ARE OUR CHILDREN LEARNING?

The State of Education in Tanzania in 2015 and Beyond

Uwezo TANZANIA

Twaweza ni sisi

The Fifth Uwezo Annual Learning Assessment Report


Wanaenda shu
Wanasoma

THE UWEZO INITIATIVE WAS SUPPORTED IN 2014 BY: THE WILLIAM AND FLORA HEWLETT FOUNDATION, DFID (TANZANIA), HIVOS, THE WORLD BANK, AMERICAN JEWISH WORLD SERVICE, CHILDREN'S INVESTMENT FUND FOUNDATION

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Foreword

CONNECTING PAST ACHIEVEMENTS (EFA GOALS FOR 2015) WITH FUTURE ASPIRATIONS (SDGs FOR 2030).

JOHN MUGO AND AIDAN EYAKUZE

Five and a half decades ago, the wave of African independence from colonial rule brought new hope to East Africa. Here at last was the chance for the free movement of people, liberty to choose our leaders, the opportunity to chart our future direction and a chance to ensure equitable education. The first decades of post-independence social policy focused on expanding access to education at all levels. By the mid-1980s however, the steep enrolment curve had flattened. The long-anticipated fruits of independence seemed to have turned sour. Even the World Education Conference held in Thailand in 1990 did little to rekindle hope for East Africa's educational ambitions.

A second, more ambitious wave to provide universal primary education (UPE) arrived in Uganda in 1997, preceding the World Education Forum in Dakar in 2000. This new push for universal primary education was taken up by Tanzania in 2002, followed by Kenya in 2003. Though mainly driven by political directives, these national initiatives to expand access to education brought renewed optimism and momentum. Primary school enrolments in all three countries rose dramatically. However, five years after UPE had started in each country, research began to indicate worrying trends, including stagnating enrolment ratios and declining quality of education.

Since 2009, the Uwezo annual learning assessments have provided evidence on the quality of education in three countries in East Africa: Kenya, Tanzania and Uganda. These assessments are by far the largest surveys of learning outcomes ever carried out in Africa. The fifth round of the assessment in Tanzania was conducted between September and November 2014.

This report in the Uwezo series arrives at a critical juncture, not only for examining the extent to which Tanzania has met the six Education for All (EFA) goals set in 2000 for achievement by 2015, but also for informing the development of specific targets and indicators for Sustainable Development Goal 4 (SDG 4) to ensure inclusive and equitable quality education and lifelong learning for all by 2030 (United Nations, 2015). The targets and indicators for SDG 4 will be finalised this year.

The report examines results on access to pre-primary and primary education, rates of literacy and numeracy among assessed children, and identifies areas of inequality in educational opportunities. The aim is to engage with a broad range of audiences, including national, regional and district level decision makers in education, as well as stakeholders in academia and civil society. We invite readers to reflect closely on the results not only as a lens through which to gauge the country's progress in delivering education services but also what can and should be done to secure the right of every Tanzanian child to quality education by 2030.

Acknowledgements

The 2014 Uwezo annual learning assessment was carried out in 1,341 enumeration areas (EAs) across 50 districts in Tanzania and assessed 32,694 children and 1,309 public primary schools. The decision to reduce this year's sample size was taken to accommodate a series of experiments in conducting the assessment. The completion of this strategic agenda would not have been possible without the immense support, guidance and work by Uwezo district partners, coordinators, trainers and volunteers.

Our sincere gratitude to Uwezo partner organizations in every district that worked as our representatives at the district level and managed the resources (human and capital) to complete the assessment. Our appreciation goes to the District Coordinators, Assistant District Coordinators and the Village Coordinators for working tirelessly to list all of the households in their EAs, recruit volunteers, organize training and supervise the assessment in the field. To the Regional Coordinators and Master Trainers we say thank you for your leadership during training, monitoring and overseeing the assessment processes. And in a special way we thank the 2,540 volunteers who walked from house to house to collect information and assess children. What they have done cannot be paid back, but the fruits of their labour will contribute to the struggle of improving Tanzania's education.

We extend thanks to the Tanzania Commission for Science and Technology (COSTECH) for providing a research permit and the National Bureau of Statistics for sampling and providing maps for all EAs and for training the master trainers on sampling and map reading.

We acknowledge the support given by the Ministry of Education and Vocational Training (MoEVT) and Prime Minister's Office – Regional Administration and Local Government (PMO-RALG) for authorization to collaborate with our partners at district and village levels. Without the permits to visit schools we would not have been able to capture the vital data on the environment in Tanzania's schools that complements and informs the results on children's learning outcomes.

Many thanks also to test development panellists: Dr George Mrikaria, Dr Sylvesta Rugeihyamu and Faraja Christomus from the University of Dar es Salaam (UDSM), Stomini Msaka, Radhia Yahaya and Eugine Lindugani from the Tanzania Institute of Education (TIE) and teachers, Margreth Kaulule, Annie Hassan and Juliana Nyange.

