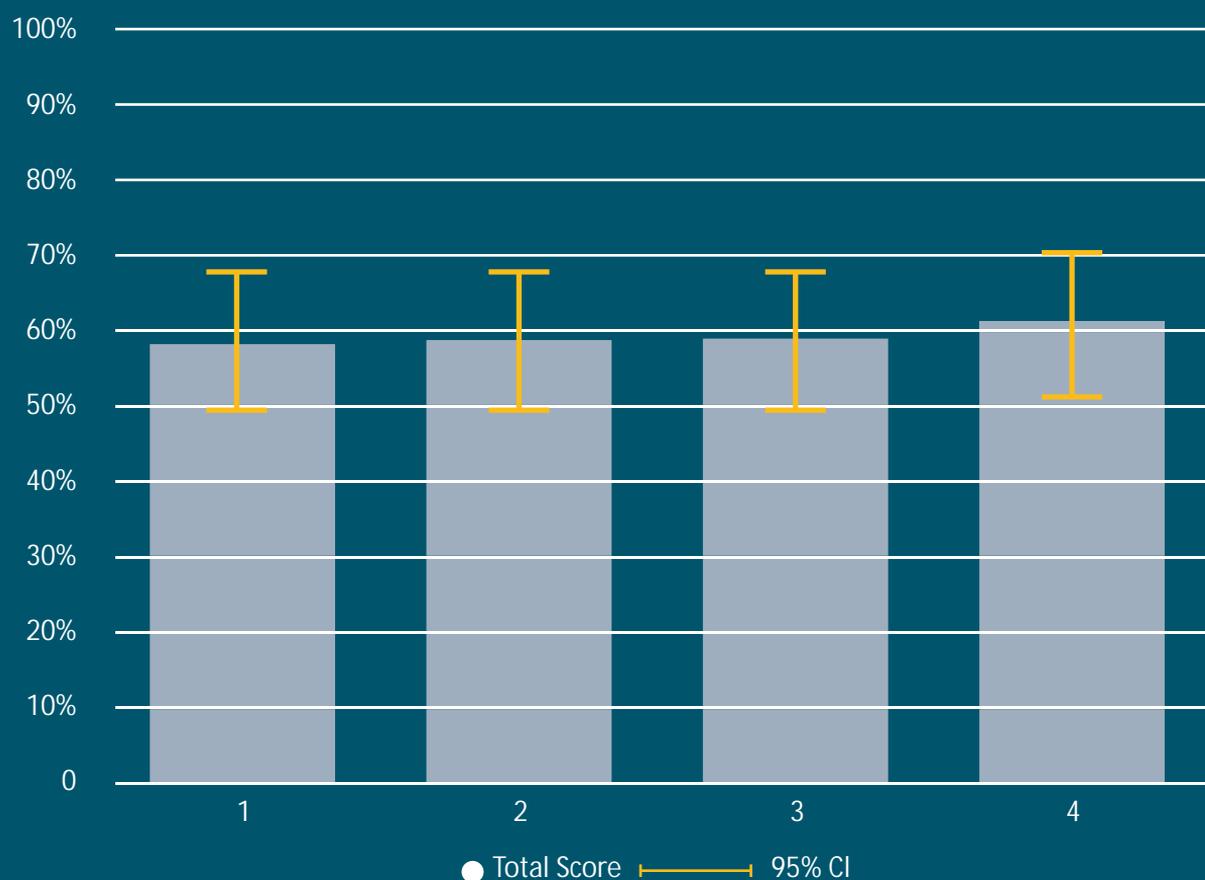


FIGURE 8
Average total scores in %
for East Africa, by survey
round (all children)

SOURCE: calculated with
data from Uwezo survey
rounds 1-4.



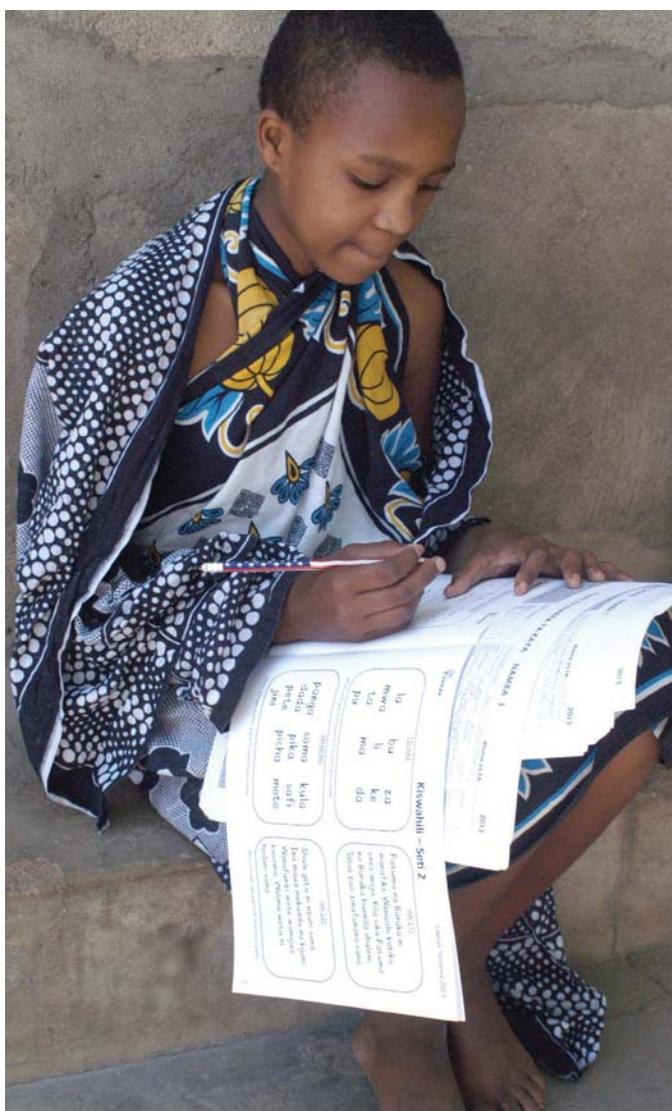
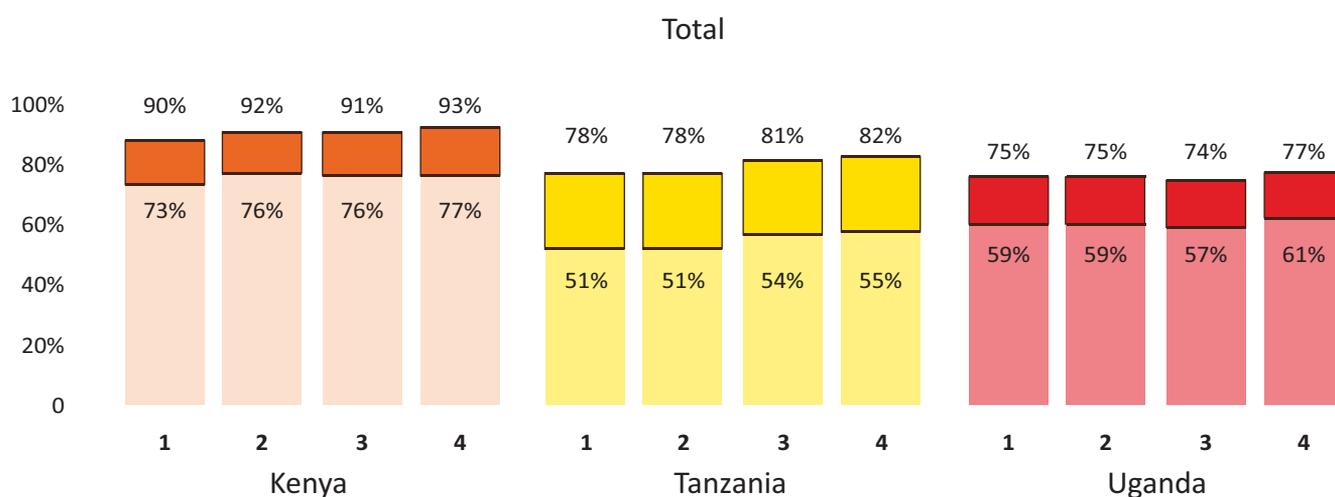
FACT 2: TRENDS IN TEST SCORES HAVE BEEN STABLE ACROSS THE REGION SINCE 2009/10

The evidence from four rounds of data collection is clear: there have been no appreciable, systematic changes in learning outcomes since 2010 across the three countries. Figure 8 summarises the mean overall or total test score (in percentage points) for the region across survey rounds for all the assessed children (6-16 years in Kenya and Uganda, and 7-16 years in Tanzania). In each country the total score is calculated as the sum of all individual

literacy and numeracy item scores. In order to make maximum use of information available from the Uwezo tests, this includes the comprehension questions but excludes the local language test in Uganda, due to the large numbers of missing observations. To assist comparison between countries, test scores are stated as percentages - i.e., they are equal to 100 times the raw score divided by the maximum.

Figure 8 includes 95% confidence intervals around the total (plotted by the range bar in red), which take into account uncertainty arising from differences in test difficulties

between rounds within each country. That is, they indicate the range in which the East Africa wide score would be found if all kids were tested with the same test. For any given year the mean test score (given by the height of the bar) lies squarely in the confidence interval from the other years (given by the red range bars). Whilst these intervals are conservative they remain fairly large due to the small number of items included in each test, as well as due to the relatively large changes in mean scores observed in certain countries between years.



