

Are Our Children Learning?

Annual Learning Assessment Report



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THE UWEZO INITIATIVE IN TANZANIA IS SUPPORTED BY
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Kiswahili and Swahili:

In East Africa there is a clear distinction that 'Kiswahili' refers to the language, while 'Swahili' refers to the people, culture, etc. As Uwezo's primary and critical audience are the peoples and governments of East Africa, we use the term 'Kiswahili' when referring to the language.

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Full dataset will be available on www.uwezo.net starting September 2011

For more information visit www.uwezo.net

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7 out of 10 Standard 3 pupils cannot read.*

Let's do something about it.

Karibu, Msomaji. Welcome to the Annual Learning Assessment Report by Uwezo Tanzania. Inside, you will learn the results of an assessment that covered 132 districts, 3,849 villages, 76,796 households, and 128,005 children. This report is the work of over 100 organizations throughout Tanzania, and the 7,980 volunteers who walked door to door, talking to parents and assessing children in literacy and numeracy, asking: "Are Our Children Learning?"

Their work on this assessment is done, yours is now beginning. Uwezo is committed not just to measuring learning but improving it, but we will need your help. How can we promote literacy and numeracy in every district, every village, and every household? Share your ideas on www.facebook.com/uwezotz; find us at www.uwezo.net or email us at tanzania@uwezo.net; text 'Uwezo' to +255 784 984 777; call in to radio talk shows to discuss student learning; speak to your children's teachers; and give your own children the assessments, included in this report or available at our website.

Timiza jukumu lako, sote tuna uwezo.



Suleman Sumra
Country Coordinator, Uwezo Tanzania

*Either Kiswahili or English

FOREWORD

What if we were all wrong?

Rakesh Rajani

In today's world it is difficult to find as much agreement as we have on the value of basic education. Virtually everyone agrees that all children should go to school. Parents exert enormous time and resources to find and pay for schooling. Our governments typically set aside the largest share of the national budget to education. Many others – development agencies, religious organizations, researchers and the media – also dedicate enormous energy to education.

But what if we were all wrong? What if we were to wake up one day and find out that the ways in which we have been promoting education, allocating billions of dollars, organizing our schools systems and measuring success have focused on the wrong things? That the very thing we all cherish and spend so much on is in fact not achieving what it was meant to?

The Uwezo initiative should perhaps serve as that wake-up call.

The Uwezo idea is very simple. Uwezo – instead of focusing on impressive numbers of classrooms built, teachers recruited, books supplied and so forth – asks the simple question, 'Are Our Children Learning?'

Uwezo focuses on the basic ability to read and count. Through a rigorous consultative process involving government and independent experts, a tool is produced to assess children's actual ability to read (in English and Kiswahili) and to do basic arithmetic at the Class 2 level. Children of school age in tens of thousands of households across the three countries are assessed using this tool, in the largest sample survey ever of its kind. And a nationwide picture emerges that tells us whether our children have developed competency in literacy and numeracy that will serve as the foundation for further learning.

What Uwezo has found, now in its second year of business, is truly sobering. Large majorities of children lack the competencies they are expected to have developed. Too many children complete primary schooling unable to read and count at the Class 2 level. We find that children from some districts do much better than others; children of the better off do much better than the less well off. Where and to whom you are born should not matter in educational opportunity available to you – that is why we have public education systems – but they do. In short, Uwezo has demonstrated powerfully that schooling is not translating into learning. As nations we are at risk, the very foundation of our democracies, social development and economic progress jeopardized, unable to grow equitably and creatively, unable to compete, unable to imagine and craft better worlds.

The good news is that what it takes to turn things around is not rocket science. But first we need to focus squarely on learning outcomes – on what children are learning. Second, we need to hone in on the few factors that make a big difference in learning, such as motivating teachers and holding them accountable, and creating an environment for children that is engaging and interactive. All these are doable; there is clear evidence of success from within our own countries and others that we can build on.

Whether we will do so depends on us. It depends on what we do after we read this report – in how we interact with our children, teachers and the authorities. On how keenly we ask the right questions and seek to find the sharp answers, on how doggedly we will act to make a difference in our own communities and hold our governments to account. It's possible. And it starts with us.

Rakesh Rajani is the Head of Twaweza East Africa, which oversees the Uwezo initiative.

“I must enrol myself for adult education so as to become literate and save my country.”

- Parent in Itetemia Village, Tabora, after learning that his children in Standards 3, 4, and 6 could not read during the Uwezo assessment



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BACKGROUND

Uwezo: A National and International Approach

Sara J. Ruto

Uwezo traces its genesis to 2008, when a group of educators from East Africa visited Pratham, an independent civil society organization in India, which has developed an innovative and citizen-driven methodology that produces the Annual Status of Education Report (ASER, see www.asercentre.org). The East Africa team was struck with the potential of the approach to galvanise action from all quarters to affect positive change in education. At its core is the insistence on using evidence as the springboard for informed positions on the status of basic education. From a reliance on quasi measures to inform us if citizens are literate, Uwezo now offers evidence from actual assessments.

The Uwezo national assessment is conducted at a local and national level but uses a methodological design developed and perfected at a regional and international level. Uwezo data is collected from the household at the village level, in sampled enumeration areas. The unit of analysis is the district. It is designed to be large scale in order to offer indications on the working of the national system of education. Uwezo is found in Tanzania, Uganda and Kenya, and it benchmarks itself on the ASER methodological design found in India and Pakistan.

We value the cross border design of Uwezo for several reasons. It allows one to learn from and build on existing processes. It allows rigour brought about by subjecting national processes to collective deliberation within and across the borders. It allows one to juxtapose the assessment results against those of other countries, for it has been said that a good way to gauge oneself is against the other.

Rigour is of essence in Uwezo and a core mandate of the Uwezo East Africa office. In the past year, friends and experts from different countries have joined the Uwezo team to develop standard documents that guide our processes. These documents recognise and uphold the place of national policies. For example, the tests are derived from the national curriculum of each country. In all countries, however, we focus on the Standard 2 level. The characteristics of the panel that develops the tests are also similar across the countries. The Uwezo standards are of essence especially considering that Uwezo conducts annual assessments. These standards guide us on the constants, allowing national relevance but also situating us in the international educational discourse.

Ultimately however, Uwezo is about providing a mirror on the working of the national educational system. In Uwezo, we use large scale data to provide a mirror on educational provision in each country by posing a simple question: Are children accessing their constitutional right to quality basic education? While it is agreed that quality is a compound term, it is important to address it in more achievable indicators. This report poses one critical question that can help us unpack the concept by asking the question – “Are Our Children Learning?” At the very minimum, any child who has attended school ought to be literate and numerate. We affirm the methodological rigour of the Uwezo process. We urge all to consider this as a “report card” that informs us if we are on target to meet commitments on the right to quality education. We call all to act to improve learning for all our children.

Dr. Sara J. Ruto is the Regional Manager of Uwezo East Africa.

By: *Suleman Sumra*

Uwezo, meaning “capability” in Kiswahili, is a four year initiative to measure competencies in literacy and numeracy among children aged 7-16 years in Tanzania. Uwezo will enable policy makers as well as ordinary citizens – parents, students, local communities and the public at large – to become aware of actual levels of children’s literacy and numeracy, and to build on that awareness to stimulate practical and policy change.

Decade of expansion

Since independence in 1960, Tanzanian leadership has shown strong commitment to providing education to its children. This comes from the realisation that education is a prerequisite for national development. Every government since independence has ensured that provision of education remains central to its policies.

The first decade of the new millennium has seen unprecedented expansion of educational provision at all levels. Two programmes – the Primary Education Development Plan (PEDP) and the Secondary Education Development Plan (SEDP) – initiated by the government with financial support from the development partners have defined the provision of education in the country. The initial expansion was triggered by one policy decision taken as part of the PEDP – abolition of fees in primary schools – which led to a massive expansion in primary school enrolment. In 2002, 1,632,142 children were enrolled in Standard 1, compared to 1,139,334 in 2001, an increase of 43 per cent. Total enrolment in primary school almost doubled between 2000 and 2005. The Gross Enrolment Ratio (GER) rose from 77.6 in 2000 to 106.3 in 2004; similarly, the Net Enrolment Ratio (NER) rose from 58.8 in 2000 to 90.5 in 2004. (BEST: various years.)

Similar increases occurred as a result of the SEDP. Enrolment in secondary schools, as a result of the implementation of the SEDP, rose from 319,487 in 2003 to 1,566,685 in 2010. The enrolment increased more than fourfold during these periods. The GER in secondary education (Form 1 to 4) rose from 10.2 in 2003 to 34.0 in 2010, and the NER rose from 6.3 to 29.9 during the same period. (BEST: various years.) The number of students in the degree programme also rose significantly. Whereas there were only 14,378 students pursuing degree programmes in universities in 2000, enrolment had risen to 33,773 in 2010. There has been a massive increase in enrolment at various levels of the education sector. However, one question remains unanswered. Is increased schooling resulting in learning? There are hardly any studies that provide answers to this question.

As access to basic education is increasing in many parts of the world, focus is shifting to the nature of education provided to children who access this education. It is no longer enough for children to go to school, it is equally important that these children receive education that will change their lives for the better. Both Education for All (EFA) and the MDGs (Millennium Development Goals) introduced the concept of quality education into their goals and international development targets. Providing any education, regardless of quality, is not the goal. Tanzania, as a signatory to both EFA goals and the MDGs, is committed to achieving these goals and targets. National leadership, including President Kikwete, has emphasised the need for quality education that prepares graduates to deal with a changing world. In Tanzania, implementation of both PEDP and SEDP has focused on access at the expense of quality issues. Although it is important to ensure that children are accessing education, it is equally important to ensure that children who access education get quality education. There are many officials who believe that the issue of access has to precede that of quality. However, there is increasing awareness that both not only can occur simultaneously, but the issue of quality has to be addressed as access expands.

What is Uwezo?

Through a large scale survey, Uwezo seeks to provide answers on learning outcomes in the country. This is the second survey conducted. The first survey was conducted in 2010, which was a pilot, where over 40,000 children between the ages of 5 and 16 were assessed in basic literacy and numeracy. Uwezo assesses children’s competencies in English and Kiswahili literacy and numeracy using tools developed through a rigorous process. These literacy and numeracy tools are based on the national Standard 2 curricula.

Uwezo has made a deliberate decision to peg the literacy and numeracy levels to Standard 2, as in most countries in the world curricula specify that all children should have developed basic literacy and numeracy skills by the end of second year in primary schools. Reading fluency is related to students’ performance throughout their school years, so acquiring this skill early on is important. Reading skills play a central role in an individual’s learning at school. The ability to read and understand instructions and text is a basic requirement of success in all other school subjects. The importance of literacy skills does not, however, come to an end when children leave school. Such skills are key to all areas of education and beyond, facilitating participation in the wider context of lifelong learning and contributing to individuals’ social integration and personal development. If children cannot read with ease and understand what they are reading when they enter fourth standard, they are less able to take advantage of the learning opportunities that lie ahead.

Uwezo assesses children’s literacy competencies by actually asking children to read a simple text. Oral reading fluency tests can quickly and easily assess this skill in children. Uwezo assesses children’s reading achievement by listening to students read simple texts in Kiswahili and English. For those children who can read, two comprehension questions are asked to find out if the children comprehend what they have read. The questions show whether the information items stayed long enough in the working memory of the child. Uwezo also assesses children’s numeracy competencies. A solid grounding in mathematics belongs at the very core of the educational curriculum. Analytical skills, logic skills and reasoning are all enhanced through the study of mathematics. Curriculum developers in Tanzania share this view and place basic learning in



mathematics at the heart of early learning. Compulsory training of children in mathematics is therefore an important requirement for participation in society, ultimately making an indispensable contribution to national competitiveness and the knowledge society. Uwezo tools used to assess numeracy were also pegged to Standard 2 curricula.

Low levels of Literacy and Numeracy Competencies

The findings reported in this report are disappointing. Many children, even after seven years of education, have not attained Standard 2 level. The primary cause seems to be insufficient amounts of instruction and practice. Teachers in Standards 1 and 2 perhaps do not spend sufficient time in teaching children to read and to learn the basic tenets of numeracy. Recent data from other studies, along with the Uwezo data in this report, show that on a given day up to one in four teachers is not in school. The number of teachers in class and actually teaching may be lower.

What needs to be done?

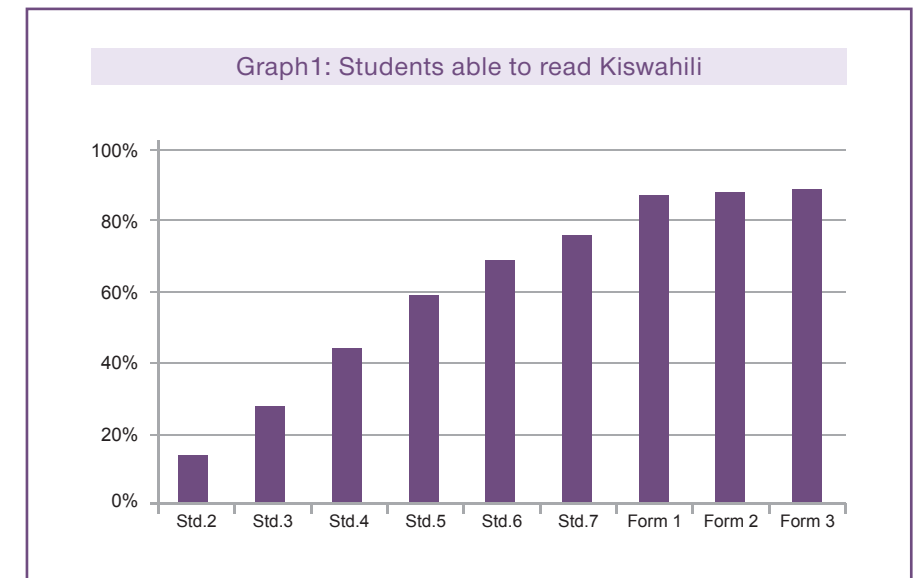
Studies and research suggest that to improve literacy and numeracy competencies teachers must spend instructional time on developing these skills. To develop literacy skills, the books available in schools must be used, and each student should be given a textbook for home use as well. To maximize reading time, a specific reading class must be allocated in the school timetables. To improve numeracy skills, teachers should spend more time on ensuring that all children master the basic competencies in maths. To achieve this we need dedicated teachers who are willing to make that extra effort to ensure our children have the basic skills in literacy and numeracy by the time they complete Standard 2.