We thank members of the Uwezo Advisory Committee: Professor Suleiman Sumra, Japhet Makongo, Dr Hillary Dachi, Professor Halai Anjum, Gracian Mukoba and Catheline Sekwao. They offered invaluable technical advice, support and encouragement.

We are additionally grateful for the support, guidance and inputs in the finalization of this report given by Twaweza's Executive Director Aidan Eyakuze and team members Dr John Mugo and Risha Chande. Special recognition to the Uwezo Tanzania staff: Richard Temu, Mwegelo Kapinga and Happiness Nkwera for their outstanding dedication, and to all the interns and consultants that made it happen. Special thanks to Uwezo Tanzania Manager Zaida Mgalla for her support leadership, commitment and guidance to ensure the successful implementation of the assessment, and production of this report.

Furthermore, we would also like to thank Dr James Ciera, Uwezo Senior Data Specialist, Conrad Watola of Electrodynamics Limited, and Sunai Consultancy India for their technical support on data management processes.

Our sincere acknowledgement also goes to Dr Richard Shukia (School of Education, University of Dar es Salaam) for supporting the writing of this report.

Finally, our appreciation goes to our caring, loving, tolerant and supportive families. They tolerated our absences in pursuit of this important cause and their courage kept us strong along the way.

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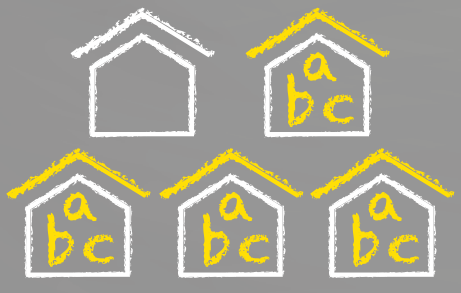
Five Facts About Education in Tanzania

1 Many children do not have access to pre-primary education



One in five government primary schools (20%) surveyed during the assessment had no pre-primary class.

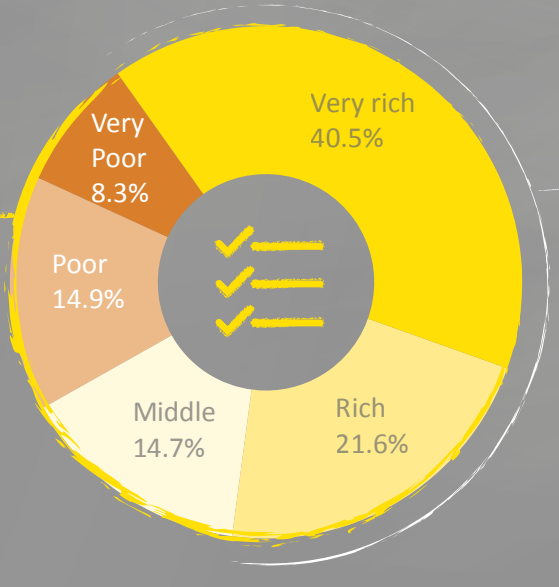
6 out of 10 (64.7%) children of pre-primary school age (5-6 years) were not enrolled in pre-primary institutions. Among children of pre-primary school age (5-6 years), 35.3% were enrolled in pre-primary institutions.

There are disparities in access to primary school in terms of geography (urban vs. rural) and wealth.

Nationally, boys and girls had the same level of access to pre-primary school.

Percentage distribution of children aged 5-6 years who were attending a pre-primary class, by household socio-economic status, 2014.

The survey found that 84% of pre-primary school age children (5-6 years) who were out of school were living in rural areas. Enrolment of pre-primary children in urban areas (54%) was higher than in rural areas (46%).