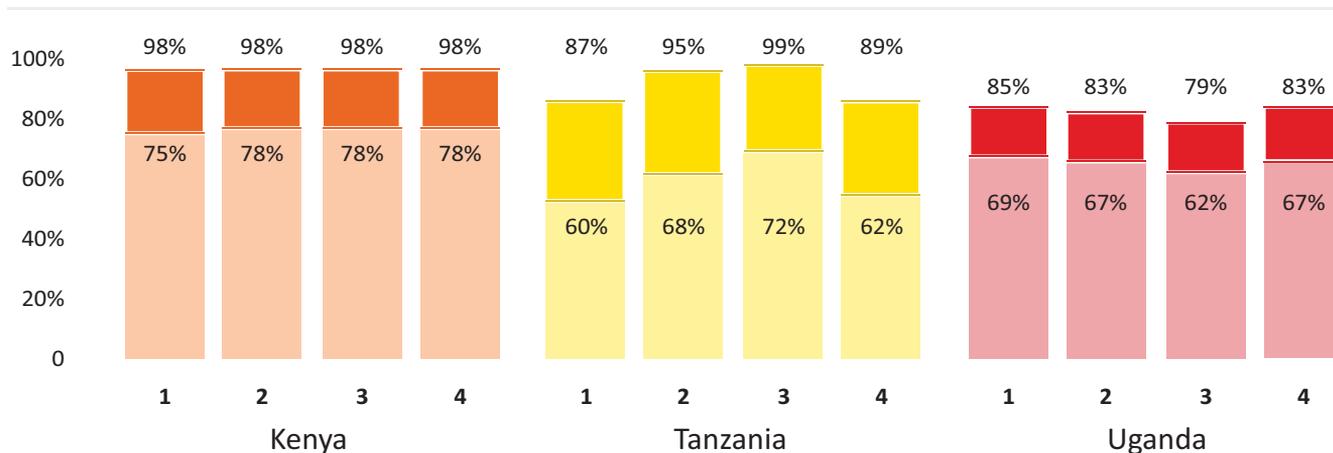
FACT 3: THERE IS NO EVIDENCE OF SYSTEMATIC CHANGES IN LEARNING OUTCOMES IN ANY INDIVIDUAL EAST AFRICAN COUNTRY SINCE 2009/10. THIS REFERS TO THE OVERALL TEST SCORE AS WELL AS SUBJECT-SPECIFIC SCORES.

Figure 9 considers country-specific trends in the total score, as well as subject-specific scores. The total score is calculated as before (Figure 8); subject-specific scores are simply the sub-components of this total. In all cases, scores are converted to percentage points. For better comparability, the sample here is restricted to children aged 10-16, whether enrolled or not. This cohort should have completed at least two years of schooling if they had enrolled in school at the correct starting age.

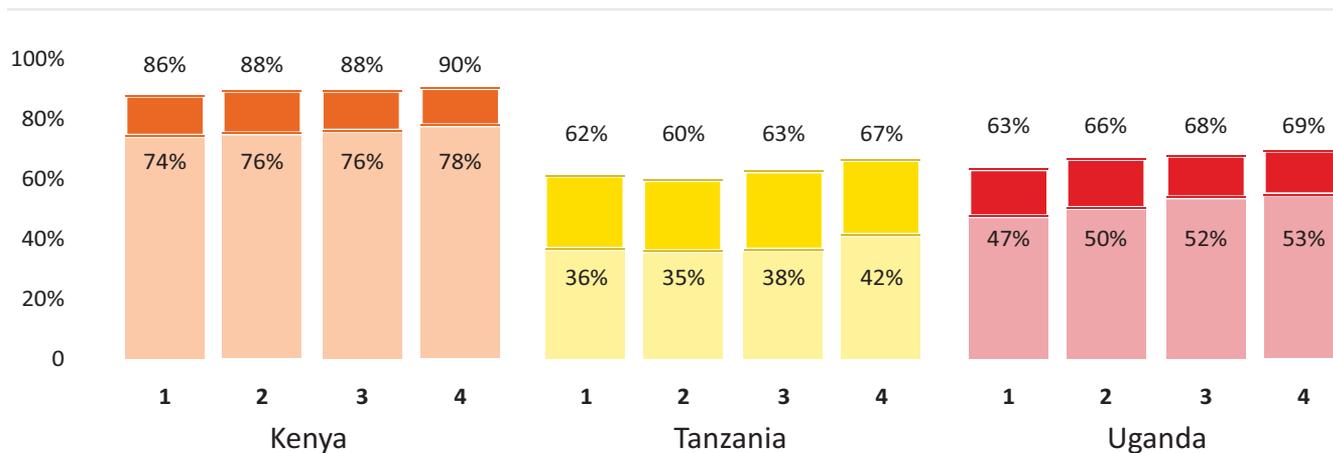
Again, the results appear stable over time. Once one takes into account the uncertainty in test scores associated with using different test forms in each year, it appears there has been no significant improvement or deterioration in learning over time. This holds in each country for the total score, as well as the subject-specific scores. Put differently, whilst we *do* observe some differences in results across rounds (e.g. mathematics in Tanzania), we cannot dismiss the conclusion that this simply reflects differences in the test forms rather than genuine changes in learning outcomes.

Despite the absence of clear trends in learning, the figures do reinforce the finding of large between-country differences. For example, we note that English literacy skills are systematically poorer (worse) than numeracy skills in *both* Tanzania and Uganda among 10-16 year olds. However, this is not the case in Kenya. (This finding can be seen in Figure 9).

Numeracy



English



Kiswahili

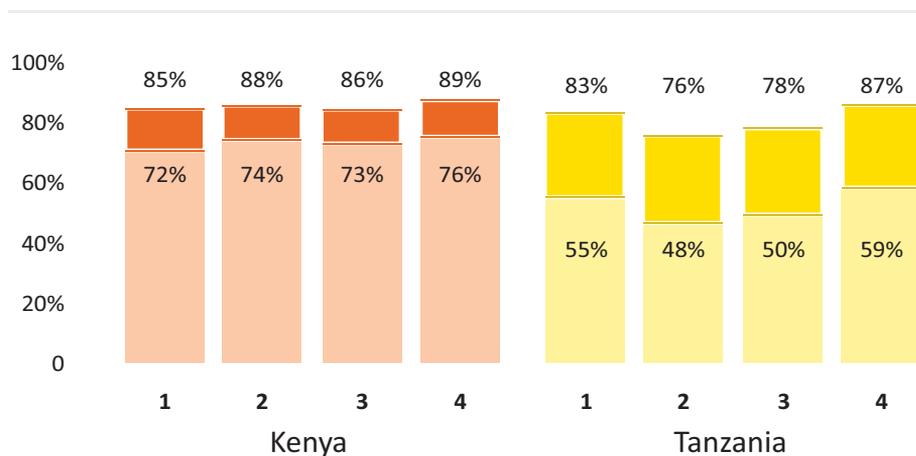


FIGURE 9
Average total scores in % (page 11) and average scores in % by subject (page 12) for Kenya, Tanzania and Uganda (children 10-16)

SOURCE: calculated with data from Uwezo survey rounds 1-4.

5. PROGRESS AGAINST THE 2015 EDUCATION FOR ALL GOALS

GOAL	DEFINITION	METRIC(S) DERIVED FROM UWEZO DATA
1	Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.	Share of children who have attended preschool.
2	Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.	(a) Share of children of primary school age who are enrolled [net enrolment rate]. (b) Years of completed schooling. [e.g. a child attending Standard 2 has completed one year/grade]. (c) Gap between expected and actual years of completed schooling.
3	Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.	Not possible.
4	Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.	Not possible.
5	Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.	(a) Number of girls enrolled in school for every 100 boys [gender parity/access]. (b) Average difference between girls and boys on total test scores, calculated by age and district [gender equality/achievement].
6	Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.	(a) Share of children able to pass Standard 2 level literacy and numeracy tests (both) [quality]. (b) Share of children able to correctly answer a 'bonus' general knowledge question [life skills].

TABLE 2 Summary of Education for All goals and quantification

The Education for All goals were launched at the 2000 World Education Forum in Dakar, Senegal, with a 2015 deadline for achievement. While the latest set of Uwezo data pertains to 2013, it is timely to assess progress against the goals. Table 2 shows the six Education for All goals and the associated metrics that can be derived from the Uwezo surveys. In some cases individual goals incorporate a number of sub-goals (e.g. Goals 2, 5 and 6). For instance, Goal 5 refers to gender parity in access to education and equality in terms of learning outcomes. As a consequence, we have identified separate sub-metrics where relevant.

There are certain goals for which Uwezo data cannot shed light – namely Goals 3 and 4, both of which refer to adult learning outcomes.

Table 3 provides a summary of results according to the metrics proposed in Table 2, distinguished by country and survey round.

Selected results are also illustrated in Figure 12. In all cases, we restrict the analysis to all children aged 10-16 by country, regardless of their enrolment status (as before).

With respect to **Goal 1**, we note that access to preschool education is far from universal. Less than half of all children in either Tanzania or Uganda report to have attended any form of preschool. Moreover, the share is much lower among the poorest households (i.e. those who we define as the “ultra-poor”; see Fact 5), who are more likely to be in rural locations where the costs of providing (central) public services tend to be higher. In all countries, the share of children from ultra-poor households attending preschool is at least 10 percentage points lower than that of children from non-poor households. In Uganda, less than 1 out of 4 children from ultra-poor households reports to have attended preschool. The share in Kenya is substantially higher – 2 out of 3 Kenyan children from ultra-poor households report to have attended preschool, which is

significantly higher than the corresponding share of Tanzania and Ugandan children from non-poor households. This is evidently an area for policy attention.