KEY FACTS

1 Too many of our children cannot read Kiswahili: Only 3 in 10 Standard 3 pupils can read a basic story.

Every child in Standard 3 should be able to read the Standard 2 level story included in the Uwezo assessments. Most, however, could not. It is not until Standard 5 that the majority of pupils can read the story; even among secondary school students, a significant portion of children were unable to read the story.

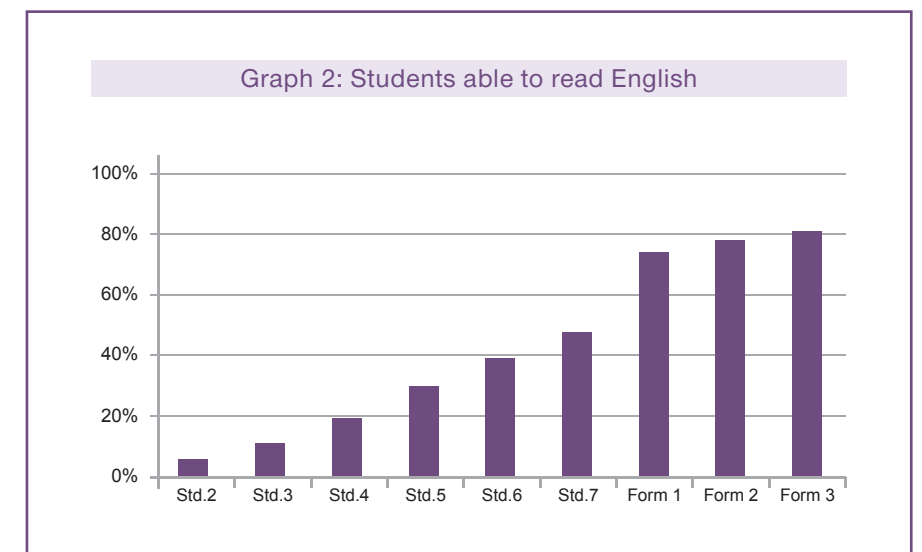
How can pupils pass from one standard to the next without learning to read? How can they then go on through secondary school?



2 Too many of our children cannot read English: Only 1 in 10 Standard 3 pupils can read a basic story.

Too many of our children cannot read English: Only 1 in 10 Standard 3 pupils can read a basic story. Unsurprisingly, reading levels are lower in English than they are in Kiswahili. Even among Standard 7 pupils, most students cannot read a basic English story.

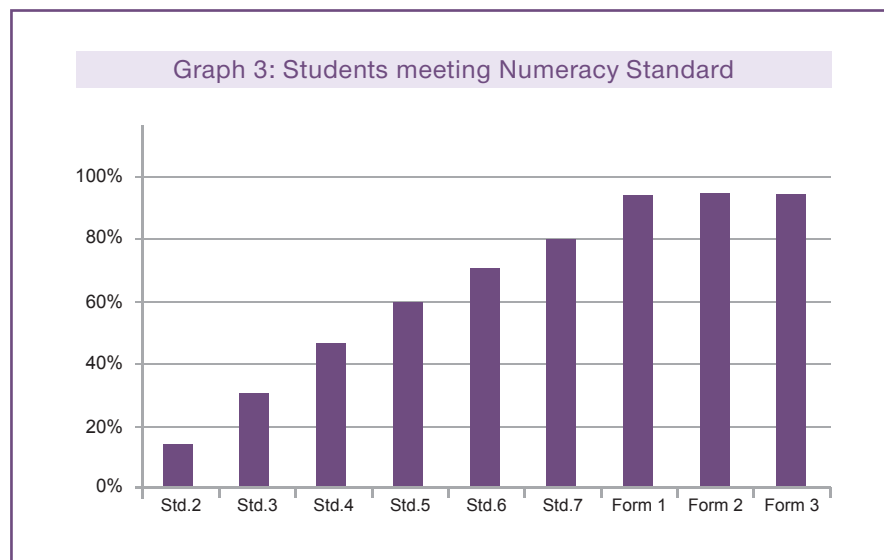
If these numbers look familiar, they should: they are essentially unchanged from Uwezo's first annual learning assessment in 2010. While the consistency shows the reliability of Uwezo's method, it also shows that there is much work to be done in teaching our children to read.



3 Too many of our children cannot solve basic mathematics: Only 3 in 10 Standard 3 pupils can add, subtract and multiply.

Of the three subjects assessed by Uwezo, children generally performed best in Numeracy, which just slightly edged out Kiswahili. Still, the results are nothing to celebrate: 7 in 10 pupils complete Standard 2 without being able to meet the numeracy standards of that level, including addition, subtraction and basic multiplication.

Numeracy is the only subject where the results are different from those of the first annual assessment, though even here they are only somewhat improved over 2010. Uwezo's 3rd and 4th assessments will clarify if this is part of a trend or if it is an isolated event.



4 Our children learn in strikingly unequal conditions.

While the overall levels of literacy and numeracy are lower than they should be, these levels vary considerably when looking at different factors. For example, a child that has attended pre-primary school, speaks Kiswahili at home and has educated parents will generally perform well above average. However, a child who has not attended pre-primary school or whose family speaks an ethnic language at home will often have a more difficult time.

Moreover, a child's district is related to her performance as well. A child from Arusha or Bukoba Urban has an advantage over a child from Kibondo or Meatu.

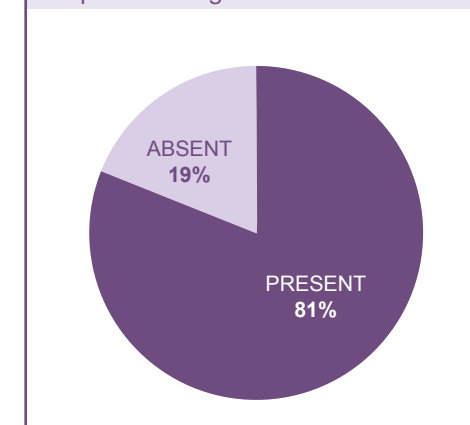
STUDENT A IN STD. 7	STUDENT B IN STD. 7
Home: Kibondo	Home: Bukoba Urban
Parents' Highest Education: None	Parents' Highest Education: Post-Secondary
Wealth Index: Low	Wealth Index: Medium
Home Language: Ethnic	Home Language: Kiswahili
Pre-Primary: Yes	Pre-Primary: Yes
Likelihood of completing all Std. 2 assessments: 9%	Likelihood of completing all Std. 2 assessments: 95%

5 Our teachers are often absent.

There are many factors that affect how our children learn, but one of the most important is their teacher. And yet, our teachers are often not present in school, which will make it difficult for our children to learn consistently. One out of five teachers was not present on the day Uwezo conducted the assessment.

Even when teachers are present, there are often not enough of them. Uwezo found that there is an average of 63 pupils for every one teacher.

Graph 4: Average Teacher Attendance



These are stark facts:

Literacy and Numeracy are the cornerstones of education, but our children are not yet reaching the levels that we want them to reach. It is beyond a doubt that Tanzania has made a significant investment in education in the past decade, but this investment has not yet fully paid off. However, not all the news is bad; in addition to the facts listed above, the Uwezo assessment has uncovered some reason for optimism as well:

- **Pre-primary education is on the rise:** Younger children are more likely to have attended pre-primary school than older children. As these children age they will likely have more success in school.
- **Parents are getting involved:** 1 out of 4 parents helps their children with homework, and 1 out of 4 has discussed education at a school committee meeting. Four of 10 have spoken with their child's teacher at least once in the past year.
- **Enrolment is high:** While enrolment is not universal, nearly 9 in 10 children between 7 and 16 are enrolled in school.

By building on these facts, we as Tanzanians can make sure our children get the education that they deserve.



Test Development

One of the most critical elements of the Uwezo process is developing accurate assessments pegged towards the Tanzanian curriculum for Standard 2. Uwezo convened a panel of test development experts to draft, revise, pilot and finalize our assessments. These experts came from the Tanzanian Institute of Education, the University of Dar es Salaam, and from the ranks of both public and private teachers. Once the tests had been through several revisions to improve reliability and validity, a full-scale district pilot was conducted in Kibaha to further ensure the quality of the tests.

Sampling

Just as important as creating valid tests is creating a representative sample so that the Uwezo results can properly represent all Tanzanian children, including those not included in the survey. Whereas last year the assessment was conducted in 38 randomly-selected districts, this year the assessment was conducted in 132 districts, using the 2010 administrative boundaries.

Within every district, Uwezo worked with the National Bureau of Statistics to randomly select 30 Enumeration Areas (EAs). Every EA within a district had an equal chance of being selected. Using EAs and the official EA maps, rather than drawing village maps as in the first year, ensured better randomness and more representative results. Then the District Coordinators prepared a household listing of every household within the boundaries of the EA.

Once the 30 EAs had been selected in every district, 20 households were then randomly selected within each EA from the household list. This led to a total of 600 (20 x 30) households within every district, and 79,800 sampled households throughout the country. Some households were removed during the data cleaning process, leaving about 77,000 included in the data.

Partner Recruitment

To conduct such a massive undertaking, Uwezo recruited organizational partners in each of the 132 districts, mostly Civil Society Organizations (CSOs). Nearly all of the District Coordinators from the first annual assessment returned for the second year, adding experience and expertise. These partners in turn travelled to each of the sampled villages and recruited two volunteers from each, for a total of 7,980 volunteers throughout Tanzania. The volunteers became the front line of Uwezo; they conducted the assessment of over 128,000 children.



WHAT'S NEW IN 2011

Scale: From 38 districts in 2010 to 132 districts in 2011. Similarly, from 42,000 children in 2010 to over 128,000 in 2011.

Assessments: Four separate tests rather than one to prevent siblings from overhearing and remembering responses.

Maps: Rather than creating our own village maps as last year, official National Bureau of Statistics maps were used for greater reliability.

Throughout this report, stories and lessons have been included from the District Coordinators, as they are in the best position to understand how the assessment works and how it was carried out. Additional testimonials from District Coordinators are available on www.uwezo.net.

Training

Given the participatory nature of Uwezo in relying on partners and volunteers to conduct the assessment, proper training becomes essential. Uwezo first recruited master trainers who were fully immersed in the Uwezo process and philosophy. These master trainers led a National Conference in March 2011 for all the District Coordinators, including both theoretical and practical training.

Following the National Conference, the master trainers travelled to seven locations throughout Tanzania to again train the District Coordinators and reinforce the earlier training. Once the District Coordinators were expert in the process, they hosted their own training for the volunteers in their districts; these trainings took place across the country.

At each step of the way, the trainers and volunteers participated in practical exercises that gave them experience in conducting the assessment and allowed them to ask questions. They were then tested themselves to make certain that they understood the principles of Uwezo and the mechanics of conducting the assessment. This scaffolded training model allows Uwezo to reach hundreds of thousands of children while being confident in the consistency and qualifications of our volunteers.

The Assessment

Finally, after the test development, sampling, partner recruitment and training, comes the main event of Uwezo: the national assessment, covering 132 districts, 3,849 villages, 76,796 households, and 128,005 children. After the training, volunteers return to their own villages, then visit their village chairperson and primary school on Friday morning. Here they collect village and school data that Uwezo can use to correlate children's assessment data with their schools and locations. On Saturday, the volunteers go door to door to each of the 20 households that have been randomly sampled. After introducing themselves to the head of household, they ask a series of questions to the parents and then give the assessment to all children between the ages of 7 and 16.

WHAT WE KEPT THE SAME

Random Selection: Within every district, we randomly select the villages and the households to assess.

Volunteers: We work with partner organizations in every district, and these partners recruit and train volunteers to conduct the assessment.

Quality Assurance: Uwezo adheres to a strict training protocol to ensure accurate results. We then recheck our data to be certain our results reflect the national state of children's learning.

By Sunday, the volunteers should be finished visiting their 20 households. They will then return their data books to their District Coordinator, who then conducts a district recheck by revisiting a sample of village chairpersons, head teachers and households. This recheck is another layer of quality assurance that Uwezo adds to build confidence in the results.

Finally, all of the data books are returned to Uwezo, where the data are entered and analysed. In cases where the district recheck turned up anomalies, Uwezo

must decide what action to take. In the second annual assessment, one district was redone due to concerns with how the assessment had been carried out initially.

The final report is then produced and distributed within 100 days of concluding the assessment, in keeping with our principle of providing prompt feedback.



OUR TOOLS

Kiswahili - Seti 1 ya 4

SILABI	
wa	du
nywe	mo
kwa	bi
ji	te
fya	cha

AYA (1)
Mimi ni mwanafunzi. Ninasoma darasa la pili. Mwalimu wetu anafundisha vizuri. Ninajua kusoma na kuandika.

Mtoto asome silabi nne kati ya zozote tano atakazochagua.

MANENO	
bata	paa
kwetu	chura
kuku	ndoo
taa	fyeka
duka	gari

AYA (1)
Baba analima shamba. Mama anapika chakula. Leo tutakula chakula kizuri. Nitakula na rafiki yangu Baraka.

Mtoto asome maneno manne kati ya yoyote matano atakayochagua.

Mtoto asome aya yoyote atakayochagua.

HADITHI

Hapo zamani Jongoo alikuwa na macho na Nyoka alikuwa na miguu. Siku moja nyoka alitaka kwenda kwenye sherehe. Alimuomba Jongoo amuzime macho yake na yeye amwachie miguu yake. Jongoo alikubali na kusisitiza kuwa akirudi amrudishie macho yake. Nyoka aliahidi kumrudishia macho mara akirudi.

Nyoka alifurahi kuona ngoma na michezo mingi kwenye sherehe. Aliamua kutoroka na macho ya Jongoo. Hadi hivi leo Jongoo hana macho.