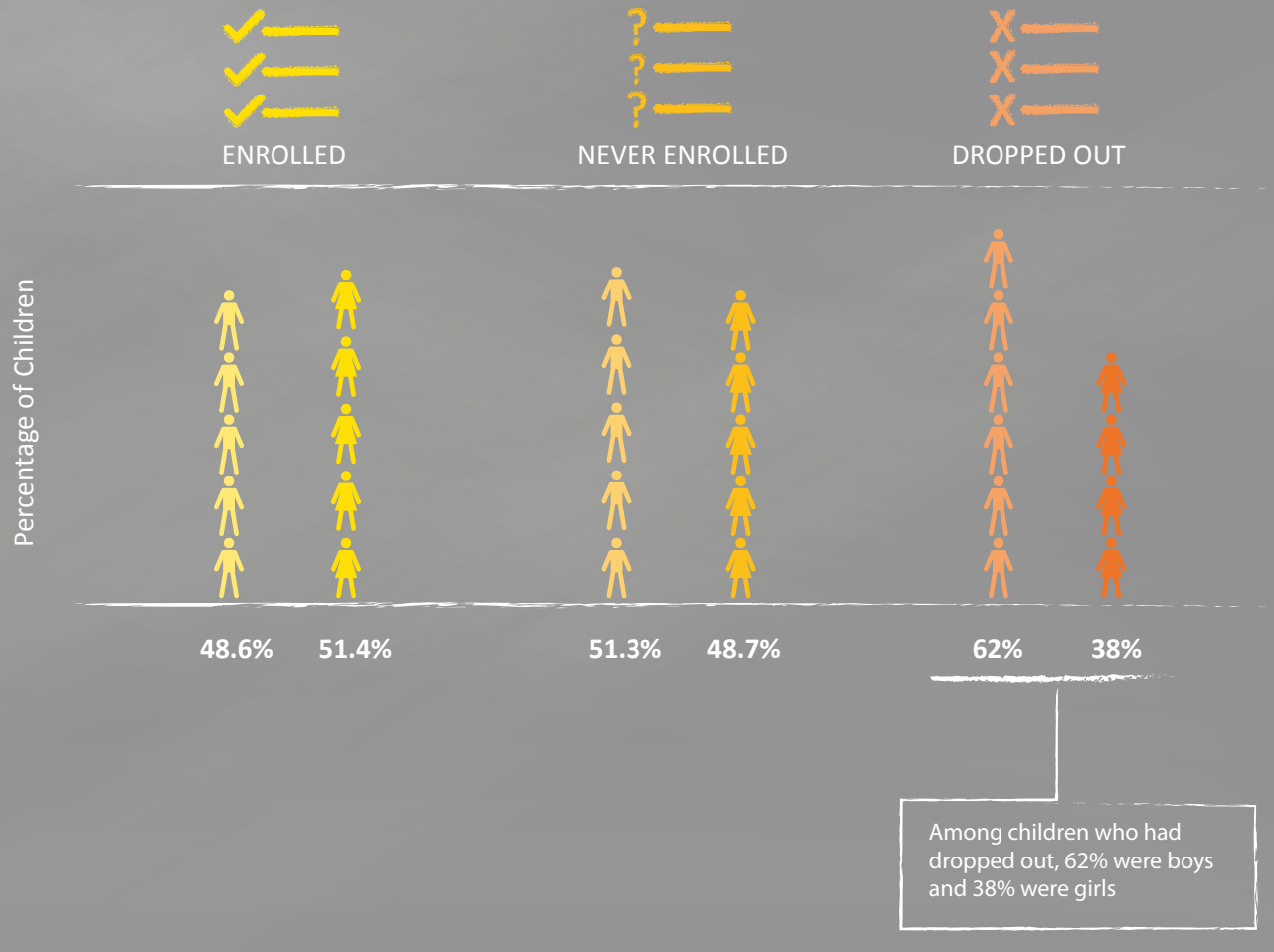


Of the children enrolled in pre-primary schools, 62% came from wealthier families ("rich" and "very rich") compared with 23% from poorer households ("very poor" and "poor").

2 A significant proportion of children were found to be out of school

2 out of 10 (19.2%) children aged between 7 and 16 years old, were never enrolled in school or had dropped out.