Goal 2 refers to access to a full, free primary education. In all three countries official fees for primary schooling have been abolished. Nonetheless, we note that a minority of children of primary school age remain out of school. This situation is most acute in Tanzania where around 10% of eligible children have either never attended or have dropped out. We also find that in all countries more than 1 in 10 eligible children from ultra-poor households remain out of school. Furthermore, as indicated by metrics 2b and 2c, we find that many children progress through the school system slowly. On average, children aged 10-16 in all three countries have completed around 2-3 years fewer school grades than would be expected if they entered primary school at the official starting age and progressed ‘normally’ (i.e. passing from one grade to the next each

TABLE 3
Progress against Education for All goals, by country and survey round

GOAL	METRIC	KENYA			TANZANIA			UGANDA		
		2	3	4	2	3	4	2	3	4
1	EARLY CHILDHOOD EDUCATION	-	-	79.9	-	-	44.8	-	-	39.7
2A	NET ENROLLMENT	96.1	96.5	94.5	91.7	92.7	90.5	97.1	97.5	95.9
2B	YEARS OF SCHOOL COMPLETED	4.7	4.8	4.7	4.1	4.2	3.9	3.8	3.8	3.2
2C	SCHOOLING GAP	2.0	2.0	2.0	1.7	1.5	1.9	3.0	2.9	3.5
5A	GENDER PARITY	100.0	99.7	100.0	100.8	100.5	101.7	99.4	99.8	100.4
5B	LEARNING OUTCOMES BY GENDER	2.2	2.3	2.3	2.4	2.2	2.4	1.8	0.8	1.8
6A	LITERACY AND NUMERACY	64.8	63.4	63.7	48.3	49.9	48.4	36.4	37.9	35.8
6B	GENERAL KNOWLEDGE	94.7	95.1	96.7	89.8	63.5	90.2	63.5	88.7	94.6

year). Note that this is not driven by access – Tanzania has the lowest ‘gap’ (metric 2c) but also the lowest access rates. The point is that, aside from access challenges, primary school systems in the region are not effective in assuring timely completion (for further discussion see Jones et al., 2014).

Goal 5 addresses gender disparities. Here we come to a more positive evaluation. In terms of both access and learning outcomes, there are essentially no material differences between boys and girls. This conclusion holds regardless of household socio-economic status. However, this is only a countrywide ‘average’ result and thus may mask substantial local differences (positive and negative).

Goal 6 refers to quality of learning outcomes. As before, we find that such outcomes leave much to be desired as many children aged 10-16 (enrolled above Standard 2) are not able to achieve basic reading and literacy competencies. At the same time, answers to general knowledge ‘bonus’ questions⁸ – not analysed above – yield a more favourable impression. While results vary across survey rounds, reflecting differences in questions, in all three countries we find that more than 90% of children aged 10-16 are able to pass at least one bonus question in one of the survey rounds. Whether this information is learnt in school is impossible to judge, but it does suggest that children are gaining important life skills including knowledge of the wider society in which they live.

The question on the number of years children in primary school had attended pre-school was only included in Round 4.

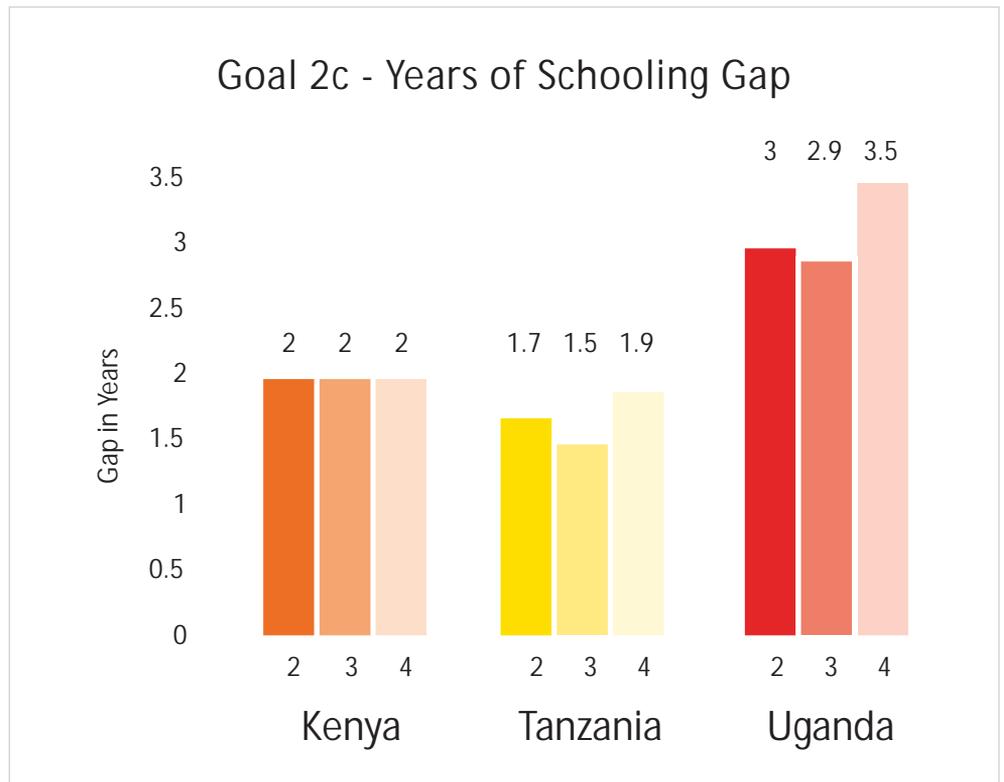
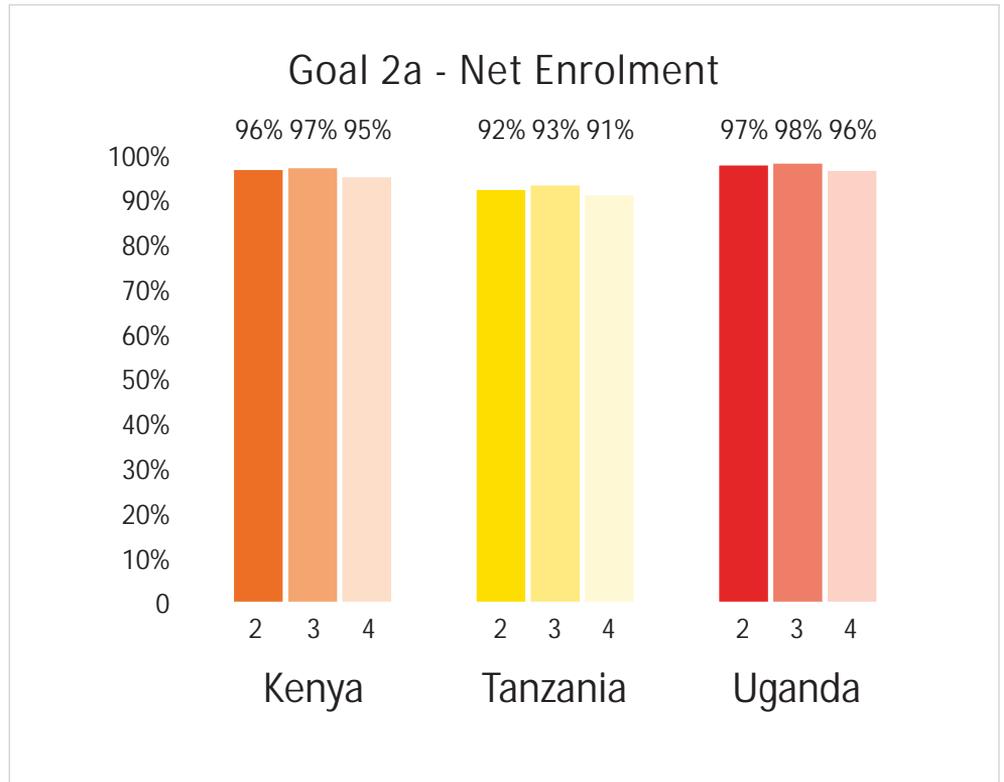
⁸ In all three countries and for each round, a general knowledge question is posed, which seeks knowledge that even children not attending school should access. For instance in 2013, children were asked to identify three wild animals from pictures in Tanzania, and name parts of a tree in Kenya. The child answers in their preferred language, and orally.