MASWALI:

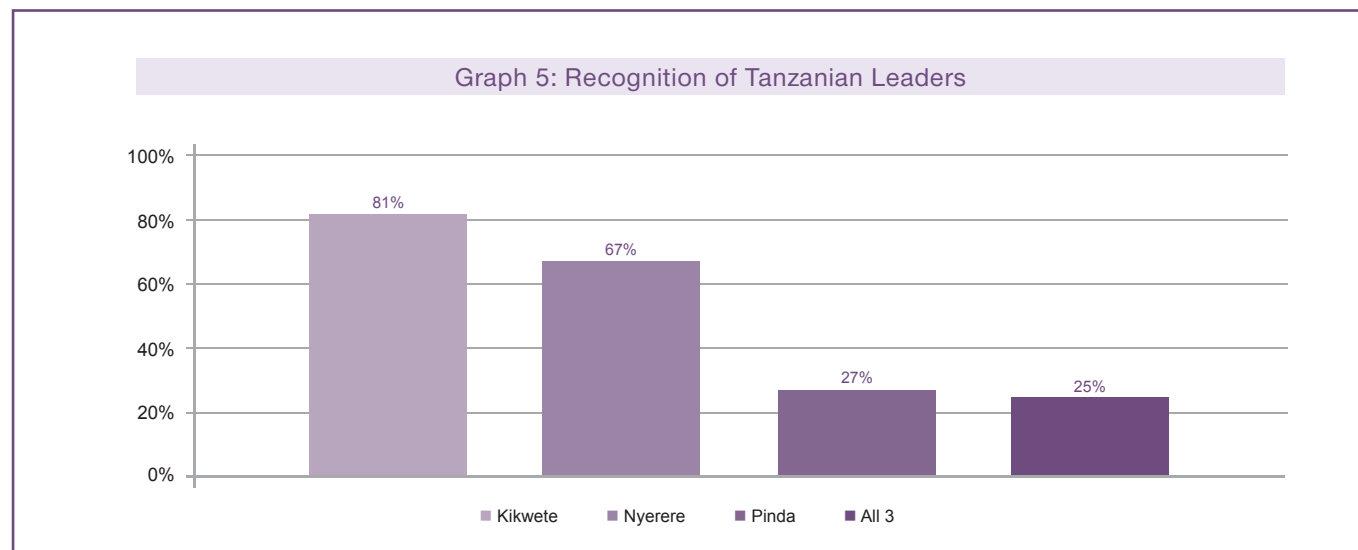
1. Hapo zamani nani alikuwa na macho?
2. Hadithi hii inatufundisha nini?

Bonus Test

Can you identify these people?



The Uwezo bonus test aimed at something beyond literacy and numeracy: recognition of Tanzania's leaders. Overall, President Jakaya Kikwete was the most well-known of the three pictures above; Prime Minister Mizenge Pinda was the least known. One in four children was able to identify all three; of children whose family owns a TV, the number rises to over half.



Overall, Uwezo used four different assessments for Kiswahili, English and Numeracy; Set 1 is given in the previous pages, the other three sets for each subject are available at www.uwezo.net. Each child attempted the same Bonus Test. The Numeracy assessment was given in Kiswahili during the assessment, but is translated here for the English version of this report for the reader's understanding.

“The reason why there have been only a few registered successes amid diverse efforts targeted to improving education in Tanzania could be the fact that we put so much effort into addressing the wrong problems. By research such as Uwezo we can exactly be able to know what the problems are and hence find the right answers to address them.”

*- District Coordinator Joas Kajjage
KANGONET
Karagwe District*

“The UWEZO assessment led to an improvement of pupil and teacher attendance in their schools, and it has also provided a platform for the parents to follow-up on the performance of their children.”

*- District Coordinator Hamis Keto
The New Dawn - Mapambazuko
Nkasi*

See a full list of our partners in the Acknowledgments section. For more thoughts and stories from our partners, visit www.uwezo.net.

Overview

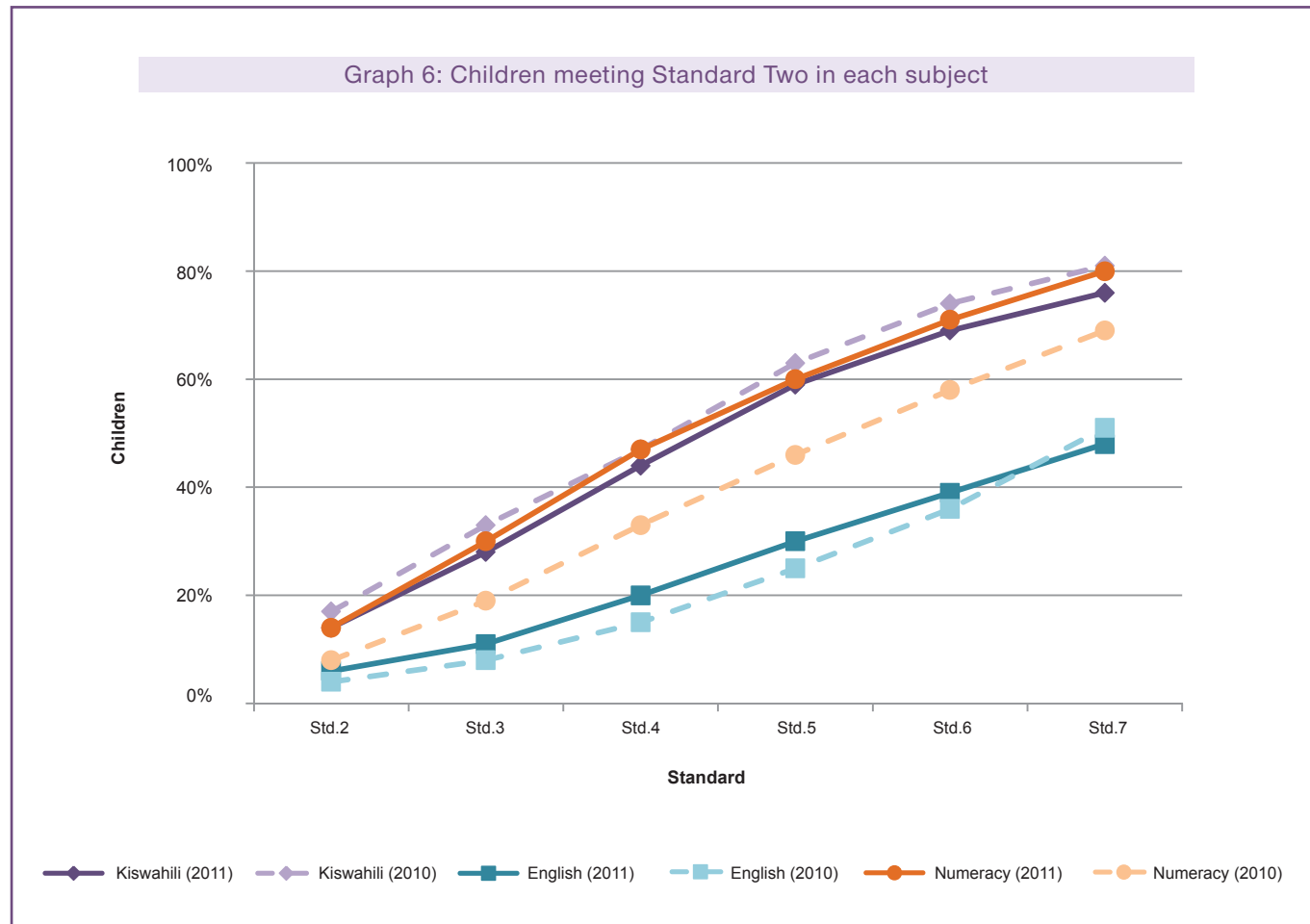
In 2010, Uwezo's first annual learning assessment found low performance levels in literacy and numeracy across Tanzania. Children's performance was particularly low in English literacy. Furthermore, performance varied considerably across districts: children in Rombo, Mbulu and Illemela tested considerably better than children in Mwanga, Kasulu and Muleba.

It's a new year, but the results from Uwezo's second annual learning assessment are all too familiar:

Across Tanzania, only 4 out of 10 students in Standard 7 can complete the Standard 2 assessments in Kiswahili, English and Numeracy.

The findings of the two reading assessments are overall largely similar to last year's assessment: Kiswahili scores are a bit lower and English scores are a bit higher, but the changes from last year to this year are not large, and English reading skills continue to be well behind Kiswahili reading skills.

The biggest difference from the first assessment to the second is that the numeracy results are improved over last year. Whether this trend continues or is a one-time occurrence will be studied closely in future assessments.



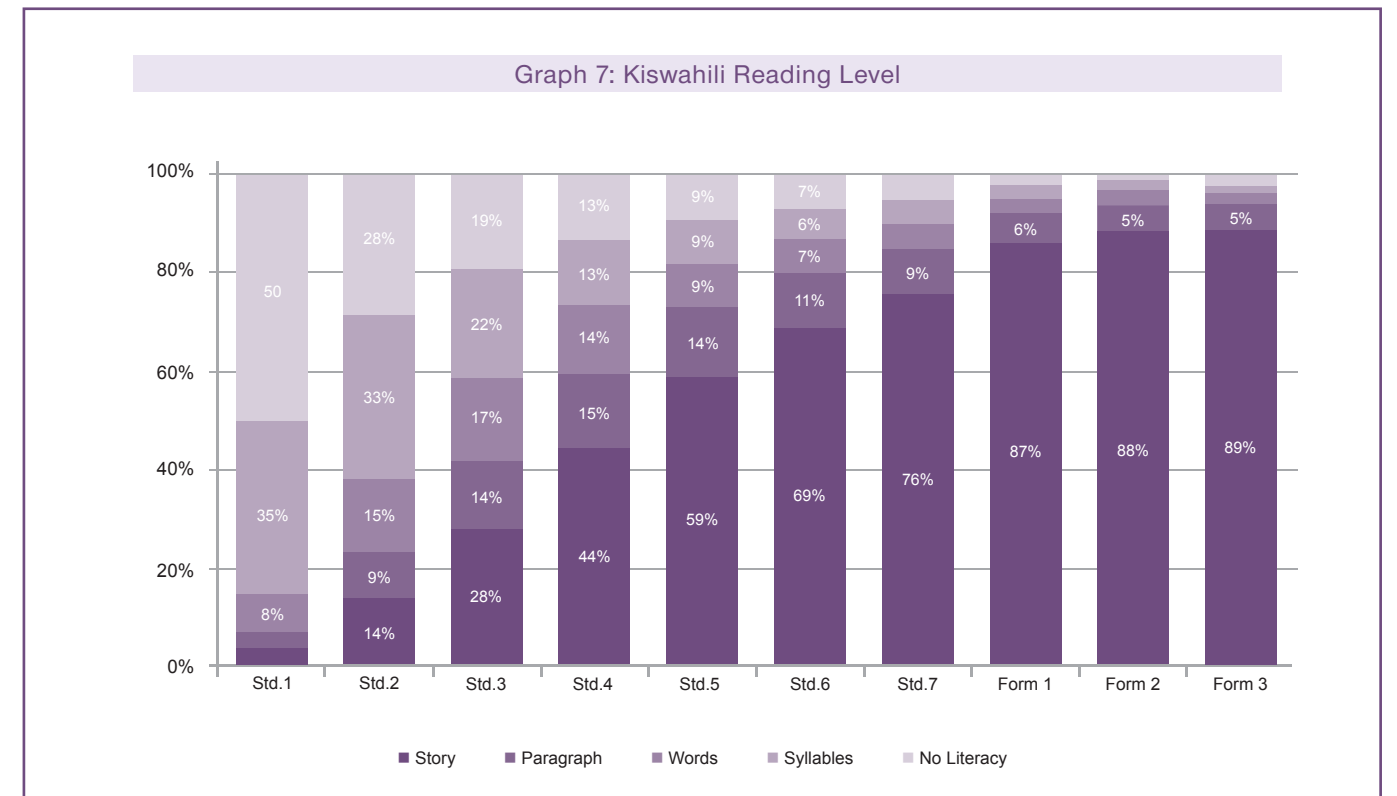
1 KISWAHILI

Every child in Standard 3 and above should have been able to read the Standard 2 level story in the Uwezo assessment. The results of the assessment, however, show something quite different.

Only 3 in 10 Standard 3 pupils can read a Standard 2 Kiswahili story.

Reading skills improve among pupils in older standards, but they are still below where they should be. Even many Standard 7 pupils still cannot read Kiswahili; some cannot even pronounce words and recognize syllables.

When children were asked comprehension questions following the story, many had trouble explaining what they had just read. Even in Standard 7, only about half of the pupils who could read the story were then able to answer both of the comprehension questions that followed.



Kiswahili and Gender

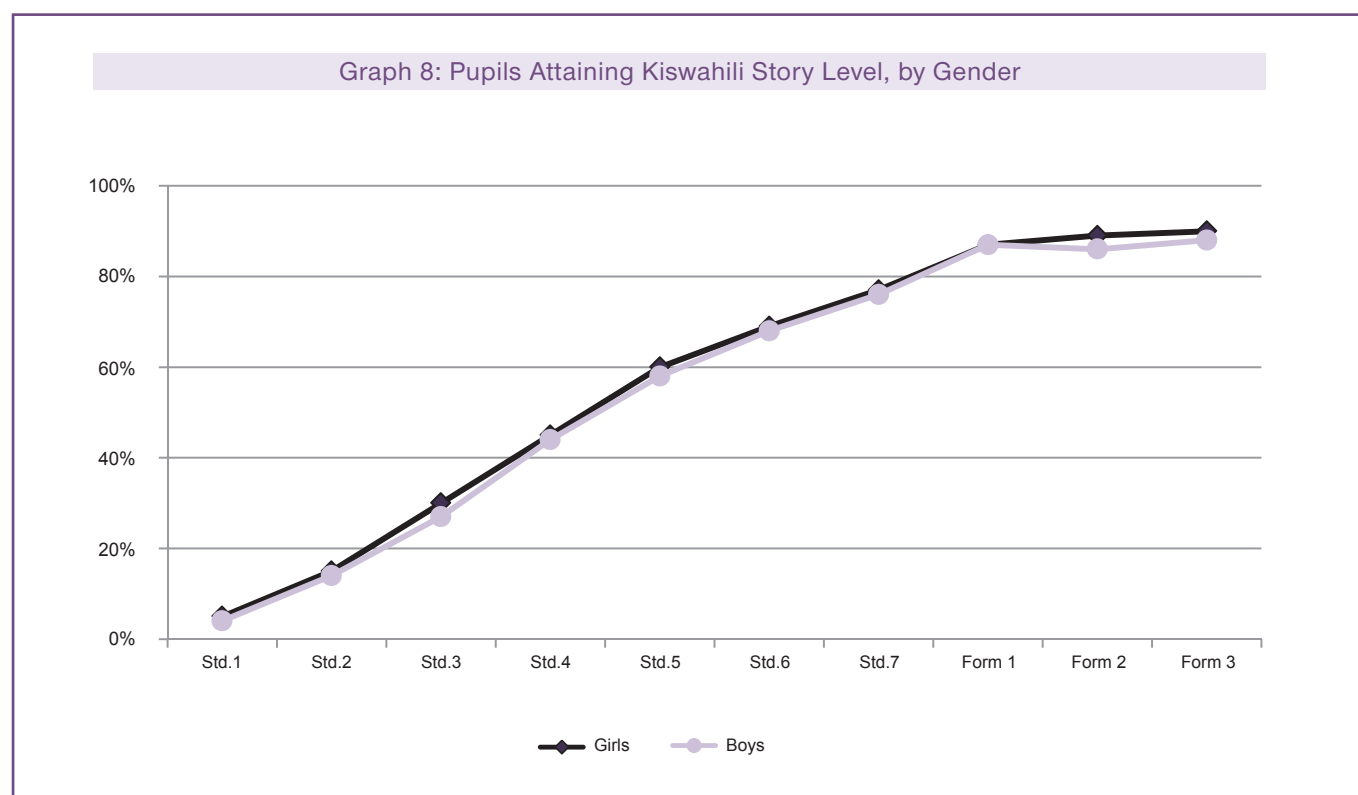
Gender parity remains an important concern not just in education but throughout society. In one area, however, parity seems to be achieved:

Girls and boys perform equally well in reading Kiswahili.