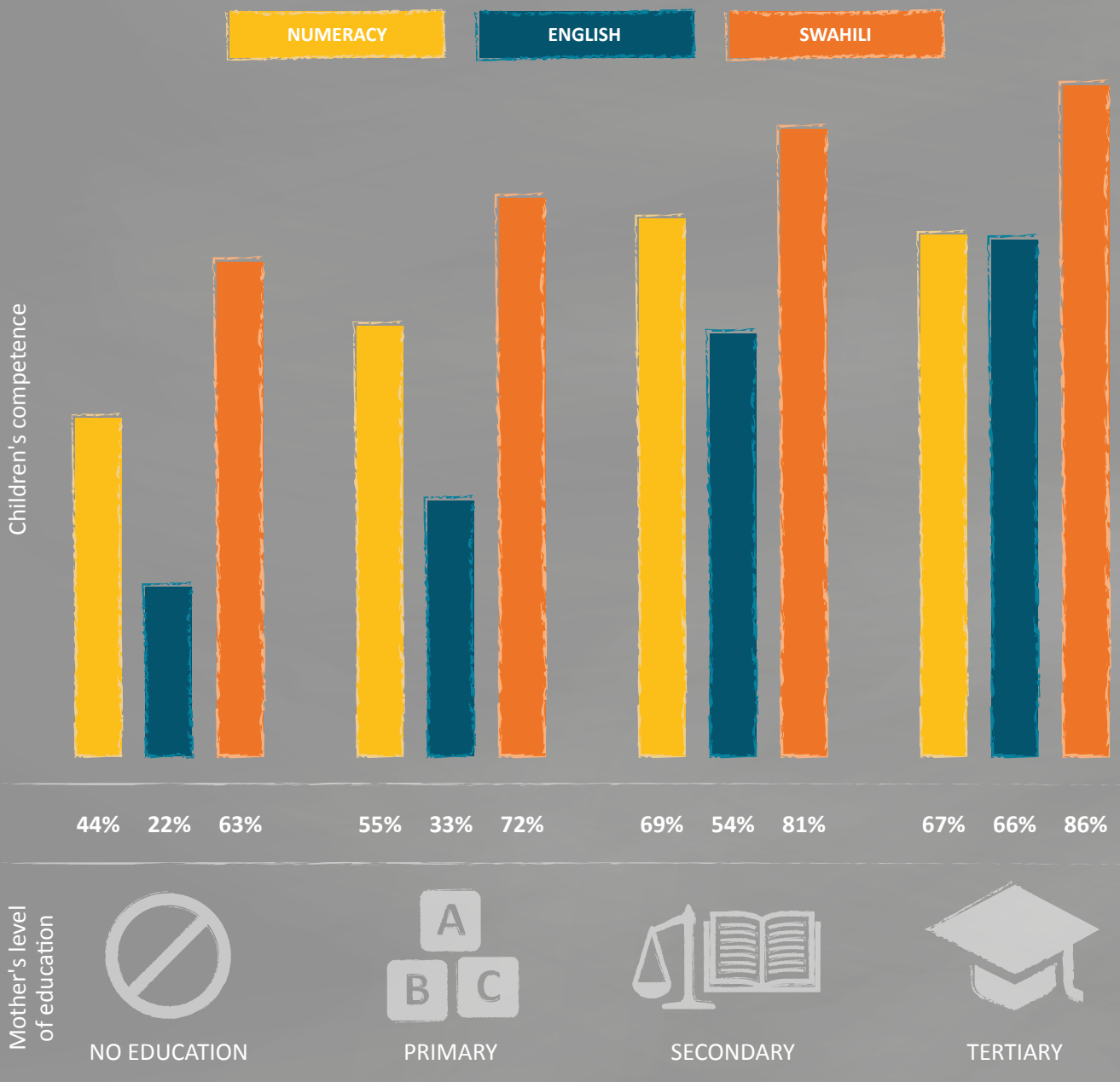
Of the children found to be out-of-school, 81.7% had never been enrolled while 18.3% had dropped out.



Among children who had dropped out, 62% were boys and 38% were girls

3 Mothers' education level appears to have a link with children's literacy and numeracy

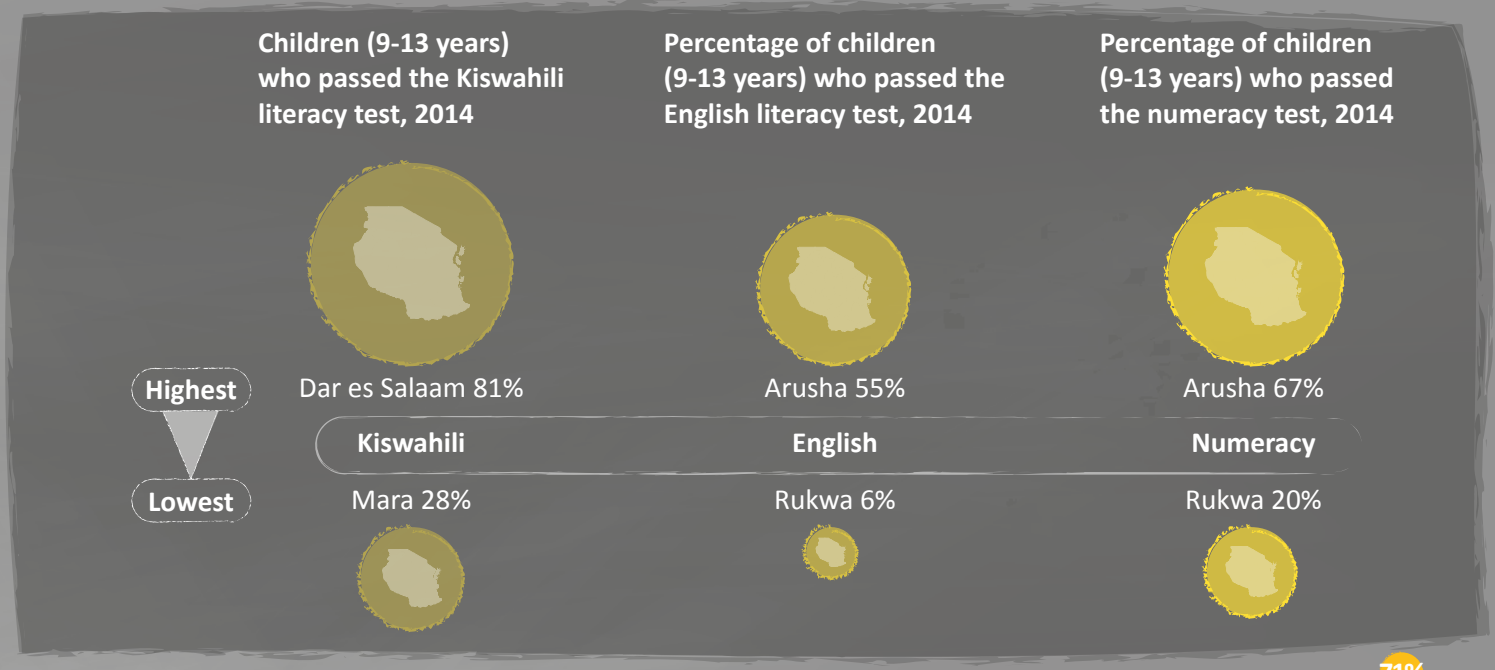
Percentage of pupils in Standards 3-7 who passed the Kiswahili, English and numeracy tests, by mothers' level of education, 2014