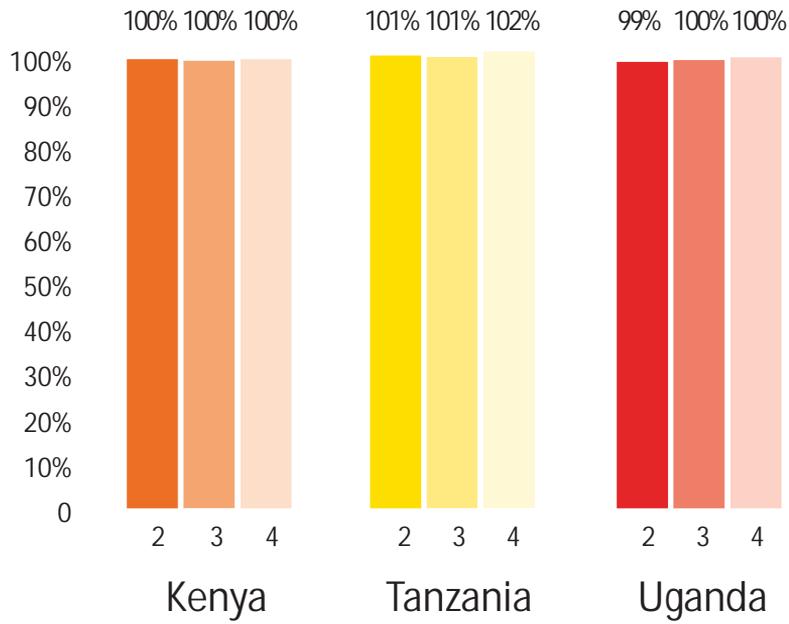
FIGURE 12

Outcome measures for selected Education for All goals, by country and survey round (children 10-16)

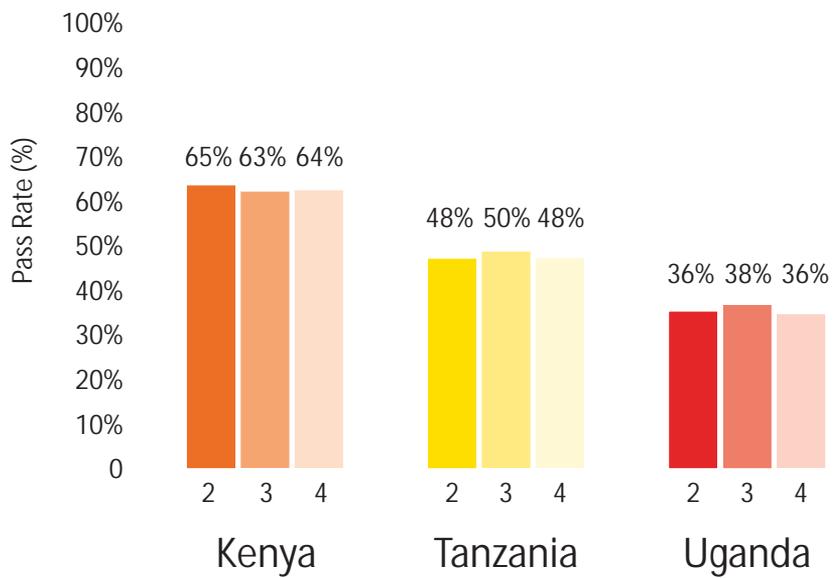
SOURCE: calculated with data from Uwezo survey rounds 2-4. Round 1 is excluded because of the difference in scale with the other rounds. .

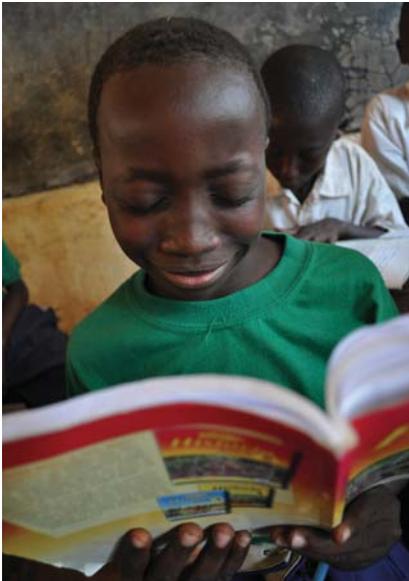


Goal 5a - Gender Parity



Goal 6a - Education Quality





6. CONCLUSION

This report summarises the main findings from the 2013 Uwezo assessment, undertaken in Kenya, Mainland Tanzania and Uganda. With coverage of virtually all districts in these countries, as well as large sample sizes within each district, the Uwezo surveys represent an extremely rich source of information to monitor trends in learning and to compare such outcomes both within and between countries across the region.

The Uwezo 2013 results are consistent with those of the previous rounds. As before, we find that many children attending school are not learning basic skills within the first few years of education. Moreover, a substantial proportion of children in their final years of primary school still have not fully mastered Standard 2 level competencies. In sum, the education system continues to fail many of our children.

As the previous survey rounds showed, there are considerable differences between and within the three countries. Critically, Ugandan children perform least well on the tests on average; and the English skills of Tanzanian children are particularly weak. We also find large differences in learning outcomes between districts as well as between socio-economic groups within the three countries. Overall, learning inequalities (among districts and schools) are highest in Kenya and lowest in Uganda, while inequalities along socio-economic status are again highest in Kenya but lowest in Tanzania. This indicates that, despite a commitment to universal primary education, disparities in educational opportunities remain.

Considering the results from different rounds of the Uwezo surveys, there is little evidence of large changes in learning outcomes. This is reinforced once we take due account of non-sample differences. Simply put, we cannot robustly identify any changes over time in learning outcomes. Evidently, inequalities have also persisted over time, with children of urban and wealthier households consistently performing better than their counterparts from rural and poorer households.

The evidence presented in this report demonstrates that the Education for All (EFA) targets set during the World Education Forum in 2000 in Dakar have not been met in Kenya, Uganda and Tanzania. East Africa is facing an education crisis with thousands of children passing through the primary education system without mastering even the most basic skills. Each of the countries must wake up to this reality, and ensure that every child attending school today learns. Put more starkly, we have failed to live up to our promises to our children and we need to review and rectify unless we want to find ourselves reading these same sentences in another fifteen years.

As Twaweza, we will continue to play our part. The Uwezo assessment will be conducted annually to monitor progress in learning and supply evidence to the various players in both intervention and policy spaces. Beyond this however, we have come to recognise that we can play a critical role in curating existing evidence on improving the quality of education and make this available to those responsible for education policy and implementation. Combined with running some small interventions or trials in the three countries, we believe that we can bring new ideas and discourse into the debate on how to ensure quality education for our children.

Over the coming years, this area of work will focus on a number of critical issues in education:

- The lack of learning in schools and the lack of systemic focus on learning outcomes
- Over-ambitious curricula and teaching ahead of students' learning levels
- Teacher motivation, support and accountability
- The limited ability of school leadership and management to ensure that children learn

This marks a new departure for Twaweza. If we can make inroads in these seemingly intractable educational challenges, we are certain that East African children will learn better and faster.

COUNTRY LEVEL FINDINGS

APPENDIX A

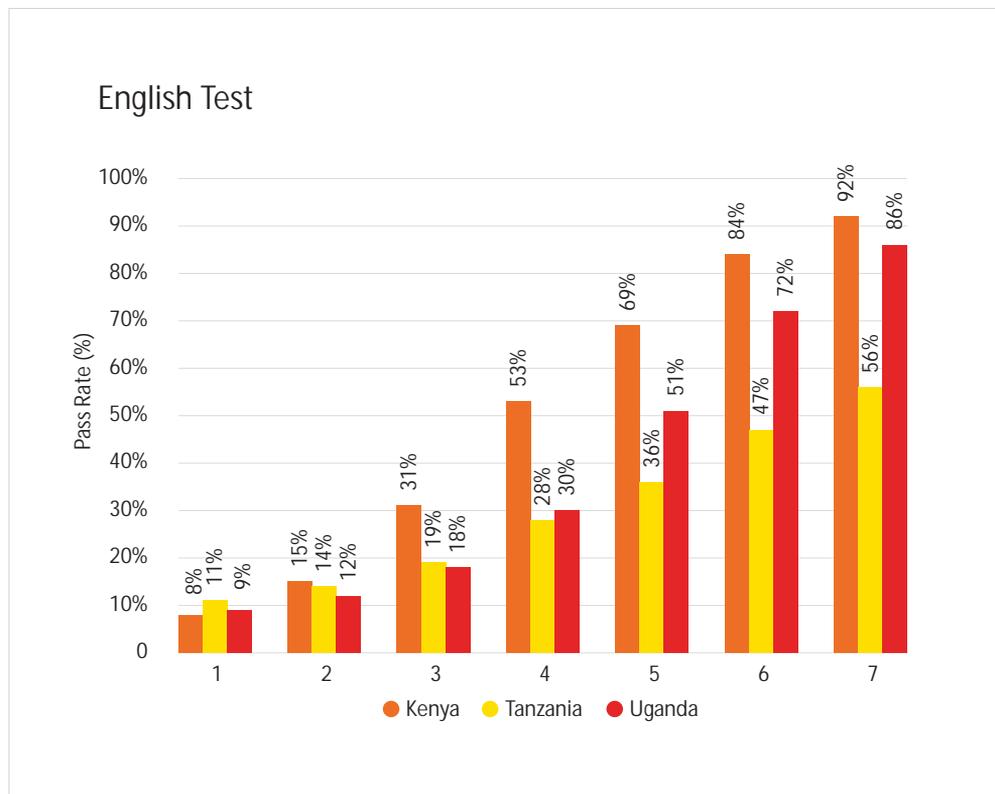
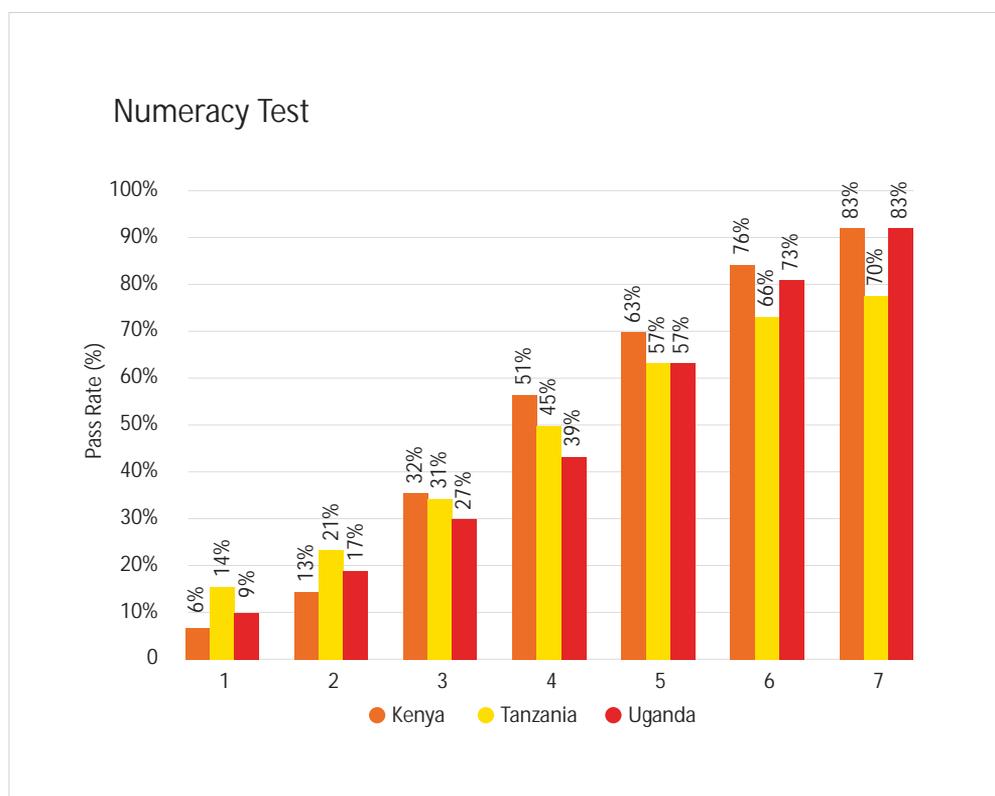
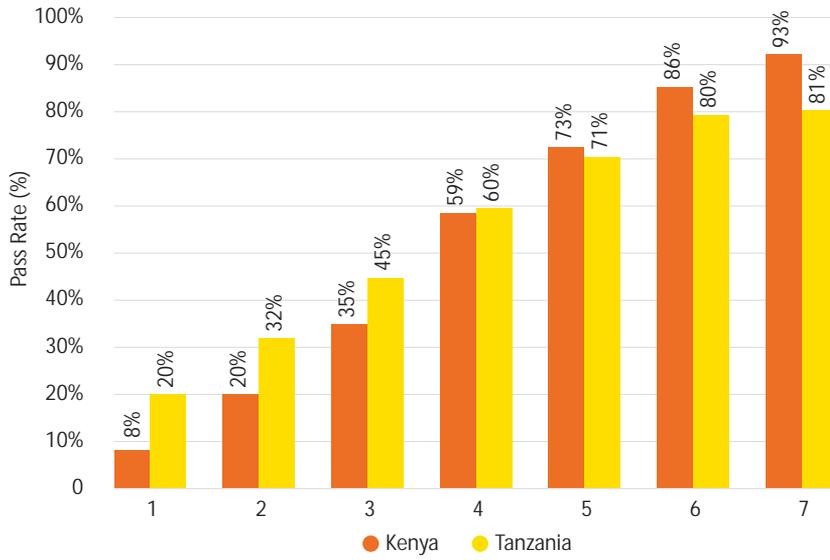