In each standard and form, the difference in the ability to read Kiswahili between girls and boys is relatively minor. For the most part, girls perform a bit better than boys, but the difference is quite small.

This finding mirrors the 2010 Uwezo report, which found that girls performed slightly better than boys in each subject, though not to a substantial extent.

Furthermore, girls and boys are about equally likely to be enrolled in school. Among 7-16 year olds, 88 per cent of girls are enrolled, compared with 87 per cent of boys.

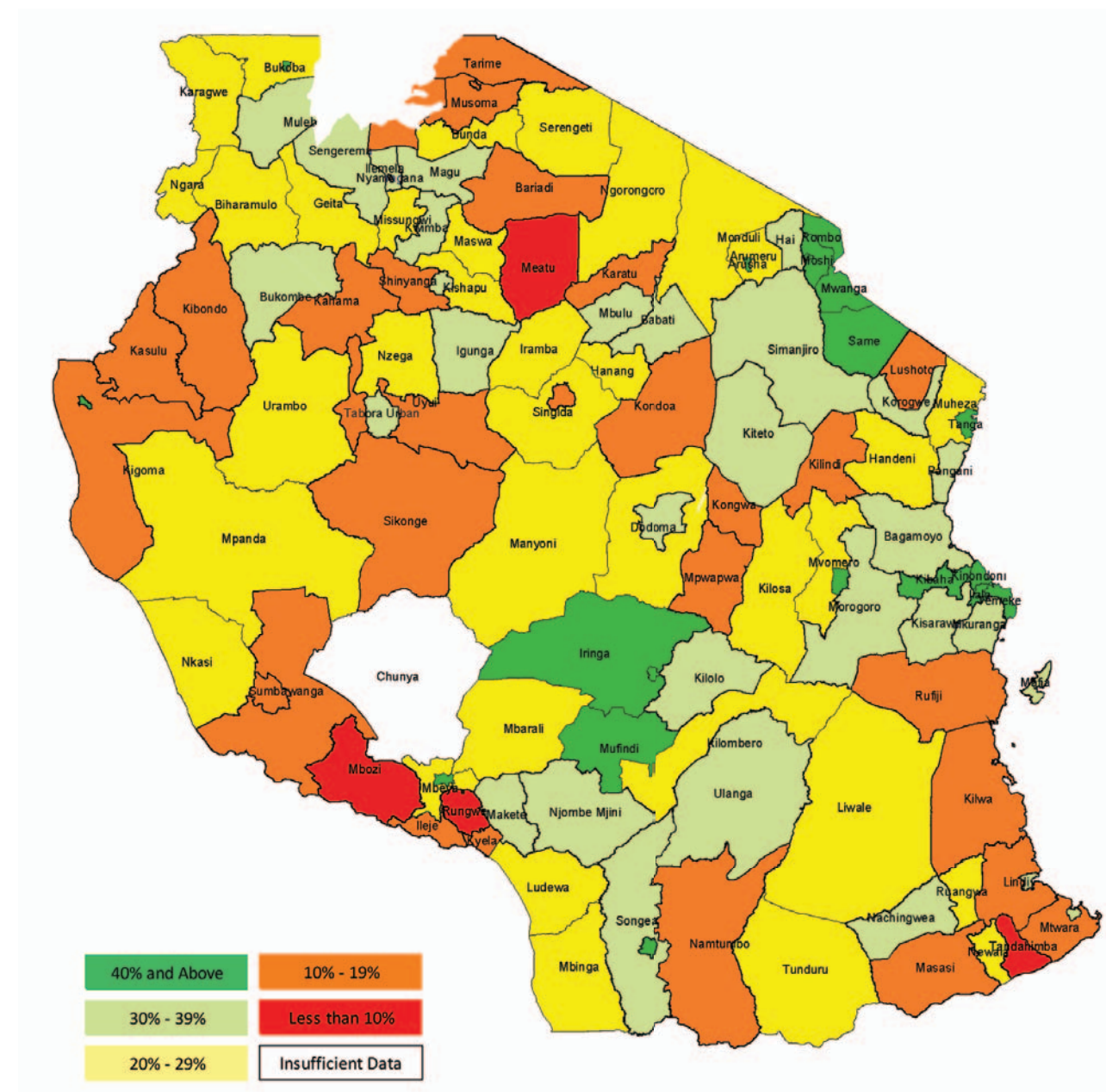


Kiswahili Reading Level by District: Standard 3

About 3 in 10 Standard 3 pupils are able to read the basic Kiswahili story. The range across the districts was wide, however, from about 7 in 10 in Rombo down to less than 1 in 10 in Mbozi.

Standard 3 pupils perform best in Kiswahili in Rombo, Arusha and Kibaha Urban.

The urban districts generally outperform the districts in more rural regions. In addition to Rombo, Arusha and Kibaha Urban, districts where at least half of the Standard 3 pupils could read Kiswahili include Iringa Urban, Mufindi, Bukoba Urban, Tanga and Morogoro Urban. On the other hand, there were some districts where fewer than 1 in 10 Standard 3 pupils could read Kiswahili: Rungwe, Meatu, Tandahimba, and Mbozi.



In all maps, the 2010 districts used in the Uwezo assessments are collapsed into the 2002 district boundaries.

2 ENGLISH

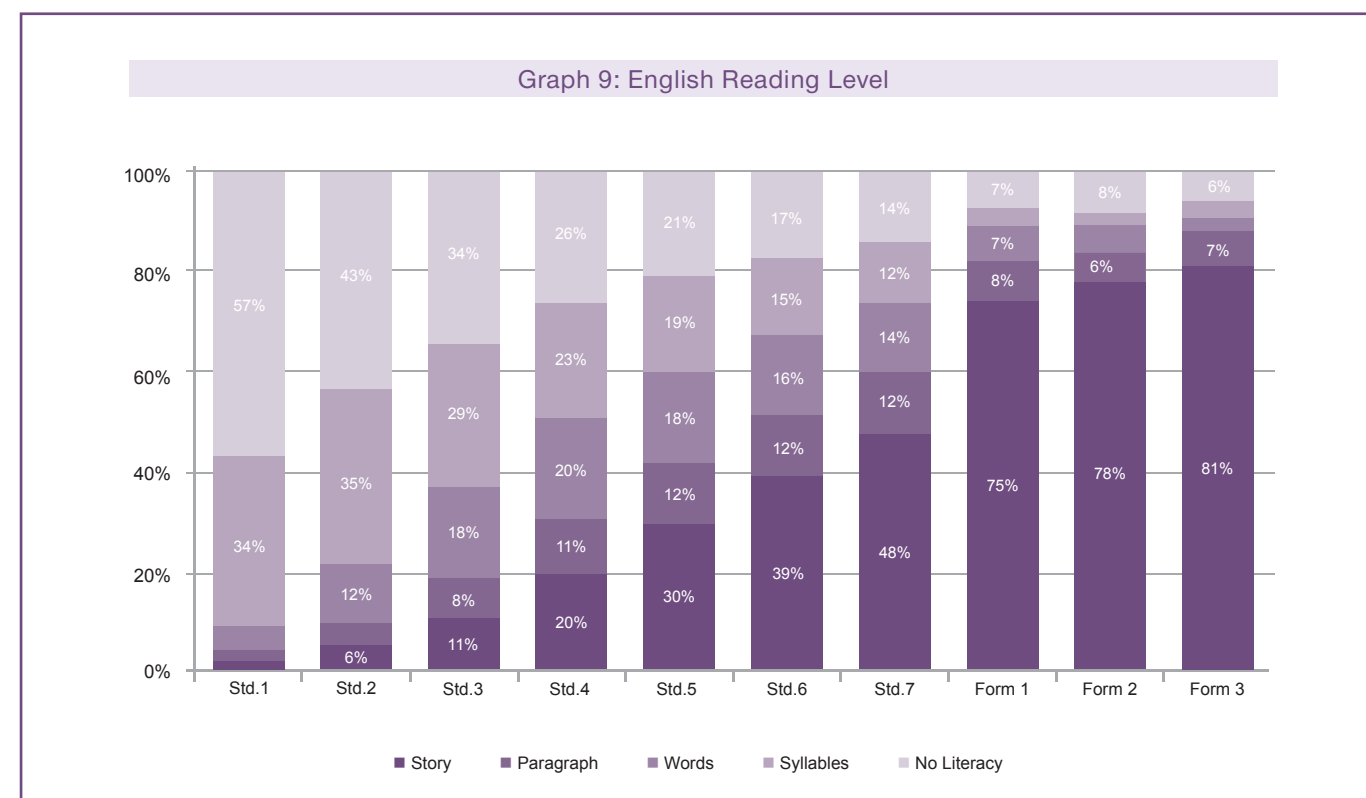
As with Kiswahili, every child in Standard 3 or above should be able to read the Standard 2 level English story from the Uwezo assessments. But again, as with Kiswahili, and even more dramatically in English, many pupils were not able to do so.

Only 1 in 10 Standard 3 pupils can read a Standard 2 English story.

While pupils in later standards perform better, even the majority of Standard 7 pupils are unable to read the English story.

Far fewer students were able to read the English story than the Kiswahili story. Those that could read it, however, were more likely to be able to answer the comprehension questions than those that read the Kiswahili story: even in Standard 1, of the pupils who could read the story, most could then answer the questions as well.

The reason for this difference may be that Kiswahili is much more familiar to pupils, so they may be able to read words even if they do not fully understand them. With English, however, those that are able to read the words are likely to have studied the language and may be more likely to know the meanings. Also, as per the Standard 2 curriculum, the vocabulary in the English stories was simpler than in the Kiswahili stories.



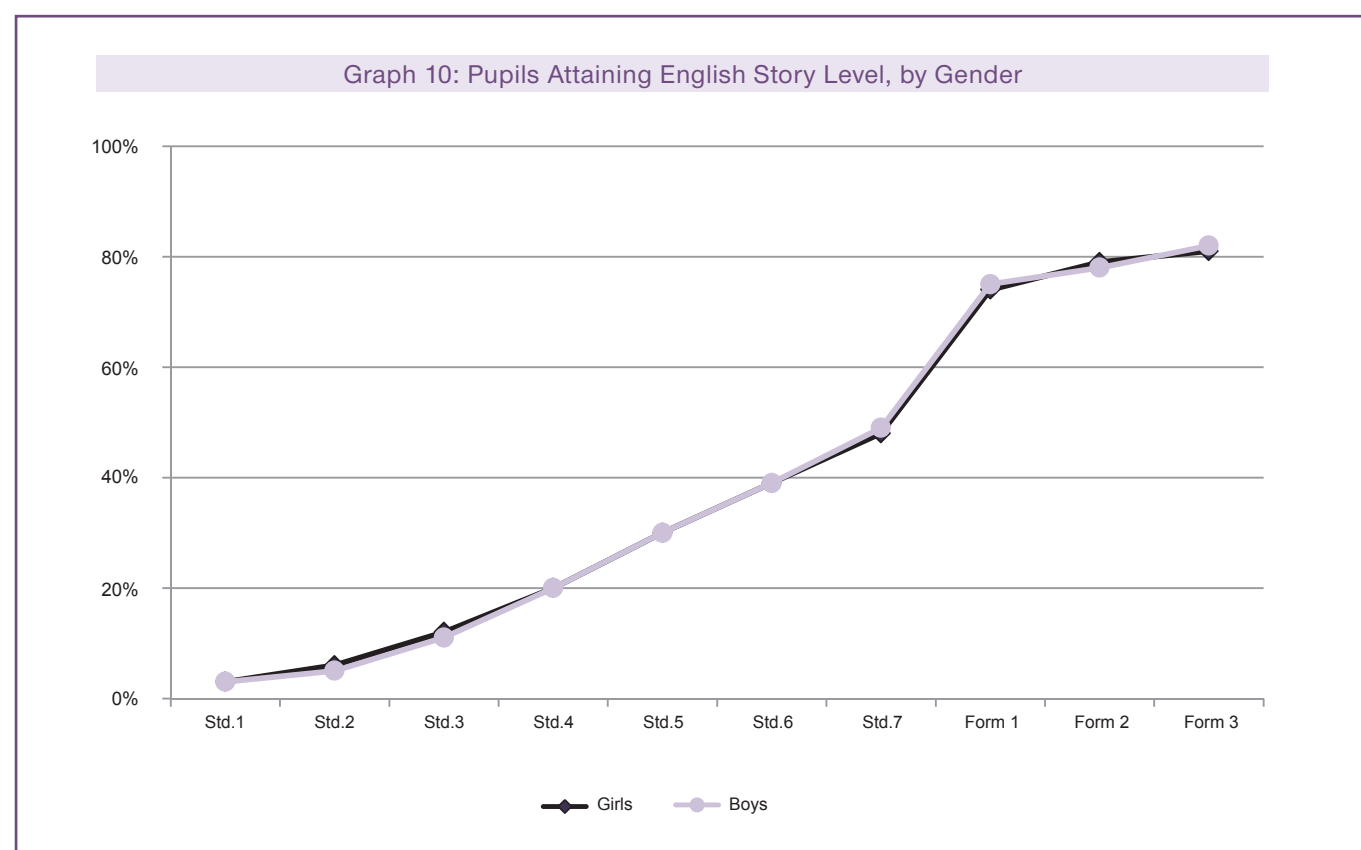
English and Gender

While the overall level of English reading skills are lower than Kiswahili reading skills, there is one aspect that the two subjects have in common:

Girls and boys perform equally well in reading English.