- On average, the higher the level of education attained by the mother, the better the performance of her children on the Uwezo literacy and numeracy tests.
- 8 out of 10 children (81%) whose mothers have secondary education passed the Kiswahili test compared with 6 out of 10 children (63%) whose mothers did not attend any formal education.
- 5 out of 10 children (54%) whose mothers have secondary education passed the English test compared with only 2 out of 10 children (22%) whose mothers have no formal education.
- 7 out of 10 children (69%) whose mothers have secondary education passed the numeracy test compared with only 4 out of 10 (44%) children whose mothers have no formal education.

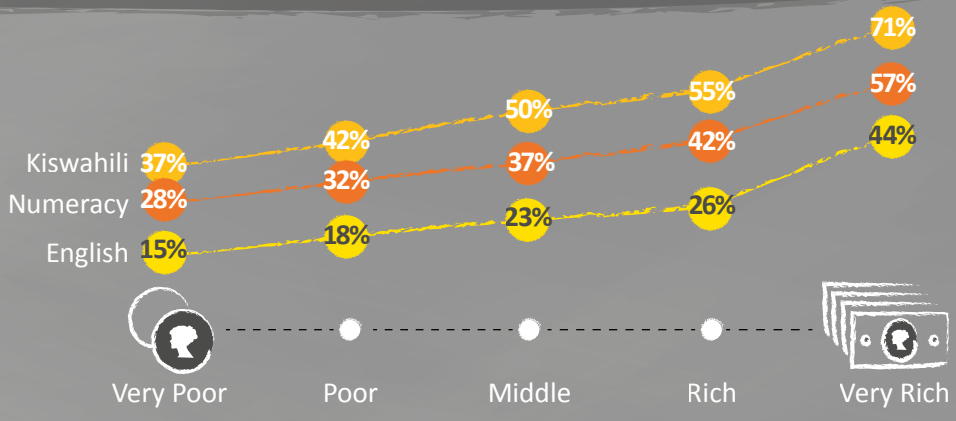
4 Marked inequalities in education persist

Wide disparities in rates of literacy and numeracy were found by region. For example, the pass rate among children aged 9-13 years for the Kiswahili literacy test ranged from 28% in Mara region to 81% in Dar es Salaam.



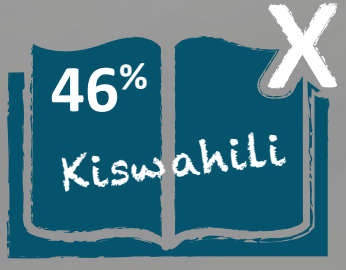
Similarly there is a wealth divide

Percentage of children (7-16 years) who passed the Kiswahili, English and numeracy tests, by household socio-economic status, 2013

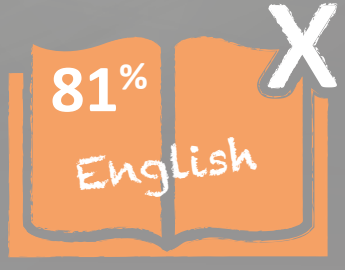


5 Quality education as envisaged by EFA goal 6 is yet to be realized

Literacy and numeracy performance remain below expectation across all grades. For example, among children in Standard 3 in 2014:



46% were not able to read a Standard 2 level Kiswahili story

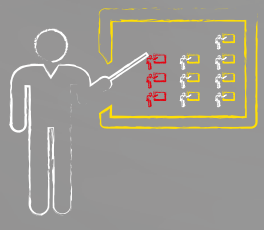


81% were not able to read a Standard 2 level English story

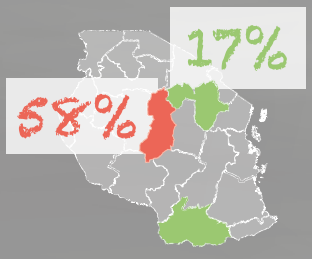
65% were not able to complete Standard 2 level multiplication problems

Five Facts About the School Environment in Tanzania

1 Teacher absenteeism rates are of serious concern



Three out of ten teachers (31%) were absent from school on the day of the Uwezo assessment in 2014

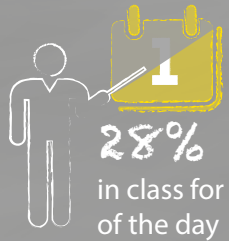


Teacher absenteeism varied considerably by region ranging from a high of 58% in Singida to 17% in Manyara and Ruvuma regions

Twaweza's Sauti za Wananchi (April/May 2014) found percentages of students reporting the following about their teachers:

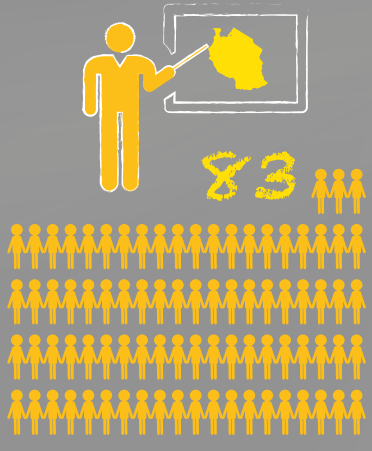
34%
in class all day

38%
not in class at all

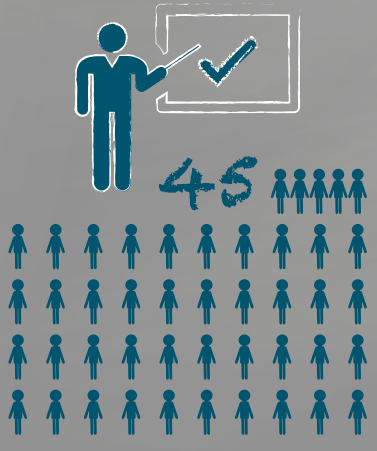


28%
in class for part of the day

2 The pupil-teacher ratio is very high and getting worse



Nationally, on average, one teacher attends to 83 pupils compared with a pupil-teacher ratio of 40:1 in 2013 and 46:1 in 2012



The 2014 Education and Training Policy recommends a pupil-teacher ratio of 45:1

3 The pupil-textbook ratio is high but improving

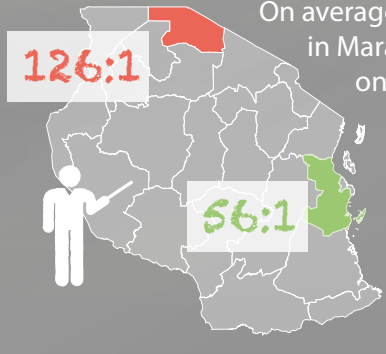
On average, 8 pupils were sharing one text book in all assessed subjects countrywide (Mathematics, English and Kiswahili) compared with an average pupil-book ratio of 30:1 recorded in 2013

4 The lack of toilets in schools is alarming

On average, 125 girls were sharing one pit latrine, more than six times the recommended ratio of 20:1 in the National Education and Training Policy (2014).

On average, 130 boys were sharing 1 pit latrine, five times the recommended ratio of 25:1 in the National Education and Training Policy (2014)

5 Regional inequality in teacher numbers, school facilities and resources persists



On average, 126 pupils in Mara were taught by one teacher compared with 56 children in Pwani.

Number of pupils sharing one textbook

1. Introduction

REFLECTING ON THE EDUCATION FOR ALL GOALS: WHAT HAS TANZANIA ACHIEVED? WHAT REMAINS TO BE DONE?

BY ZAIDA MGALLA

The early acquisition of literacy and numeracy has been shown to be a key determinant of future educational outcomes. Juel (2011) established that first graders who were not on grade-level reading proficiency by the end of the year had only a 1 in 10 chance of ever achieving grade-level reading proficiency. It has also been demonstrated that children who are not fluent readers and writers by the end of class three (third year in primary school) may never catch up with their peers who have attained these skills. Moreover, students who achieve high levels of literacy and numeracy in their early years of schooling are more likely to stay in school (Juel, 2011).

Literacy and numeracy are also essential aspects of effective communication and participation in adult life. They have been linked to positive social outcomes, such as increased community participation, engagement in lifelong education, and better health.