FIGURE A.1
Test score pass rates for individual tests in Kenya, Tanzania and Uganda, by grade in which child is enrolled (1-7)

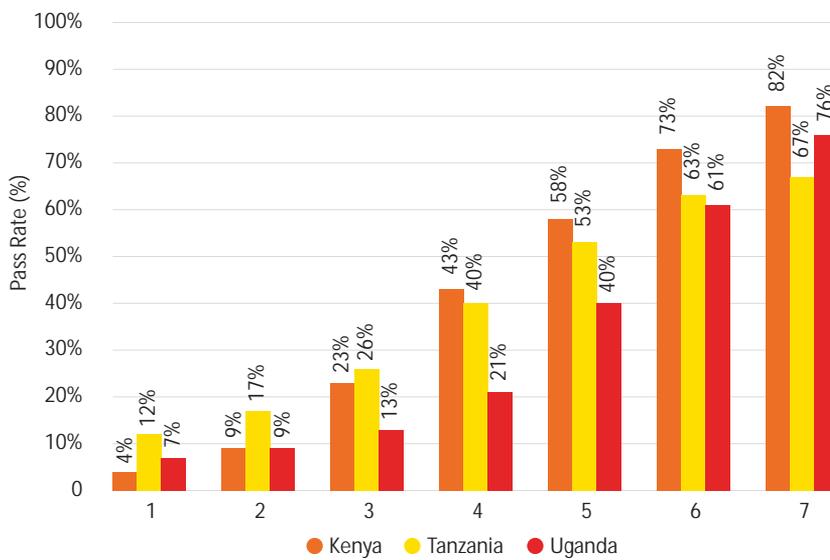
SOURCE: calculated from Uwezo 2013 data.



Swahili Test



Combined



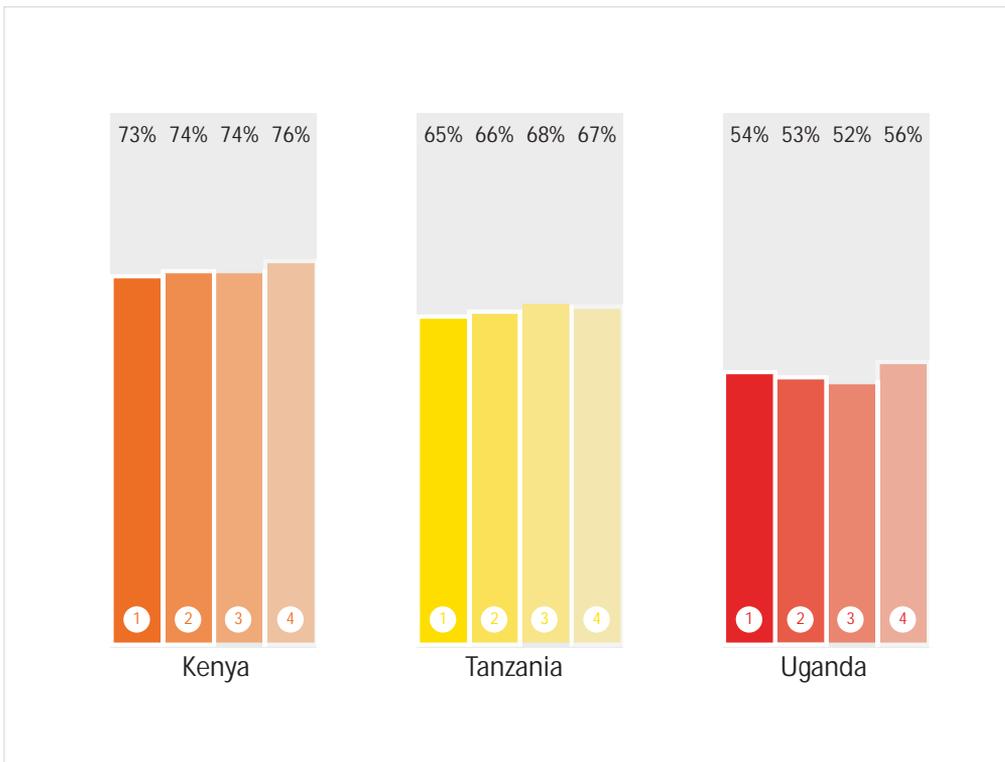
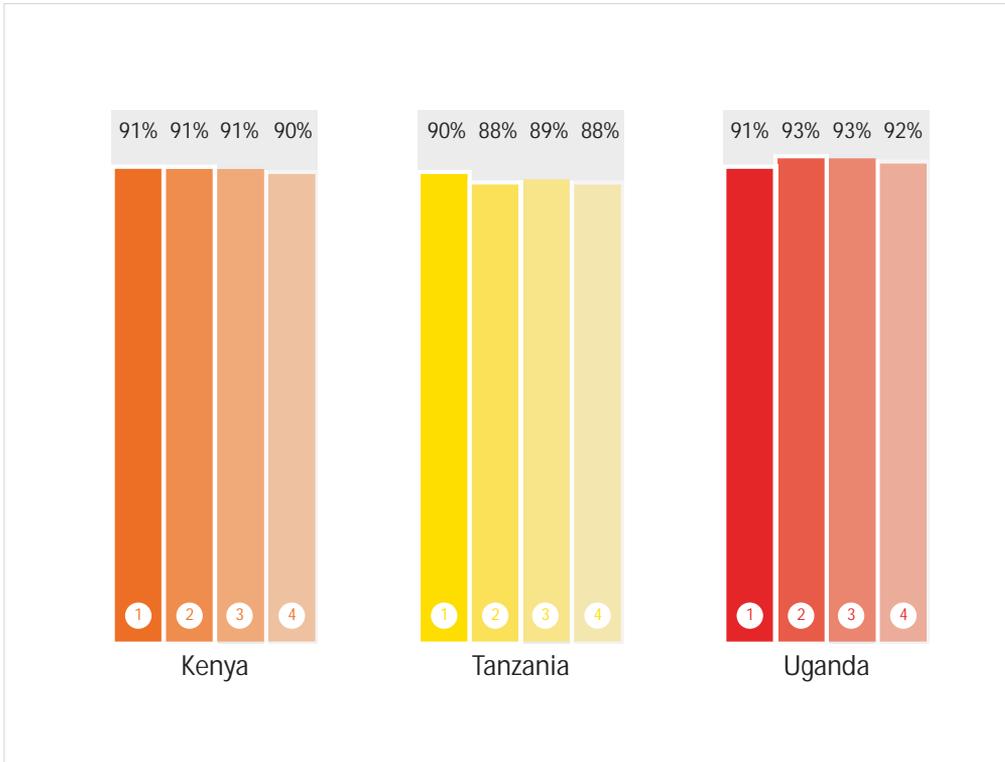


FIGURE A.2
Trends in enrolment (top panel) and combined test score marks (bottom panel) (in %), by country and survey round

SOURCE: calculated from Uwezo rounds 1-4.