While again there are slight differences in each standard and form, the overall conclusion remains the same: among girls and boys enrolled in school, there is no substantial difference in their English reading skills.

While gender parity is likely still a concern in many areas, those girls and boys enrolled in school perform similarly in regards to English as well as Kiswahili.

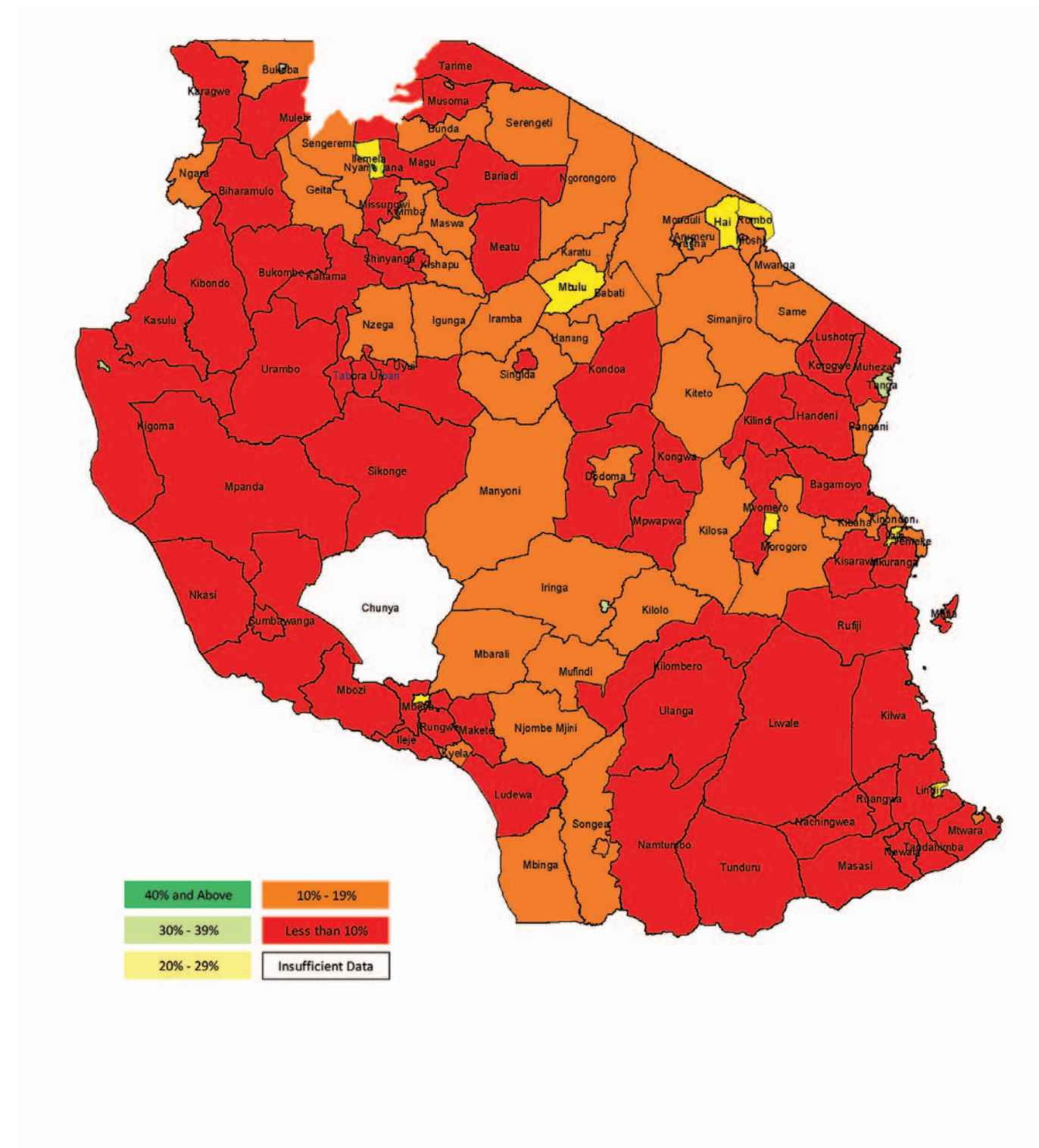


English Reading Level by District: Standard 3

Across Tanzania, only about 1 in 10 Standard 3 pupils were able to read the basic English story included in the Uwezo assessment. Even in the highest performing district, Arusha, fewer than 4 in 10 were able to read the story.

Standard 3 pupils perform best in English in Arusha, Kigoma Urban and Iringa Urban.

Other districts performing relatively well include Bukoba Urban and Tanga. At the other end, hardly any Standard 3 pupils were able to read English in Tandahimba, Musoma Rural, Ruangwe, Meatu and Rungwe. While the overall levels are lower, the pattern of performance across Tanzania is similar to Kiswahili reading skills.



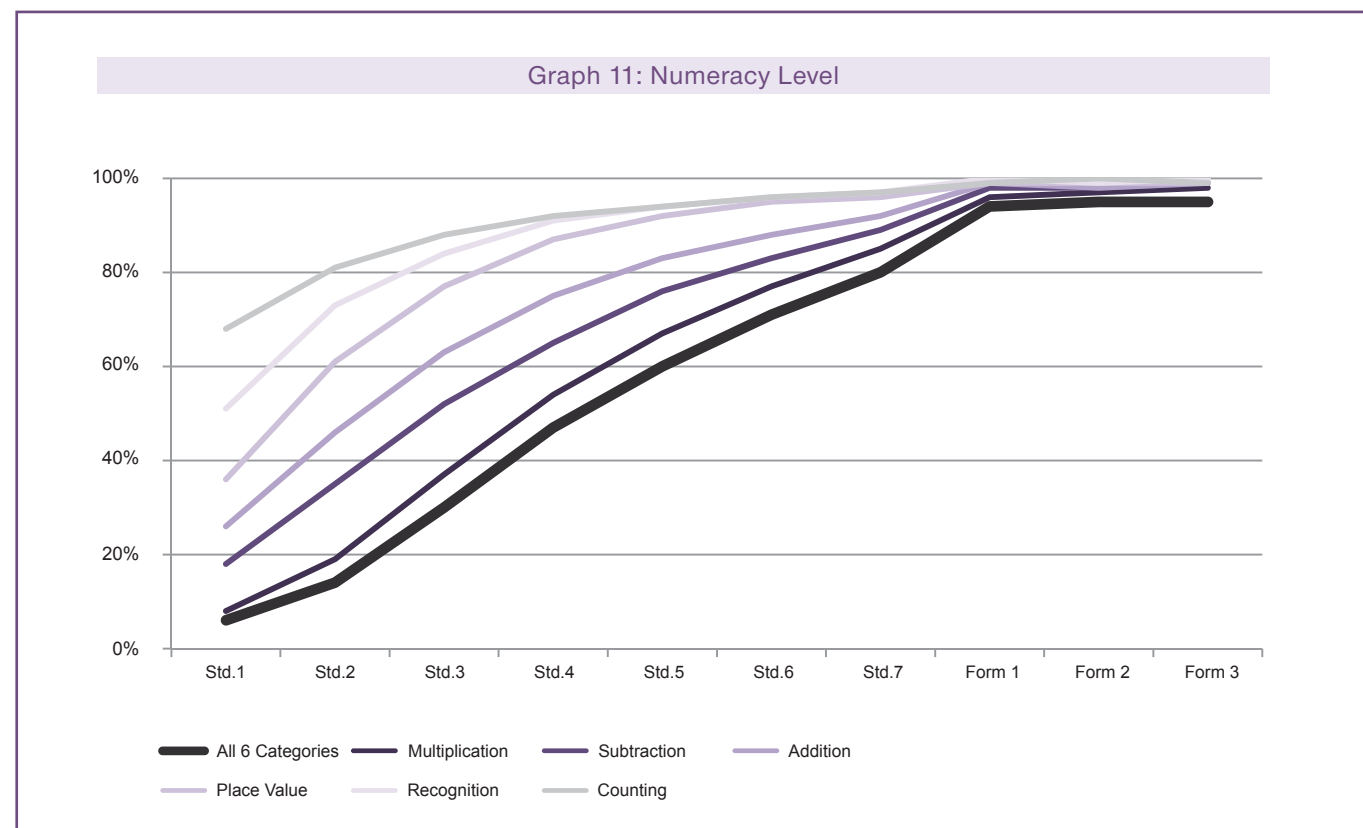
3 NUMERACY

In addition to literacy, numeracy is a fundamental skill that all parents should expect their children to learn when they send them to school. As with literacy, however, not all children are learning numeracy skills as early as they should.

Only 3 in 10 Standard 3 pupils can add, subtract and multiply.

Uwezo's method for testing numeracy was slightly different than in literacy. In Kiswahili and English, if the child could not pass a certain level, the assessor progressed no further; a child who cannot read sentences is unlikely to read a full story. Numeracy, however, is a bit different: a child that struggles with subtraction may nonetheless be able to do basic multiplication. Therefore, Uwezo tested all levels with children, and the results are graphed below.

Multiplication was the most difficult category for children, as expected. By Standard 7, 8 in 10 pupils are able to pass all levels.



Numeracy and Gender

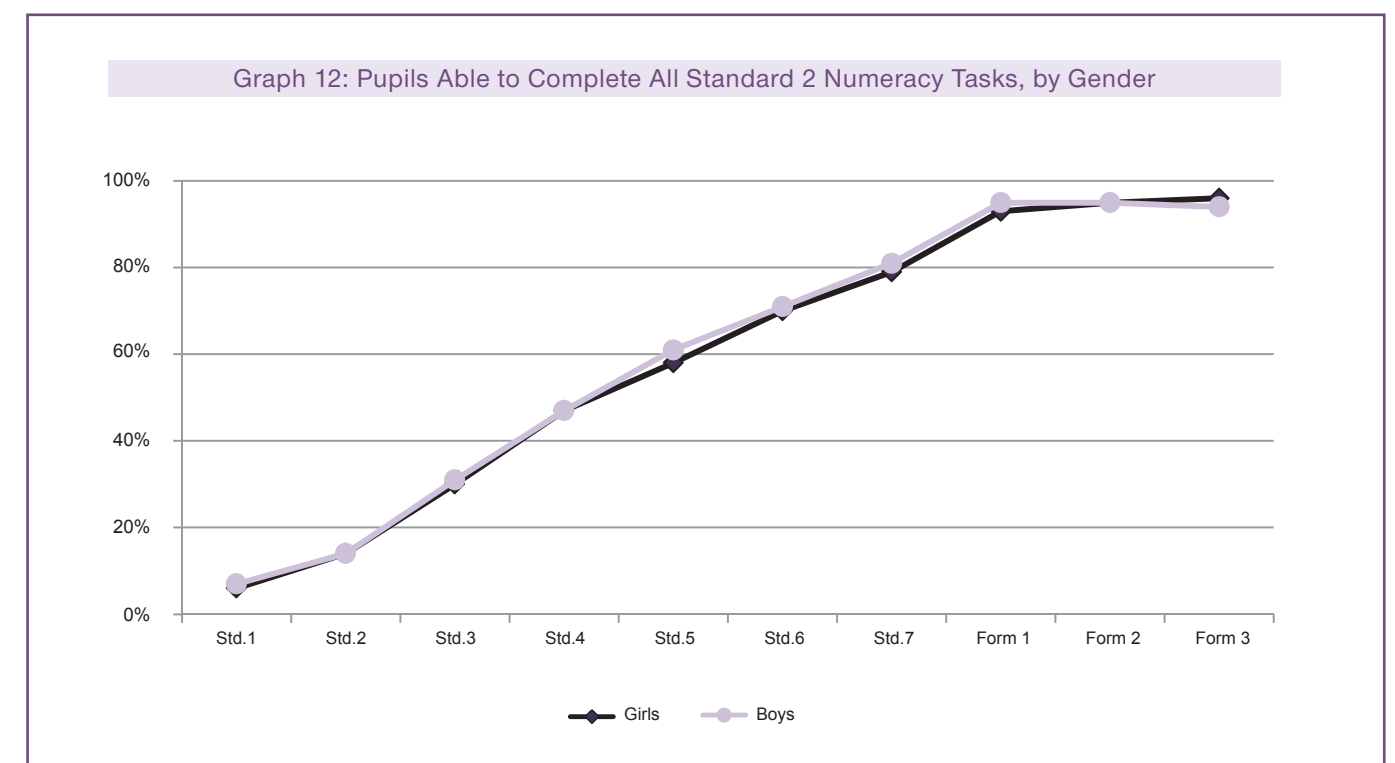
As with English and Kiswahili, the gender gap with regards to numeracy proved to be nearly non-existent:

Girls and boys perform equally well in numeracy.

Of the differences that do exist, boys tend to do just a bit better than girls in most standards, whereas girls did a bit better than boys in both reading categories. It would be a mistake, however, to make too much of these differences, as the gap between girls and boys in this regard is not large enough to be of concern.



Regarding gender then, Uwezo's 2nd Annual Learning Assessment largely supports a finding from the first: that a substantial gender gap does not exist in student performance among enrolled pupils.