Over the last two decades, global efforts, spurred by the UNESCO-led Education for All (EFA) forums and the United Nations Millennium Development Goals (MDGs), have been focused on promoting children's access to pre-primary and primary education and on achieving gender parity in enrolment. The 1990 Jomtien World Conference on Education for All (EFA) called for increased access to education as well as an "improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g. 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement" (UNESCO, 1990, p.53). Ten years later, the Dakar Framework of Action reinforced this objective in the six EFA goals. The EFA goals were adopted internationally in 2000 alongside the MDGs for achievement by 2015. In particular, EFA Goal 6 called for "improving all aspects of the quality of education and ensuring excellence of all so that recognizable and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills" (UNESCO, 2000). Tanzania, being a signatory to both the Jomtien and Dakar declarations, assimilated the EFA principles in its educational reforms, plans and strategies. The country's efforts to improve the quality of education focused on three areas:

i. Increase children's enrolment in school (access to school)

ii. To bring about improvement in "quality" key educational input indicators, such as the pupil-textbook ratio and pupil-teacher ratio; and

iii. Enhancing the quality of teaching.

Huge investments in human, financial and material resources were directed to the education sector. Recruiting and training more teachers and increasing the availability of textbooks were viewed as essential investments for improving the quality of education. In conjunction, changes in the teacher training curriculum and developing a national in-service program aimed to improve the quality of teaching and hence children's learning outcomes. Unfortunately, there is little evidence to date that these national commitments to improve the quality of education have translated into practice. Clearly, the EFA agenda cannot be achieved until the gap between enrolment and learning is closed.

Uwezo, which means "capability" in Kiswahili, was launched by Twaweza in 2009/2010 to contribute to the improvement of competencies in literacy and numeracy among children aged 7-16 years in Kenya, Tanzania and Uganda through an innovative, citizen-driven and public accountability approach to social change. Uwezo's main aim is to empower ordinary citizens—i.e. parents, students, local communities and the public at large—with knowledge on the actual levels of children's literacy and numeracy. Building on that awareness, Uwezo seeks to stimulate local and national debate on the quality of learning outcomes, and create pressure for practical and policy changes.

This is the fifth Uwezo Tanzania report. As in previous years, the report provides an overview of the status of schooling and learning in Tanzania based upon data from the Uwezo annual learning assessment (ALA) conducted between September and November 2014. However, this year's report includes evidence and analysis on educational indicators from other key sources. The findings are presented in five thematic areas that correspond to the goals of Education for All (EFA).[1] The report not only examines the extent to which the EFA goals have been met but also establishes the baseline for assessing progress towards Sustainable Development Goal 4 (SDG 4) to ensure inclusive and equitable quality education and lifelong learning for all by 2030 (United Nations, 2015).

In doing so, the report seeks to create a bridge between the EFA agenda and the implementation of SDG 4. It aims to further stimulate discussion among all educational stakeholders from the parents of young children in school to national policy makers on how we can reduce inequalities in education and better prepare our children for the 21st century through school. All the while, the report will remain true to the fundamental question that has motivated Uwezo from its inception, one that remains as deeply relevant today: Are our children learning?

[1] The six Education for All goals are: Goal 1: Expand early childhood care and education; Goal 2: Provide free and compulsory primary education for all; Goal 3: Promote learning and life skills for young people and adults; Goal 4: Increase adult literacy; Goal 5: Achieve gender parity; and Goal 6: Improve the quality of education. (UNESCO, 2000).

2. Methodology

In Twaweza, 2014 was named the year for experiments. Having successfully completed four rounds of the Uwezo annual learning assessment, the decision was taken to scale down the 2014 assessment so as to provide space to test different approaches of conducting the survey, including varying the number of volunteers who conducted the assessment in each village as well as the length of their training. The experiments are described in greater detail in Box 1.

Box 1: What was new in the survey methodology in 2014?

SAMPLING FRAME

As mentioned above, the 2014 ALA used the 2012 national census frame and sampled 50 districts with national representation. In the 50 districts, the sample of EAs was weighted against the whole country's population. As a result, the number of EAs selected in every district varied, a departure from the standard 30 EAs per district in previous assessments
The final number of EAs in the surveyed districts ranged from 20 to 46.

NUMBER OF VOLUNTEERS PER EA

In all prior rounds of the assessment, two citizen volunteers were recruited for every EA and these volunteers received training for two full days on how to conduct assessment in their areas. For this round, two simple experiments were conducted in ten districts as follows:

- In the first experiment, which was carried out in five districts, one volunteer was recruited per EA and trained for two days. The objective of this experiment was to assess if one volunteer could complete the survey as effectively as a team of two volunteers.
- For the second experiment, which was carried out in five different districts, two volunteers were recruited for every EA and trained for three days. The objective was to check if longer training would yield a better quality of results.
- For the remaining 40 districts, the usual survey administration procedure was applied of two volunteers per EA trained for two days.