SAMPLE TESTS

APPENDIX B

SAMPLE ENGLISH STORY

My name is Mukasa. I am six years old. My school is Kasese Primary school. My first day at school was very good. I got many friends. I played with them. I saw many good things at school. Every child should go to school.

SAMPLE DIVISION TEST

$4 \div 2 =$

$12 \div 3 =$

$6 \div 3 =$

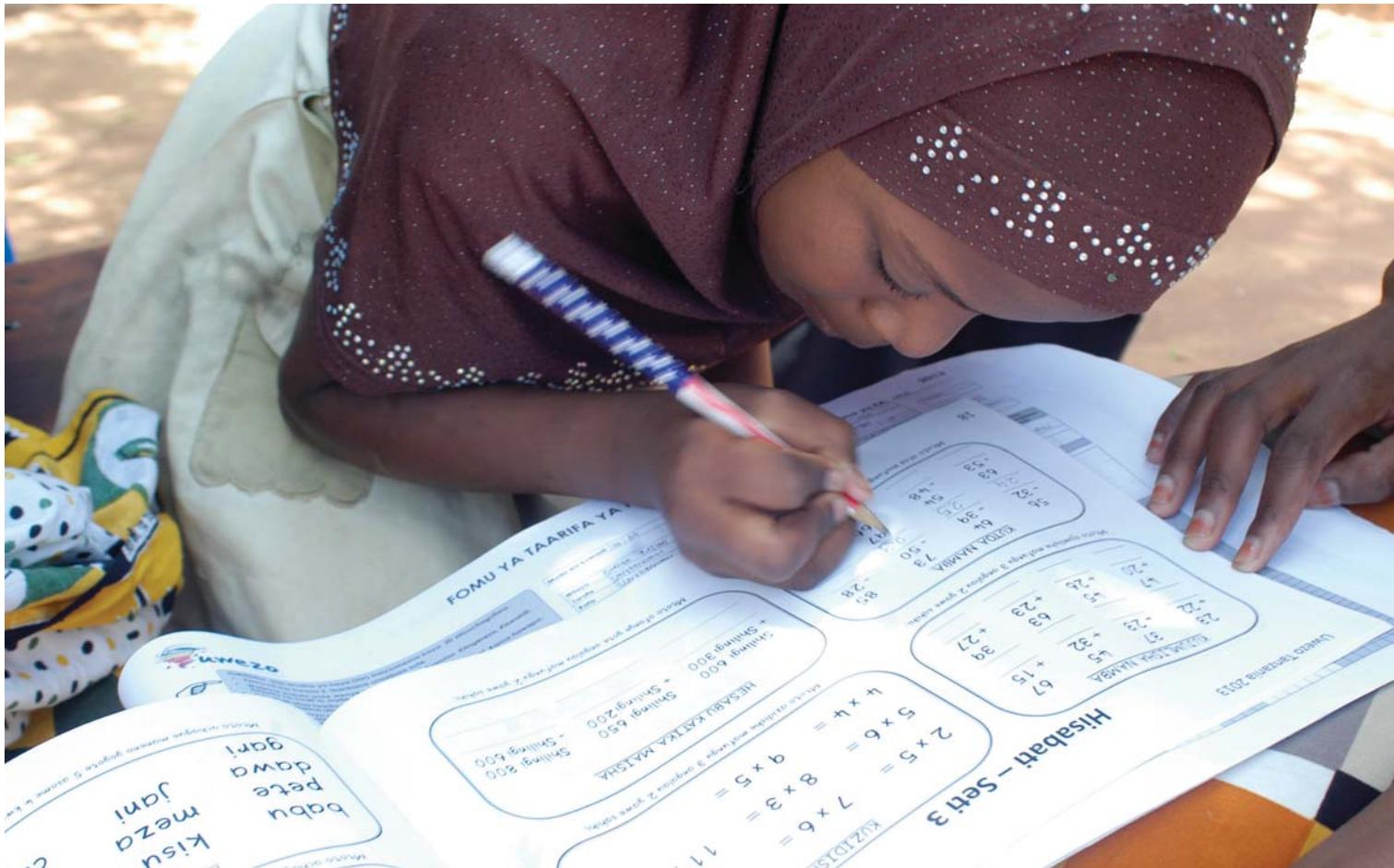
$21 \div 3 =$

$22 \div 2 =$

$9 \div 3 =$

$18 \div 3 =$

$8 \div 2 =$



DISTRICT RANKING,

BY MEAN PASS RATE ON COMBINED TEST FOR ALL CHILDREN AGED 10-16

APPENDIX C

RANK		COUNTRY	DISTRICT	REGION	PASS RATE (%)
REGIONAL	COUNTRY				
1	1	Tanzania	Mbeya Urban	Mbeya	86.1
2	1	Kenya	Gatundu	Central	85.0
3	2	Kenya	Nyeri North	Central	84.7
4	3	Kenya	Nairobi East	Nairobi	84.5
5	4	Kenya	Laikipia East	Rift Valley	82.2
6	5	Kenya	Kiambu	Central	81.6
7	6	Kenya	Lari	Central	81.1
8	7	Kenya	Imenti North	Eastern	80.8
9	8	Kenya	Ruiru	Central	80.2
10	9	Kenya	Tigania	Eastern	80.1
11	10	Kenya	Maara	Eastern	79.9
12	2	Tanzania	Bukoba Urban	Kagera	79.7
13	11	Kenya	Nairobi North	Nairobi	79.0
14	12	Kenya	Limuru	Central	78.1
15	13	Kenya	Thika West	Central	78.0
16	14	Kenya	Naivasha	Rift Valley	77.9
17	15	Kenya	Nairobi West	Nairobi	77.6
18	16	Kenya	Imenti South	Eastern	77.5
19	3	Tanzania	Arusha	Arusha	77.4
20	17	Kenya	Kikuyu	Central	76.7
21	18	Kenya	Makueni	Eastern	76.3
22	19	Kenya	Muranga North	Central	76.2
23	20	Kenya	Marakwet	Rift Valley	76.0
24	21	Kenya	Githunguri	Central	75.9
25	22	Kenya	Nandi North	Rift Valley	75.9
26	4	Tanzania	Morogoro Urban	Morogoro	75.4
27	23	Kenya	Muranga South	Central	75.4
28	24	Kenya	Nyandarua South	Central	75.2
29	25	Kenya	Kajiado North	Rift Valley	74.8
30	26	Kenya	Mbooni	Eastern	74.7
31	27	Kenya	Nakuru	Rift Valley	74.4
32	5	Tanzania	Iringa Urban	Iringa	72.8
33	28	Kenya	Sotik	Rift Valley	72.5
34	29	Kenya	Keiyo	Rift Valley	72.4
35	30	Kenya	Laikipia West	Rift Valley	72.0
36	31	Kenya	Kibwezi	Eastern	71.9
37	32	Kenya	Kitui North	Eastern	71.9
38	33	Kenya	Molo	Rift Valley	71.7
39	34	Kenya	Nyamira	Nyanza	71.6
40	35	Kenya	Mandera East	North Eastern	71.4
41	36	Kenya	Manga	Nyanza	71.3

RANK		COUNTRY	DISTRICT	REGION	PASS RATE (%)
REGIONAL	COUNTRY				
42	37	Kenya	Mbeere	Eastern	71.2
43	38	Kenya	Kericho	Rift Valley	70.5
44	39	Kenya	Kangundo	Eastern	69.9
45	40	Kenya	Borabu	Nyanza	69.6
46	6	Tanzania	Kinondoni	Dar Es Salaam	69.5
47	41	Kenya	Koibatek	Rift Valley	69.2
48	7	Tanzania	Hai	Kilimanjaro	69.1
49	8	Tanzania	Mwanga	Kilimanjaro	68.9
50	42	Kenya	Mwala	Eastern	68.7
51	43	Kenya	Kilindini	Coast	68.6
52	44	Kenya	Nakuru North	Rift Valley	68.6
53	9	Tanzania	Ilemela	Mwanza	68.1
54	45	Kenya	Nandi South	Rift Valley	68.1
55	46	Kenya	Machakos	Eastern	68.1
56	47	Kenya	Eldoret West	Rift Valley	67.9
57	48	Kenya	Taita	Coast	67.8
58	49	Kenya	Kakamega North	Western	67.6
59	50	Kenya	Nzaui	Eastern	67.6
60	51	Kenya	Lamu	Coast	67.5
61	10	Tanzania	Mpanda Mjini	Rukwa	67.4
62	52	Kenya	Igembe	Eastern	67.3
63	53	Kenya	Yatta	Eastern	67.3
64	11	Tanzania	Kilolo	Iringa	67.0
65	12	Tanzania	Kibaha Rural	Pwani	67.0
66	54	Kenya	Embu	Eastern	66.8
67	13	Tanzania	Ilala	Dar Es Salaam	66.8
68	14	Tanzania	Iringa Rural	Iringa	66.8
69	15	Tanzania	Rombo	Kilimanjaro	66.7
70	16	Tanzania	Mtwara Urban	Mtwara	66.6
71	55	Kenya	Nandi Central	Rift Valley	66.2
72	56	Kenya	Meru Central	Eastern	65.8
73	57	Kenya	Kaloleni	Coast	65.8
74	58	Kenya	Trans Nzoia East	Rift Valley	65.7
75	59	Kenya	Bureti	Rift Valley	65.6
76	60	Kenya	Mombasa	Coast	65.4
77	17	Tanzania	Tanga Urban	Tanga	65.3
78	18	Tanzania	Temeke	Dar Es Salaam	65.0
79	61	Kenya	Nandi East	Rift Valley	64.9
80	19	Tanzania	Kyela	Mbeya	64.8
81	62	Kenya	Rongo	Nyanza	64.7
82	1	Uganda	Kampala	Central	64.7
83	63	Kenya	Rarieda	Nyanza	64.7
84	64	Kenya	Nyandarua North	Central	64.6
85	65	Kenya	Kajiado Central	Rift Valley	64.6
86	66	Kenya	Bomet	Rift Valley	64.5
87	20	Tanzania	Shinyanga Urban	Shinyanga	64.2
88	67	Kenya	Bungoma West	Western	64.0
89	68	Kenya	Bondo	Nyanza	63.8