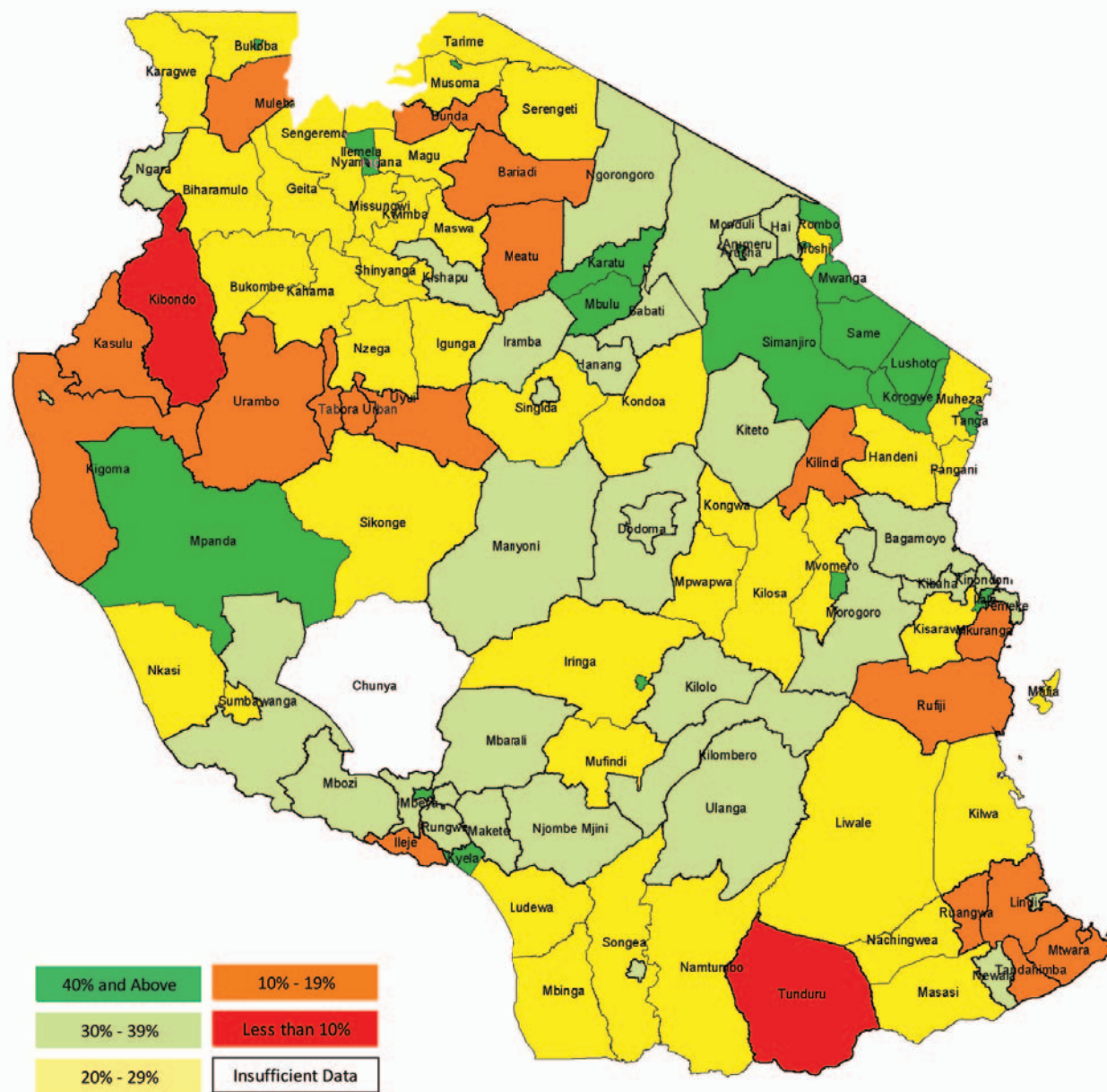


Numeracy by District: Standard 3

About 3 in 10 Standard 3 pupils are able to perform Standard 2 level mathematics. The highest performing district is Korogwe Urban, where over 6 in 10 pupils were able to complete the assessment.

Standard 3 pupils perform best in numeracy in Korogwe Urban, Tanga and Kibaha Urban.

Tunduru and Kibondo were the lowest performing districts: fewer than 1 in 10 Standard 3 pupils there were able to add, subtract and multiply at a Standard 2 level.



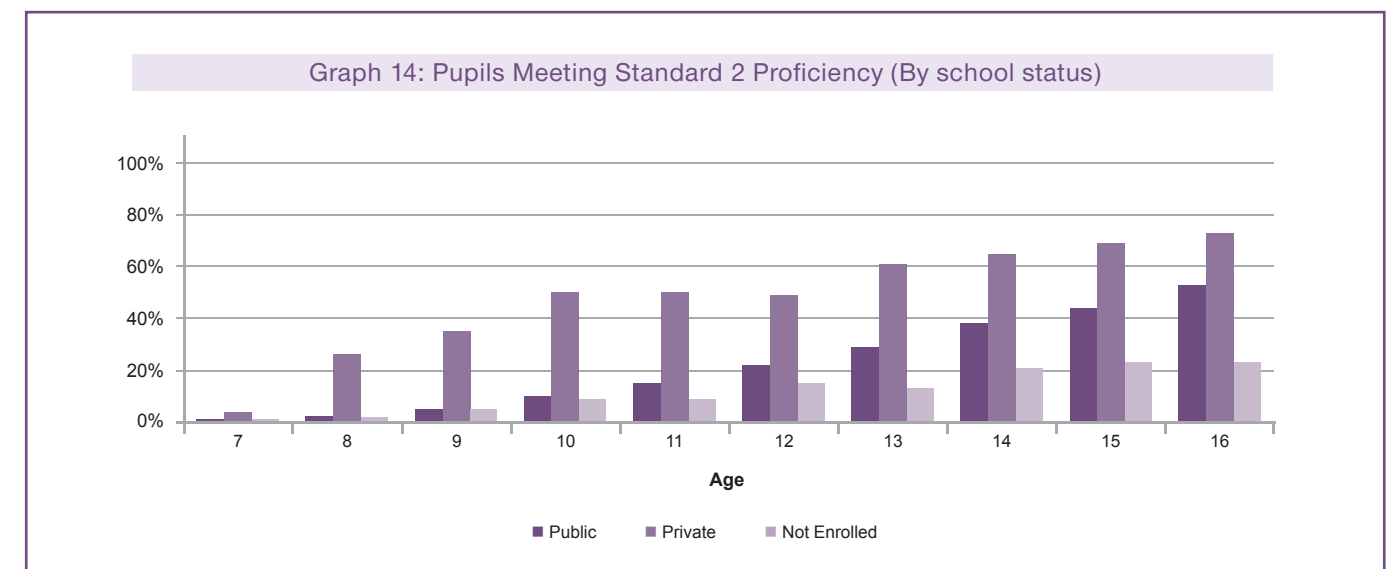
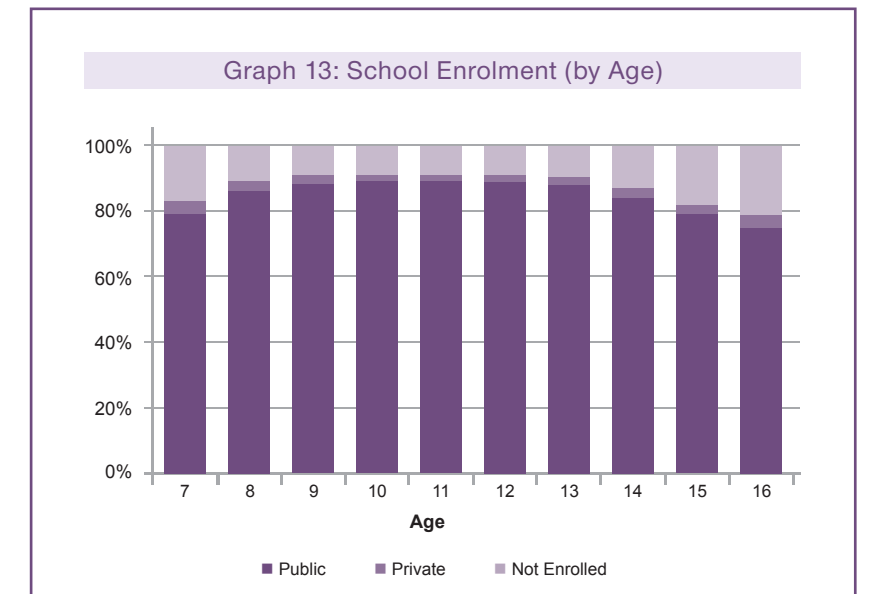
4 FACTORS AFFECTING LITERACY AND NUMERACY

Throughout this section and unless otherwise noted, the basis of comparison is the percentage of children who are Standard 2 proficient: those that successfully completed the assessment in all three subjects.

School Enrolment: Private school students excel

Nearly 9 in 10 children between the ages of 7 and 16 are enrolled in school, with the vast majority enrolled in government schools. Children between 9 and 13 are especially likely to be enrolled. At the same time, it is the youngest and oldest children who are most likely to be enrolled in private school, though only by a small margin.

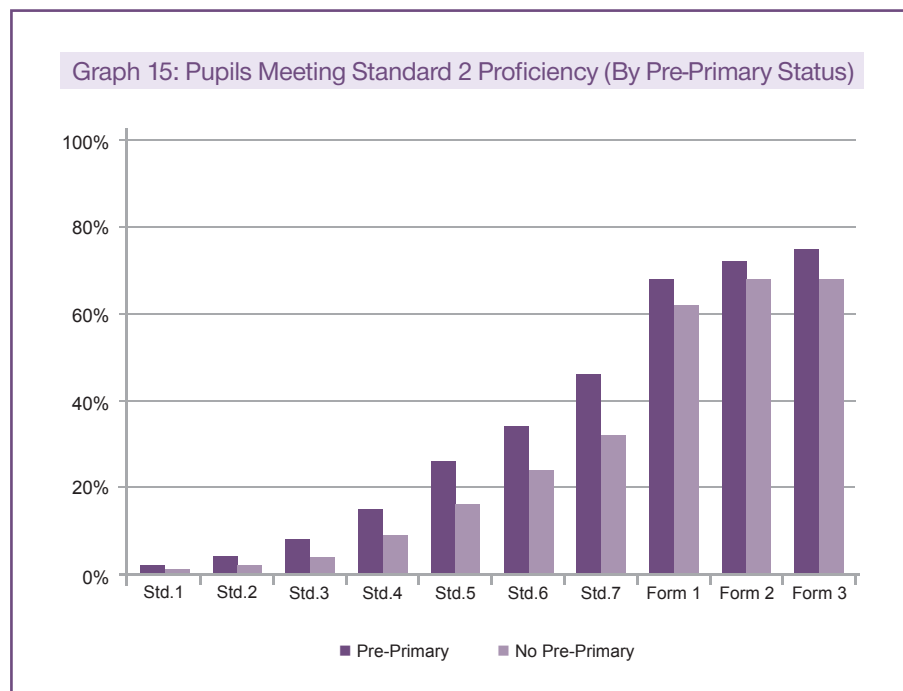
While there are not many private school students, those children who are in private school have a very large advantage over those in public school. Among children 10 and younger, there is not much difference between being enrolled in a public school and not being enrolled at all, in terms of being able to pass the assessments. From age 11 and beyond, however, children enrolled in public school do better than those not enrolled at all.



■ Preparation: Pupils with pre-primary education have an advantage

Nearly three out of four children throughout Tanzania have been enrolled in pre-primary school. Pupils in lower standards are slightly more likely to have attended pre-primary school than pupils in higher standards, making it possible that pre-primary enrolment is becoming more common.

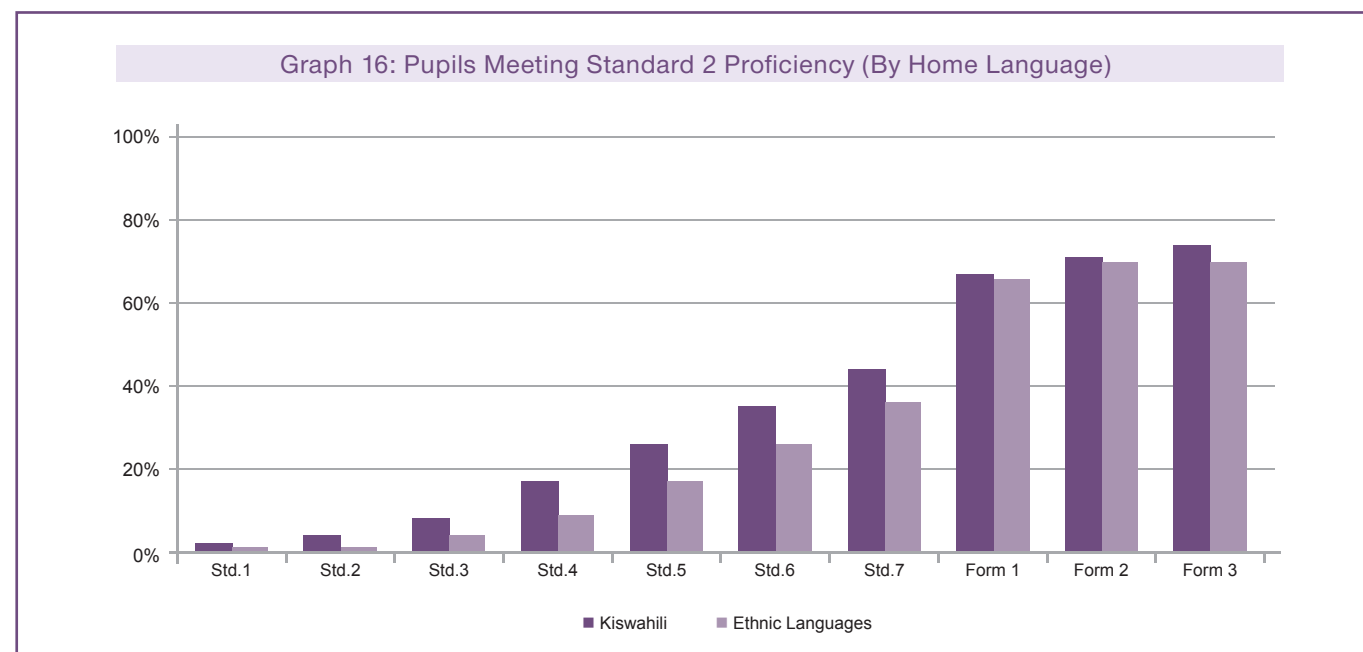
Whether or not it is becoming more common, the relationship between attending pre-primary school and later success in literacy and numeracy is clear. Pupils that have been in pre-primary school perform better than those who have not. The gap closes in secondary school but never quite disappears.



■ Home Language: Kiswahili speakers are favoured

While Kiswahili is the common language of Tanzania and is the language of instruction in primary school, it is not always the language that children hear at home. In fact, over 1 in 3 households in the Uwezo assessment reported speaking a language other than Kiswahili at home.

It is no surprise then that children whose home language is the same as the language they hear in school are better able to perform not just in Kiswahili, but English and numeracy as well. The gap between the two groups diminishes in secondary school.