RANK		COUNTRY	DISTRICT	REGION	PASS RATE (%)
REGIONAL	COUNTRY				
90	69	Kenya	Baringo North	Rift Valley	63.7
91	70	Kenya	Kipkelion	Rift Valley	63.7
92	71	Kenya	Kisumu East	Nyanza	63.7
93	72	Kenya	Baringo Central	Rift Valley	63.6
94	73	Kenya	Masaba	Nyanza	63.4
95	74	Kenya	Nyando	Nyanza	63.4
96	75	Kenya	Kakamega South	Western	63.4
97	21	Tanzania	Dodoma Urban	Dodoma	63.3
98	22	Tanzania	Korogwe Urban	Tanga	63.1
99	76	Kenya	Mwingi	Eastern	63.0
100	77	Kenya	Trans Nzoia West	Rift Valley	62.5
101	78	Kenya	Lugari	Western	62.5
102	23	Tanzania	Moshi Urban	Kilimanjaro	62.1
103	79	Kenya	Hamisi	Western	62.0
104	80	Kenya	Gucha	Nyanza	61.9
105	81	Kenya	Meru South	Eastern	61.9
106	24	Tanzania	Arusha Rural	Arusha	61.7
107	82	Kenya	Mutomo	Eastern	61.6
108	25	Tanzania	Kahama	Shinyanga	61.4
109	83	Kenya	Kakamega Central	Western	61.4
110	84	Kenya	Rachuonyo	Nyanza	61.2
111	85	Kenya	Gatanga	Central	61.1
112	86	Kenya	Thika East	Central	60.9
113	87	Kenya	Bungoma East	Western	60.9
114	88	Kenya	Tinderet	Rift Valley	60.8
115	26	Tanzania	Same	Kilimanjaro	60.7
116	89	Kenya	Taveta	Coast	60.7
117	90	Kenya	Mt Elgon	Western	60.7
118	2	Uganda	Mbarara	Western	60.4
119	91	Kenya	Teso North	Western	60.4
120	27	Tanzania	Nyamagana	Mwanza	60.3
121	3	Uganda	Wakiso	Central	60.3
122	92	Kenya	Siaya	Nyanza	60.2
123	28	Tanzania	Moshi Rural	Kilimanjaro	60.2
124	29	Tanzania	Bagamoyo	Pwani	60.1
125	93	Kenya	Vihiga	Western	60.1
126	94	Kenya	Homa Bay	Nyanza	60.0
127	95	Kenya	Emuhaya	Western	59.5
128	96	Kenya	Bunyala	Western	59.4
129	30	Tanzania	Kwimba	Mwanza	59.4
130	97	Kenya	Butere	Western	59.2
131	98	Kenya	Mumias	Western	59.2
132	31	Tanzania	Singida Urban	Singida	59.1
133	99	Kenya	Kakamega East	Western	58.9
134	32	Tanzania	Kigoma Urban	Kigoma	58.8
135	100	Kenya	Kwanza	Rift Valley	58.6
136	101	Kenya	Kisii Central	Nyanza	58.6
137	33	Tanzania	Njombe Mjini	Iringa	58.4

RANK		COUNTRY	DISTRICT	REGION	PASS RATE (%)
REGIONAL	COUNTRY				
138	102	Kenya	Samia	Western	58.3
139	34	Tanzania	Siha	Kilimanjaro	58.3
140	35	Tanzania	Karatu	Arusha	58.1
141	103	Kenya	Eldoret East	Rift Valley	58.1
142	36	Tanzania	Babati Urban	Manyara	57.7
143	37	Tanzania	Ileje	Mbeya	57.6
144	104	Kenya	Narok North	Rift Valley	57.6
145	105	Kenya	Msambweni	Coast	57.5
146	106	Kenya	Marsabit	Eastern	57.3
147	38	Tanzania	Misenyi	Kagera	57.0
148	107	Kenya	Suba	Nyanza	56.9
149	39	Tanzania	Hanang	Manyara	56.7
150	108	Kenya	Kilifi	Coast	56.7
151	40	Tanzania	Kilombero	Morogoro	56.5
152	109	Kenya	Tharaka	Eastern	56.4
153	110	Kenya	Busia	Western	56.2
154	111	Kenya	Pokot Central	Rift Valley	56.1
155	41	Tanzania	Ludewa	Iringa	55.9
156	112	Kenya	Gucha South	Nyanza	55.7
157	113	Kenya	Kisumu West	Nyanza	55.7
158	114	Kenya	Teso South	Western	55.4
159	42	Tanzania	Mbeya Rural	Mbeya	55.4
160	43	Tanzania	Maswa	Shinyanga	55.3
161	115	Kenya	West Pokot	Rift Valley	54.2
162	116	Kenya	Moyale	Eastern	54.2
163	44	Tanzania	Mbinga	Ruvuma	54.1
164	45	Tanzania	Makete	Iringa	54.1
165	46	Tanzania	Songea Urban	Ruvuma	54.0
166	117	Kenya	Wareng	Rift Valley	53.8
167	47	Tanzania	Magu	Mwanza	53.6
168	118	Kenya	Bungoma North	Western	53.2
169	48	Tanzania	Mufindi	Iringa	53.2
170	119	Kenya	Kisii South	Nyanza	53.1
171	49	Tanzania	Rungwe	Mbeya	52.9
172	120	Kenya	Trans Mara	Rift Valley	52.8
173	50	Tanzania	Nanyumbu	Mtwara	52.7
174	121	Kenya	Bungoma South	Western	52.4
175	51	Tanzania	Mafia	Pwani	52.3
176	52	Tanzania	Lushoto	Tanga	52.3
177	53	Tanzania	Monduli	Arusha	52.2
178	54	Tanzania	Korogwe	Tanga	52.2
179	55	Tanzania	Manyoni	Singida	52.1
180	56	Tanzania	Musoma Urban	Mara	51.6
181	122	Kenya	Tana Delta	Coast	51.5
182	123	Kenya	Malindi	Coast	51.2
183	57	Tanzania	Rufiji	Pwani	51.1
184	124	Kenya	Kwale	Coast	50.6
185	125	Kenya	Migori	Nyanza	50.4

RANK		COUNTRY	DISTRICT	REGION	PASS RATE (%)
REGIONAL	COUNTRY				
186	126	Kenya	Wajir North	North Eastern	50.0
187	58	Tanzania	Kilwa	Lindi	49.8
188	59	Tanzania	Mbarali	Mbeya	49.6
189	60	Tanzania	Liwale	Lindi	49.6
190	61	Tanzania	Sumbawanga Urban	Rukwa	48.8
191	127	Kenya	Kirinyaga	Central	48.8
192	62	Tanzania	Chato	Kagera	48.7
193	128	Kenya	Samburu Central	Rift Valley	48.7
194	129	Kenya	Garbatula	Eastern	48.5
195	63	Tanzania	Chamwino	Dodoma	48.2
196	64	Tanzania	Pangani	Tanga	48.2
197	65	Tanzania	Kisarawe	Pwani	48.1
198	130	Kenya	Laikipia North	Rift Valley	48.0
199	131	Kenya	Wajir West	North Eastern	47.9
200	66	Tanzania	Kigoma Rural	Kigoma	47.8
201	67	Tanzania	Bukoba Rural	Kagera	47.8
202	132	Kenya	Kyuso	Eastern	47.6
203	4	Uganda	Jinja	Eastern	47.0
204	133	Kenya	Loitokitok	Rift Valley	46.9
205	68	Tanzania	Ruangwa	Lindi	46.9
206	134	Kenya	Wajir East	North Eastern	46.9
207	69	Tanzania	Mkinga	Tanga	46.8
208	70	Tanzania	Mbulu	Manyara	46.7
209	71	Tanzania	Njombe	Iringa	46.7
210	5	Uganda	Mityana	Central	46.6
211	6	Uganda	Bukwo	Eastern	46.4
212	135	Kenya	Kuria East	Nyanza	46.4
213	7	Uganda	Ibanda	Western	46.4
214	136	Kenya	Turkana Central	Rift Valley	46.3
215	8	Uganda	Bushenyi	Western	46.2
216	137	Kenya	Narok South	Rift Valley	45.8
217	9	Uganda	Kalangala	Central	45.8
218	72	Tanzania	Chunya	Mbeya	45.8
219	73	Tanzania	Mpanda	Rukwa	45.7
220	138	Kenya	Garissa	North Eastern	45.2
221	74	Tanzania	Lindi Urban	Lindi	45.2
222	75	Tanzania	Kibaha Urban	Pwani	45.1
223	10	Uganda	Mukono	Central	44.8
224	76	Tanzania	Tabora Urban	Tabora	44.3
225	139	Kenya	Ijara	North Eastern	44.3
226	77	Tanzania	Singida Rural	Singida	44.2
227	78	Tanzania	Muheza	Tanga	44.0
228	79	Tanzania	Bukombe	Shinyanga	43.9
229	80	Tanzania	Babati Rural	Manyara	43.8
230	81	Tanzania	Bunda	Mara	43.8
231	82	Tanzania	Ukerewe	Mwanza	43.5
232	11	Uganda	Kabale	Western	43.1
233	83	Tanzania	Namtumbo	Ruvuma	43.0