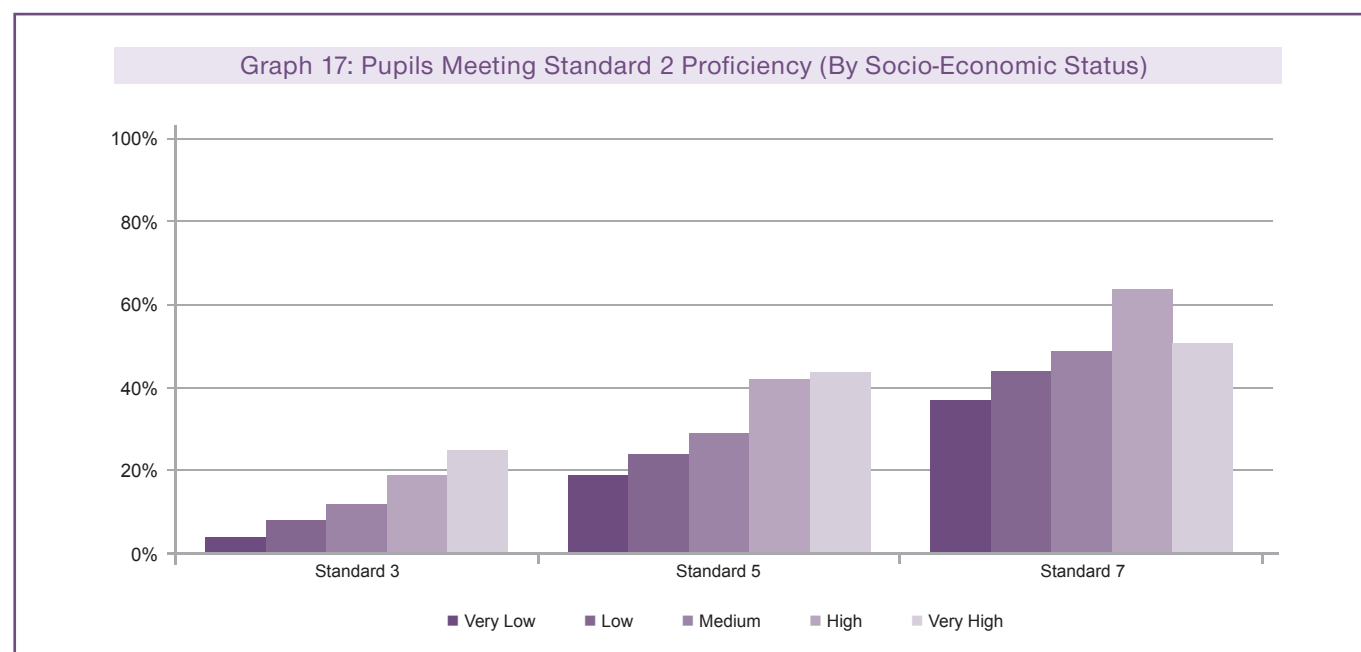


“As a Tanzanian parent who is also an education stakeholder, joining Uwezo is one of my contributions in the improvement of children’s education.”

- District Coordinator James Barongo, TADEPA, Bukoba Rural District

■ Socio-Economic Status: Wealthy families have a leg up

As part of the household interview, Uwezo volunteers asked the parents whether they owned such items as a bicycle, a mobile phone and a refrigerator, then used the results to calculate a wealth index. The wealth index gives a rough estimate of the family’s means, and similar to the first annual assessment, Uwezo has found that children whose families score high on the wealth index tend to perform better on the assessments than other children. Uwezo also considered more traditional types of wealth, including cattle and goats – under the traditional metric, the difference among the different categories was not quite as large.



“I have discovered that our children don’t understand anything when they are at school. You have done a good job to give us these questions and exercise books. We will be assisting them.”

- Parent, Misungwi District

■ Parental Education: Educated parents have educated children

About 8 out of 10 pupils have at least one parent who went as far as primary school as a child. As Uwezo found during the first annual assessment, parental education is highly related with a pupil’s performance.

As the grid below shows, over 6 out of 10 Standard 7 pupils whose parents both attended secondary school are proficient at at least the Standard 2 level in every subject, compared with just 3 in 10 of students whose parents did not attend any school

Percentage of Standard 7 Pupils Proficient in All Subjects

		Mother’s Education			
		NO PRIMARY SCHOOL	PRIMARY SCHOOL	SECONDARY SCHOOL	POST-SECONDARY EDUCATION
Father’s Education	NO PRIMARY SCHOOL	30%	30%		
	PRIMARY SCHOOL	31%	42%	54%	
	SECONDARY SCHOOL		52%	67%	
	POST-SECONDARY SCHOOL		67%		

Note: In the shaded boxes, there were not enough children meeting the criteria to be representative.

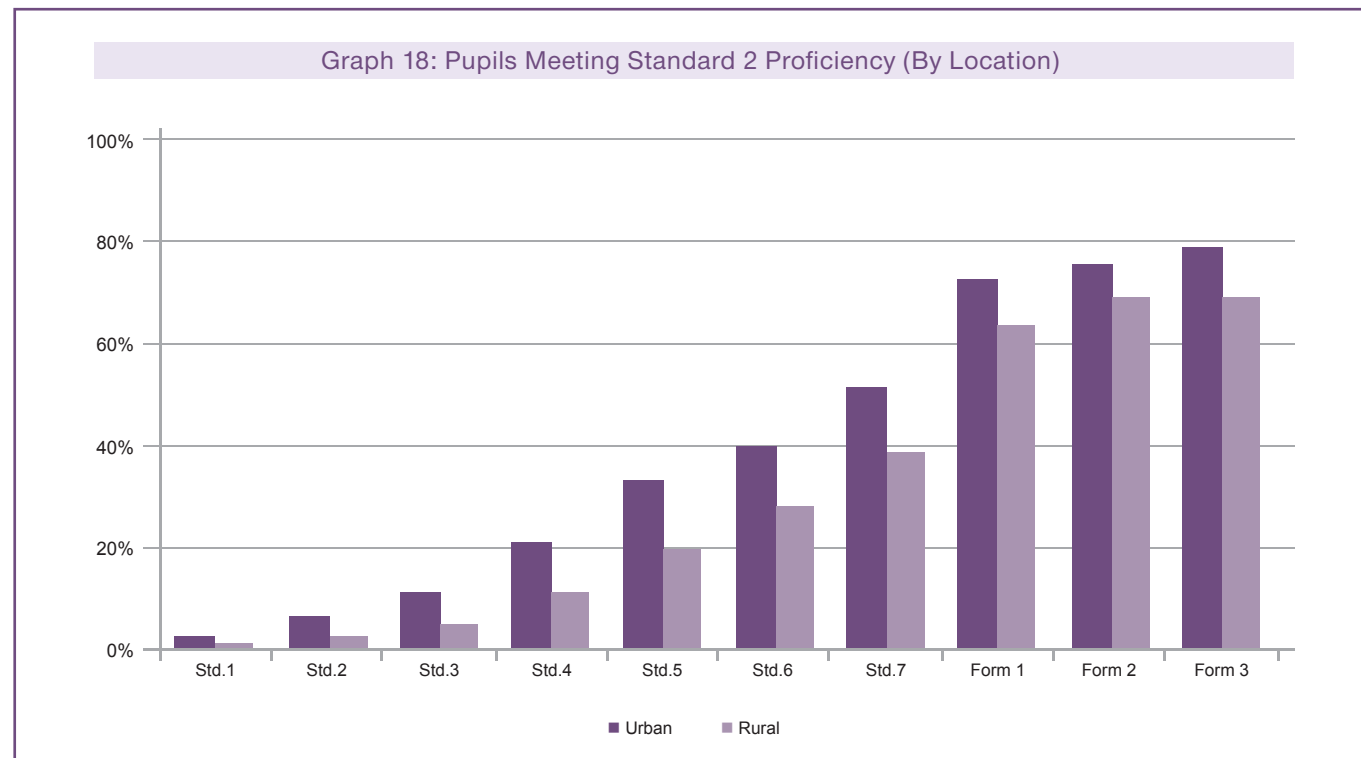
■ Location: Urban students prosper

About 3 in 4 children live in rural locations, but it is their peers in urban locations who tend to perform best in literacy and numeracy. In Standard 3 for example, urban students are twice as likely to meet proficiency standards in all three subjects as rural students.

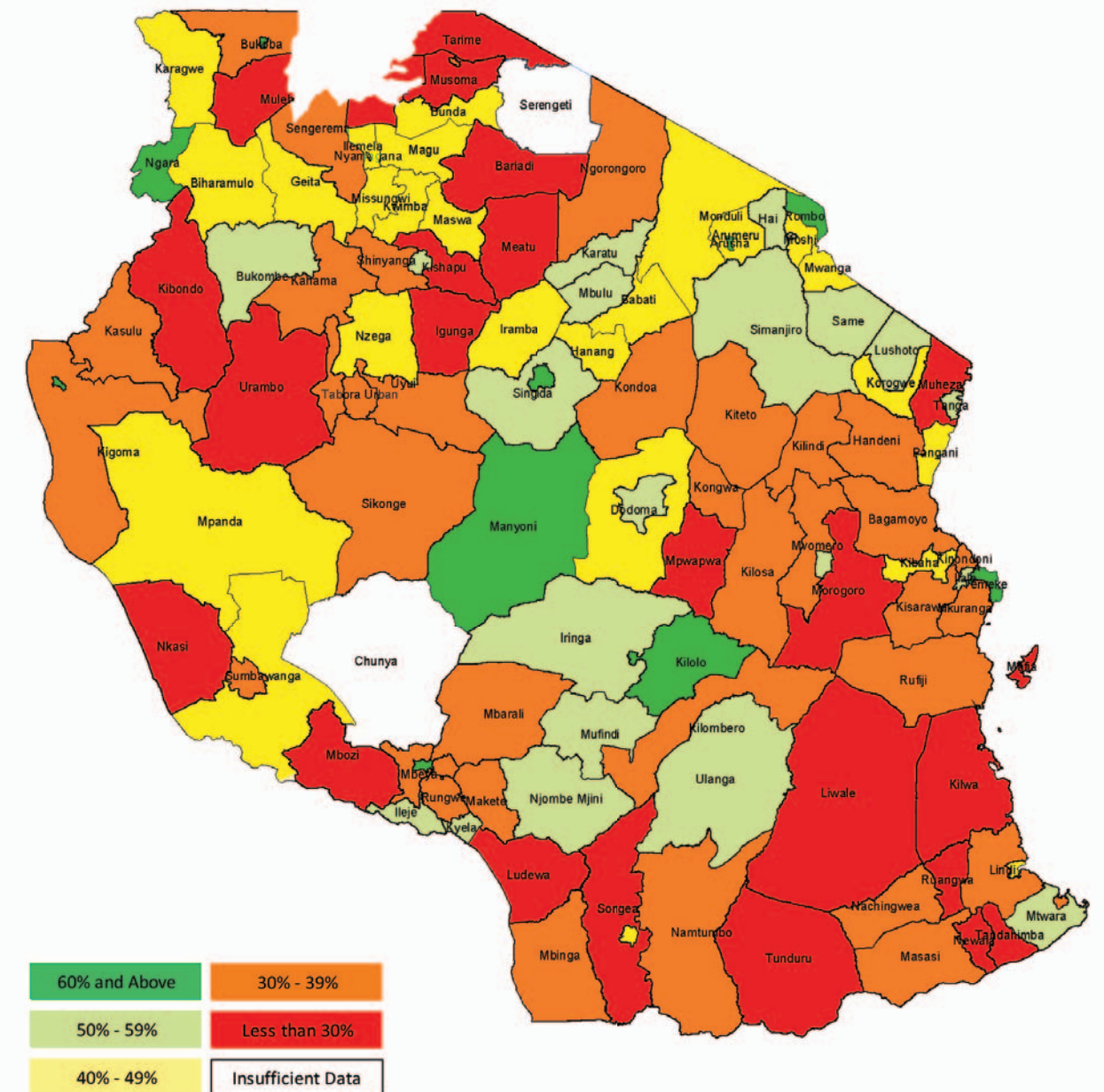
Urban secondary school pupils tend to perform better than rural pupils as well. Further, children from urban locations are a good deal more likely to attend secondary school than children from rural locations. About 4 in 10 secondary school pupils are from urban areas, compared with fewer than 3 in 10 primary school pupils.

Beyond the urban/rural distinction, the 132 districts varied substantially from each other in terms of children’s performance. For Standard 7 pupils, the highest performing district in Standard 2 proficiency across all subjects was Iringa Urban, followed by Bukoba Urban and Arusha. On the other end, Kibondo, Tandahimba and Rorya were among the lowest performing. Temeke scored highest in Kiswahili reading among Standard 7 students, with nearly all pupils able to read the story. Similarly, nearly all Standard 7 pupils in Arusha were able to complete the math assessment. The highest performing district in English reading was Bukoba Urban: nearly 9 in 10 Standard 7 pupils were able to read the English story.

Later this year, Uwezo will be publishing an in-depth analysis that studies district variation in each subject, including a full ranking of the 132 districts. This analysis will further explore the variations that exist among the districts.



Standard 7 Pupils Meeting Standard 2 Proficiency - All Subjects



In the average district, 4 out of 10 Standard 7 pupils were able to complete the Standard 2 level assessments in all three subjects. This average varied from a high of 84 per cent in Iringa Urban to a low of 14 per cent in Kibondo. Other high performers include Bukoba Urban (80 per cent), Arusha (79 per cent) and Ngara (70 per cent); low performers include Tandahimba, Nkasi and Mafia.

What could account for this large difference? Later this year, Uwezo will be publishing a district report and district report cards that further examine the differences among the districts. Further, there will also be a report on the state of our schools that will highlight the different learning conditions throughout the country.

COMBINING THE FACTORS TOGETHER

All of the factors detailed above have some relationship with children's learning. The relationship is especially noticeable when the factors are combined. Bukoba performs higher than Kibondo in general, but the difference is exaggerated even further when looking at educated parents in Bukoba Urban and uneducated parents in Kibondo. And while Mbulu generally performs a bit higher than Iramba, certain children in Iramba will have an advantage over those in Mbulu depending on the other factors. Gender was not included as a factor because it was not found to be significant.