RANK		COUNTRY	DISTRICT	REGION	PASS RATE (%)
REGIONAL	COUNTRY				
234	12	Uganda	Luwero	Central	42.8
235	13	Uganda	Mbale	Eastern	42.7
236	14	Uganda	Mpigi	Central	42.5
237	140	Kenya	Isiolo	Eastern	42.4
238	84	Tanzania	Simanjiro	Manyara	42.0
239	15	Uganda	Kaabong	Nothern	41.9
240	85	Tanzania	Kilosa	Morogoro	41.9
241	86	Tanzania	Sengerema	Mwanza	41.8
242	16	Uganda	Rukungiri	Western	41.8
243	87	Tanzania	Iramba	Singida	41.7
244	88	Tanzania	Meru	Arusha	41.6
245	89	Tanzania	Karagwe	Kagera	41.5
246	141	Kenya	Kinango	Coast	41.2
247	17	Uganda	Kanungu	Western	41.1
248	18	Uganda	Abim	Nothern	40.9
249	90	Tanzania	Newala	Mtwara	40.6
250	19	Uganda	Kasese	Western	40.2
251	91	Tanzania	Nzega	Tabora	40.1
252	92	Tanzania	Mbozi	Mbeya	40.0
253	93	Tanzania	Geita	Mwanza	40.0
254	20	Uganda	Nakaseke	Central	39.7
255	94	Tanzania	Serengeti	Mara	39.6
256	21	Uganda	Masaka	Central	39.5
257	22	Uganda	Kapchorwa	Eastern	39.5
258	23	Uganda	Amolatar	Nothern	39.5
259	24	Uganda	Masindi	Western	39.2
260	95	Tanzania	Lindi Rural	Lindi	38.9
261	25	Uganda	Adjumani	Nothern	38.8
262	26	Uganda	Isingiro	Western	38.7
263	27	Uganda	Nakasongola	Central	38.7
264	96	Tanzania	Bariadi	Shinyanga	38.5
265	97	Tanzania	Tarime	Mara	38.0
266	98	Tanzania	Rorya	Mara	37.9
267	99	Tanzania	Nachingwea	Lindi	37.8
268	100	Tanzania	Urambo	Tabora	37.7
269	28	Uganda	Lyantonde	Central	37.6
270	29	Uganda	Kabarole	Western	37.5
271	30	Uganda	Mubende	Central	37.4
272	101	Tanzania	Masasi	Mtwara	37.3
273	102	Tanzania	Kiteto	Manyara	36.3
274	142	Kenya	Pokot North	Rift Valley	36.3
275	103	Tanzania	Songea Rural	Ruvuma	36.3
276	104	Tanzania	Muleba	Kagera	36.2
277	31	Uganda	Buliisa	Western	36.2
278	105	Tanzania	Kongwa	Dodoma	36.0
279	143	Kenya	Kuria West	Nyanza	35.9
280	32	Uganda	Sironko	Eastern	35.8
281	33	Uganda	Ntungamo	Western	35.0

RANK		COUNTRY	DISTRICT	REGION	PASS RATE (%)
REGIONAL	COUNTRY				
282	34	Uganda	Soroti	Eastern	35.0
283	106	Tanzania	Ngara	Kagera	34.8
284	107	Tanzania	Tunduru	Ruvuma	34.7
285	108	Tanzania	Mpwapwa	Dodoma	34.6
286	144	Kenya	Tana River	Coast	34.4
287	35	Uganda	Arua	Nothern	34.3
288	36	Uganda	Kiboga	Central	34.0
289	145	Kenya	East Pokot	Rift Valley	33.9
290	109	Tanzania	Kondoa	Dodoma	33.8
291	110	Tanzania	Bahi	Dodoma	33.6
292	37	Uganda	Kibaale	Western	33.5
293	111	Tanzania	Kishapu	Shinyanga	33.4
294	38	Uganda	Kisoro	Western	33.1
295	146	Kenya	Turkana South	Rift Valley	32.9
296	39	Uganda	Bundibugyo	Western	32.9
297	112	Tanzania	Ulanga	Morogoro	32.8
298	40	Uganda	Hoima	Western	32.8
299	41	Uganda	Gulu	Nothern	32.3
300	42	Uganda	Pader	Nothern	32.3
301	113	Tanzania	Kibondo	Kigoma	32.3
302	43	Uganda	Iganga	Eastern	31.9
303	147	Kenya	Fafi	North Eastern	31.8
304	44	Uganda	Kyenjojo	Western	31.7
305	45	Uganda	Ssembabule	Central	31.5
306	46	Uganda	Kamuli	Eastern	31.5
307	47	Uganda	Bukedea	Eastern	31.4
308	148	Kenya	Chalbi	Eastern	31.4
309	114	Tanzania	Mvomero	Morogoro	31.2
310	115	Tanzania	Mtwara Rural	Mtwara	31.0
311	116	Tanzania	Shinyanga Rural	Shinyanga	30.9
312	117	Tanzania	Kasulu	Kigoma	30.8
313	118	Tanzania	Meatu	Shinyanga	30.8
314	149	Kenya	Samburu East	Rift Valley	30.6
315	48	Uganda	Kamwenge	Western	30.2
316	49	Uganda	Rakai	Central	29.9
317	50	Uganda	Kayunga	Central	29.9
318	119	Tanzania	Musoma Rural	Mara	29.7
319	51	Uganda	Kumi	Eastern	29.5
320	52	Uganda	Moroto	Nothern	29.5
321	53	Uganda	Amuria	Eastern	29.3
322	54	Uganda	Kiruhura	Western	29.2
323	120	Tanzania	Kilindi	Tanga	28.9
324	121	Tanzania	Missungwi	Mwanza	28.9
325	122	Tanzania	Uyui	Tabora	28.8
326	150	Kenya	Lagdera	North Eastern	28.7
327	55	Uganda	Tororo	Eastern	28.6
328	123	Tanzania	Sikonge	Tabora	28.6
329	56	Uganda	Kaliro	Eastern	28.5

RANK		COUNTRY	DISTRICT	REGION	PASS RATE (%)
REGIONAL	COUNTRY				
330	57	Uganda	Nebbi	Nothern	28.5
331	151	Kenya	Turkana North	Rift Valley	28.2
332	58	Uganda	Buduuda	Eastern	28.1
333	59	Uganda	Kitgum	Nothern	27.9
334	60	Uganda	Koboko	Nothern	27.6
335	152	Kenya	Laisamis	Eastern	26.9
336	124	Tanzania	Igunga	Tabora	26.9
337	61	Uganda	Namutumba	Eastern	26.7
338	125	Tanzania	Nkasi	Rukwa	26.5
339	126	Tanzania	Biharamulo	Kagera	26.4
340	62	Uganda	Lira	Nothern	26.1
341	127	Tanzania	Ngorongoro	Arusha	26.0
342	63	Uganda	Amuru	Nothern	25.7
343	64	Uganda	Mayuge	Eastern	25.6
344	128	Tanzania	Tandahimba	Mtwara	25.1
345	65	Uganda	Pallisa	Eastern	25.0
346	66	Uganda	Moyo	Nothern	24.6
347	67	Uganda	Nyadri	Nothern	24.1
348	153	Kenya	Wajir South	North Eastern	23.7
349	129	Tanzania	Morogoro	Morogoro	23.7
350	68	Uganda	Manafwa	Eastern	23.3
351	69	Uganda	Kaberamaido	Eastern	23.0
352	130	Tanzania	Longido	Arusha	23.0
353	70	Uganda	Butaleja	Eastern	22.7
354	71	Uganda	Budaka	Eastern	21.6
355	72	Uganda	Katakwi	Eastern	21.1
356	131	Tanzania	Mkuranga	Pwani	20.8
357	154	Kenya	Mandera Central	North Eastern	20.5
358	73	Uganda	Apac	Nothern	20.0
359	74	Uganda	Busia	Eastern	19.2
360	75	Uganda	Nakapiripirit	Nothern	19.1
361	76	Uganda	Yumbe	Nothern	18.0
362	77	Uganda	Kotido	Nothern	18.0
363	78	Uganda	Bugiri	Eastern	17.2
364	155	Kenya	Mandera West	North Eastern	17.0
365	79	Uganda	Dokolo	Nothern	16.8
366	80	Uganda	Oyam	Nothern	13.1