STUDENT A IN STD. 7

Home: Kibondo

Parents' Highest Education:
None

Wealth Index: Low

Home Language: Ethnic

Pre-Primary: Yes

**Likelihood of completing all
Std. 2 assessments:**
9%

STUDENT B IN STD. 7

Home: Ukerewe

Parents' Highest Education:
Primary School

Wealth Index: Medium

Home Language: Kiswahili

Pre-Primary: Yes

**Likelihood of completing all
Std. 2 assessments:**
29%

STUDENT C IN STD. 7

Home: Mbulu

Parents' Highest Education:
Primary School

Wealth Index: Low

Home Language: Ethnic

Pre-Primary: No

**Likelihood of completing all
Std. 2 assessments:**
52%

STUDENT D IN STD. 7

Home: Iramba

Parents' Highest Education:
Secondary School

Wealth Index: Low

Home Language: Kiswahili

Pre-Primary: Yes

**Likelihood of completing all
Std. 2 assessments:**
60%

STUDENT E IN STD. 7

Home: Ngara

Parents' Highest Education:
None

Wealth Index: High

Home Language: Ethnic

Pre-Primary: Yes

**Likelihood of completing all
Std. 2 assessments:**
72%

STUDENT F IN STD. 7

Home: Bukoba Urban

Parents' Highest Education:
Post-Secondary

Wealth Index: Medium

Home Language: Kiswahili

Pre-Primary: Yes

**Likelihood of completing all
Std. 2 assessments:**
95%

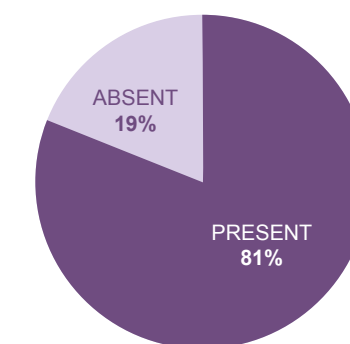
5 SCHOOLS

Teacher attendance: 4 out of 5 are present

Across Tanzania, 4 out of 5 teachers were present on the day of the Uwezo survey. There were somewhat more women than men among the ranks of teachers: the average school had 12 teachers, five men and seven women. However, 3 out of 4 head teachers surveyed were men.

The Uwezo survey also found that school-wide perfect attendance among teachers was relatively rare: only about 1 in 10 schools visited had all of their teachers at work on that particular day. More often than not, then, children are going to a school that is operating short-handed.

Graph 19: Average Teacher Attendance



OUR CONCLUSION

The Uwezo initiative began with a concern for education in the country. Since 2001, there has been a rapid expansion of educational opportunities both at primary and secondary levels. Yet, all indications point to the fact that increased schooling has not led to increased development of competencies and skills among school graduates. Uwezo decided to find out if schooling has led to children attaining basic literacy and numeracy competencies. Information on literacy and numeracy is generated through a large scale, household based survey carried out annually. The aim of Uwezo is to inform millions of Tanzanians on how many children have attained basic literacy and numeracy levels. Uwezo expects that the information will lead to conversations between various stakeholders, which will then lead to eventual improvement in the quality of education.

After concluding our 2nd Annual Learning Assessment, we are confident in the results: our children are not learning nearly as well as we would like them to.

According to our curriculum, Standard 2 is when children should master the basics of reading and numeracy. But our assessment has shown that most children complete Standard 2 without having done so. Only 3 in 10 Standard 3 pupils can read a Kiswahili story, and only 3 in 10 can add, subtract and multiply. Scores are worse yet in English, where only 1 in 10 can read a basic English story.

Furthermore, this low performance is not uniform across the country. Some pupils – particularly those in urban areas with educated parents – are more likely to master the fundamental skills by the time they reach Standard 3. At the same time though, other pupils have a distinct disadvantage as they pursue their education. Children in rural areas with uneducated parents and without access to pre-primary school face an especially uphill challenge.

For our children's learning to improve, we must focus on the quality of learning that happens within schools. But here, too, is a challenge. One out of 5 teachers was absent on the day Uwezo conducted the assessment. With this high rate of absenteeism, it is difficult for children to learn consistently and to build on their skills throughout the school year.

What do these findings mean for our country's future? Many of our children are able to master the fundamentals of Kiswahili literacy and numeracy by the time they leave primary school, but if they are still learning to read in Standards 3, 4, 5 and above, they will have less time to focus on the higher-level skills that they will need as an adult.

Addressing these problems will require our country's full attention. It will not be enough to lay the blame on parents, teachers or government officials. The core belief of Uwezo is that lasting solutions will only come about when everyone is committed to helping our children learn. No one needs to wait for someone else to act. Anyone who knows a teacher, or a child, or a parent, can start a conversation immediately about what we can do to promote student learning.

Are our children learning? No, they are not, at least not as much as we would like them to. Unless we want to hear the same answer next year, and the year after that, we must get started today.



APPENDIX A: Data

Unless otherwise noted, numbers in tables are percentages.

General

Uwezo assessed over 128,000 children during this Annual Learning Assessment. Charts throughout this report use the weighted averages, taking district size into account. In some cases, there were not enough students to be considered representative for a particular statistic, for example some categories in the parental education grid; in those instances the data were left blank rather than show a result that was not representative.

In combining factors that correlate with literacy and numeracy, a standard OLS regression was used with likelihood of being Standard 2 proficient as the dependent variable. Additional independent variables were considered, including gender, but they were ultimately rejected as they were not significant.

The full data set and additional statistical tables will be available on www.uwezo.net by September 2011. Below are the data tables corresponding to the charts in the Results section of this report.

Table 1: Overview

CLASS	KISWAHILI			ENGLISH			NUMERACY			FULL PROFICIENT		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Std.1	4.29	4.66	4.45	2.55	2.59	2.56	6.56	5.94	6.26	1.37	1.47	1.42
Std.2	13.53	15.13	14.36	5.45	6.25	5.88	14.45	14.26	14.30	2.84	3.29	3.10
Std.3	26.76	29.76	28.25	10.72	12.34	11.49	30.53	30.36	30.41	6.15	7.31	6.71
Std.4	44.28	44.68	44.40	20.33	20.04	20.15	47.25	46.80	47.03	13.90	13.46	13.67
Std.5	57.68	59.71	58.66	30.49	29.76	30.11	60.96	58.49	59.77	23.69	21.91	22.77
Std.6	68.38	69.14	68.77	39.36	38.69	39.04	71.37	69.64	70.52	32.22	30.37	31.30
Std.7	75.50	76.93	76.21	49.12	47.84	48.42	81.43	78.50	79.94	41.86	40.90	41.31
Form 1	87.44	86.65	86.96	74.75	74.18	74.37	95.32	93.14	94.14	67.57	65.75	66.51
Form 2	86.22	89.28	87.83	77.60	78.74	78.38	95.07	94.74	94.96	69.28	72.34	71.04
Form 3	88.42	89.59	88.93	82.02	80.76	81.28	93.56	95.79	94.77	72.25	74.27	73.09

Table 2: Kiswahili Reading

Class	Nothing	Letter	Word	Paragraph	Story	TOTAL
Std.1	49.71	35.04	7.79	3.00	4.45	100
Std.2	27.92	33.46	14.99	9.27	14.36	100
Std.3	19.47	21.83	16.82	13.63	28.25	100
Std.4	13.23	13.03	14.06	15.29	44.40	100
Std.5	9.26	9.39	8.97	13.71	58.66	100
Std.6	6.90	6.49	6.58	11.25	68.77	100
Std.7	4.94	5.35	4.82	8.69	76.21	100
Form 1	1.99	2.56	2.86	5.63	86.96	100
Form 2	1.45	2.30	2.95	5.46	87.83	100
Form 3	1.89	1.97	2.11	5.11	88.93	100

Table 3: English Reading

Class	Nothing	Letter	Word	Paragraph	Story	TOTAL
Std.1	57.10	33.93	4.75	1.66	2.56	100
Std.2	43.13	34.75	12.18	4.06	5.88	100
Std.3	33.85	28.93	17.84	7.89	11.49	100
Std.4	26.32	22.99	19.90	10.64	20.15	100
Std.5	20.56	18.91	18.32	12.11	30.11	100
Std.6	17.35	15.14	16.29	12.18	39.04	100
Std.7	13.99	11.63	14.44	11.52	48.42	100
Form 1	6.93	4.43	6.58	7.70	74.37	100
Form 2	7.96	3.00	4.65	6.00	78.38	100
Form 3	6.20	2.81	3.05	6.66	81.28	100

Table 4: Numeracy

Class	Nothing	Counting	Recognition	Place Value	Addition	Subtraction	Multiplication	Everyday Mathematics	TOTAL
Std.1	23.52	68.24	51.31	35.73	25.51	18.22	8.36	18.34	6.26
Std.2	12.62	80.86	72.93	60.82	46.36	35.31	18.69	34.09	14.30
Std.3	7.51	87.99	83.65	76.70	63.15	51.57	36.90	52.87	30.41
Std.4	4.72	92.10	90.56	86.93	74.91	65.40	54.22	67.20	47.03
Std.5	3.38	94.14	93.91	91.73	83.39	75.95	66.67	77.27	59.77
Std.6	2.14	95.98	95.85	94.69	88.00	82.60	76.72	84.70	70.52
Std.7	1.34	97.01	97.25	96.43	92.12	88.75	85.01	89.48	79.94
Form 1	0.24	99.16	99.54	99.10	98.71	97.93	96.30	97.61	94.14
Form 2	0.37	99.55	99.10	99.30	98.40	97.69	97.29	97.83	94.96
Form 3	0.11	99.36	99.60	99.35	98.74	98.49	98.03	98.28	94.77

Table 5: School Enrolment

Age	Public	Private	Not Enrolled	TOTAL
7	79.28	4.18	16.54	100
8	85.84	2.82	11.34	100
9	88.28	2.92	8.8	100
10	88.78	2.03	9.2	100
11	88.83	2.31	8.87	100
12	89.29	1.84	8.87	100
13	87.80	2.13	10.07	100
14	84.01	2.75	13.23	100
15	78.91	3.28	17.82	100
16	74.38	4.41	21.21	100

Table 6: Proficiency by School Enrolment

Age	Public	Private	Not Enrolled	TOTAL
7	1.27	4.49	0.91	1.33
8	2.39	26.22	2.34	3.05
9	5.15	34.75	5.04	5.95
10	9.66	50.37	8.52	10.25
11	14.9	50.4	8.74	14.98
12	22.38	49.34	14.52	21.9
13	28.5	60.56	13.47	27.26
14	37.82	64.53	20.56	35.65
15	43.89	69.2	20.48	39.78
16	52.95	72.72	23.32	46.27

Table 7: Proficiency by Pre-Primary Status

Class	Pre-Primary	No Pre-Primary	TOTAL
Std.1	1.53	0.68	1.42
Std.2	3.58	1.59	3.10
Std.3	7.70	4.09	6.71
Std.4	15.30	9.36	13.67
Std.5	25.79	15.78	22.77
Std.6	34.43	24.31	31.30
Std.7	45.79	32.32	41.31
Form 1	68.05	61.51	66.51
Form 2	71.87	68.18	71.04
Form 3	74.57	67.97	73.09

Table 8: Proficiency by

Class	Kiswahili	Other	TOTAL
Std.1	1.76	0.94	1.42
Std.2	4.36	1.14	3.1
Std.3	8.37	3.99	6.71
Std.4	16.63	8.92	13.67
Std.5	26.09	17.17	22.77
Std.6	34.52	26.07	31.3
Std.7	44.41	35.96	41.31
Form 1	67.08	65.62	66.51
Form 2	71.18	70.26	71.04
Form 3	74.03	69.54	73.09

Table 9: Proficiency by Socio-Economic Status

Class	Very Low	Low	Medium	High	Very High	TOTAL
Std.1	1.16	1.43	1.97	4.65	7.61	1.42
Std.2	1.92	3.17	6.51	15.25	6.03	3.10
Std.3	4.49	7.52	12.35	18.92	25.34	6.71
Std.4	10.91	14.17	20.35	35.08	28.21	13.67
Std.5	19.46	24.32	28.70	42.15	44.33	22.77
Std.6	27.59	33.66	37.89	51.52	48.60	31.30
Std.7	37.30	44.16	48.76	63.72	51.39	41.31
Form 1	64.98	64.77	75.08	65.20	77.06	66.51
Form 2	69.07	71.28	76.18	67.89	76.40	71.04
Form 3	70.19	72.50	77.44	82.69	62.83	73.09

Table 10: Proficiency by Location

Class	Urban	Rural	TOTAL
Std.1	2.21	1.16	1.42
Std.2	5.50	2.22	3.10
Std.3	10.77	5.22	6.71
Std.4	20.61	11.02	13.67
Std.5	33.33	18.94	22.77
Std.6	40.48	27.94	31.30
Std.7	50.99	37.85	41.31
Form 1	72.01	63.45	66.51
Form 2	74.53	68.73	71.04
Form 3	78.27	68.63	73.09

Table 11: Teacher Attendance

	Teacher Attendance
Present	81.10
Absent	18.90



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- Dr. Sylvester Rugehiyamu, University of Dar es Salaam
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Uwezo's Host: The Tanzania Education Network

Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) is a national NETWORK of over 200 national NGOs and CBOs, international NGOs and district networks throughout Tanzania that are concerned with the promotion of education. Its core aim is to work and link with other actors in Civil Society Organizations (CSOs) to support local groups, such as Community Based Organizations (CBOs), Faith Based Organizations (FBOs), and NGOs, to carry out their advocacy work with an informed collective voice so as to influence policies for basic quality education for all in Tanzania.

Vision

TEN/MET envisions a Tanzania, in which all people, especially children, enjoy access to participatory and meaningful learning opportunities, in order to realize their fullest potential and to enhance their social integration.

Mission

TEN/MET will work with NGOs and CBOs to influence education policies and practices to promote accountability to communities, to ensure that meaningful learning is enhanced for all people, without discrimination.

Objectives

Education stakeholders (District Networks, CBOs, local NGOs, pupils and local leaders) are participating in various forums to demand greater responsiveness and accountability in the implementation of education policies to ensure equitable access to basic education for all children in Tanzania.

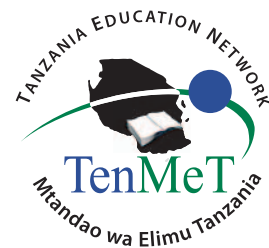
Activities

TEN/MET will work with partners to address the challenges by influencing education policies through:

- a. Communication and information sharing
- b. Capacity development
- c. Policy debate and advocacy, and
- d. Monitoring impact of policy at district level

For more, visit www.tenmet.org

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