VISUAL ACUITY TEST

This year, a visual acuity test was performed which assessed the ability of children to see and distinguish objects at a set distance. The objective was to estimate the prevalence of unidentified vision problems among children and inform the respective authorities for action. The test also helped to establish the potential to leverage the Uwezo infrastructure to collect data on other indicators and issues.

2.1 RESEARCH DESIGN AND SAMPLING FRAMEWORK

The 2014 ALA maintained its core function of assessing children aged 7-16 years on their ability to read in Kiswahili and English and to do simple numeracy operations at Standard 2 level as guided by the national curriculum. However, this year's assessment sampled only 50 districts while maintaining regional and national representation.

The sampling frame for the 2014 survey was based on the newly-generated framework and cartography from the 2012 T*anzania Population and Housing Census*. The survey used a stratified multi-stage sample design to identify districts and enumeration areas (EAs) within each district. The enumeration areas were the primary sampling units (PSUs). A total of 1,313 EAs were sampled across 50 districts in Mainland Tanzania using the Probability Proportional to Size (PPS) method. The districts were chosen to be both nationally and regionally representative. In each EA, 20 households were randomly selected. In each selected household, all the children between the ages of 7 and 16 years, both in and out of school, were assessed. In addition, Uwezo collected data from village chairpersons, heads of selected schools, and heads of participating households.

In total, 32,694 children from 16,013 households were surveyed. Of the assessed children, 49.5% were girls and 50.5% were boys. The majority (74.4%) of the assessed children were from rural areas. Data were also collected from 1,309 public and private primary schools.

2.2 ASSESSMENT TOOLS

The assessment tools were developed in collaboration with education stakeholders. In particular, Uwezo conducted an intensive consultative process to engage experts in assessment tool development, including representatives from the Tanzania Institute of Education (TIE), National Examinations Council of Tanzania (NECTA), University of Dar es Salaam (UDSM, language and mathematics departments), and primary school teachers from the Ministry of Education and Vocational Training. Three teams of three people were formed to prepare the test sets for the English, Kiswahili and numeracy assessments. The teams began by analyzing the syllabi of the three subjects so as to establish the requisite Standard 2 level in each subject. Six sample tests were prepared for each subject. Literacy tests were subjected to Type Token Ratio (TTR) calculation as well as the Flesch-Kincaid Grade Level Readability Test.

The assessment tests were subjected to three pre-tests in Chalinze, Kisarawe and Ilala districts, as well as a full district pilot in Morogoro Urban to validate the tools. The instruments were then finalized for use in the main assessment. Examples of the tests are included as Appendix C.

2.2.1 LITERACY TESTS (ENGLISH AND KISWAHILI)

The English and Kiswahili tests were developed and validated using a test development framework for 2014. This framework provided guidance on how frequently a particular letter appears in English and Kiswahili texts. In testing children for their knowledge of the alphabets, seven frequently used letters were selected (e.g. the vowel 'e') and three letters that appear less frequently (e.g. the consonant 'q'). Words were then selected within the range of the 200 most frequently appearing words in the English language (The Dolch's list, 1948; Fry, 2009).

Uwezo assessed children's literacy at five levels:

i. Recognizing letters from the alphabet

ii. Reading simple words

iii. Reading one paragraph

iv. Reading a two-paragraph story

v. Answering two comprehension questions about the story

The child passed the literacy test if s/he was able to read the story fluently.

2.2.2 NUMERACY TESTS

For the Tanzanian numeracy assessment, the test included six levels:

i. Number concept
ii. Number recognition/counting
iii. Place value
iv. Addition including ethno mathematics
v. Subtraction
vi. Multiplication

The ethno-mathematics item tested the ability of a child to contextualize addition in everyday life situations, such as counting money in the local currency. A child passed the numeracy test if s/he was able to complete correctly all numeracy operations up to multiplication level.

2.2.3 GENERAL KNOWLEDGE TEST

In addition to the literacy and numeracy tests, the 2014 Uwezo test was complemented by a 'bonus' question, which tested children's knowledge of the names of three types of fruits (children were shown pictures of the fruits and asked to name them).

2.2.4 VISUAL ACUITY TEST

This test was done using the letter "E". Children were placed six metres away from the letter. Then the volunteer would twist the letter "E" to face different directions and asked the child to indicate the direction that the letter was facing, for example Ɛ, ш or ∃.

2.3 SURVEY QUESTIONNAIRES

During the assessment, data were also collected through:

- School questionnaire which captured data on school-level indicators, including enrolment, infrastructure, facilities, resources and learning outcomes
- Household questionnaire which captured household information, including assets, size of household, nutrition, economic activities, and participation in education activities. The visual acuity test was incorporated into the household questionnaire.
- Village/mtaa[2] questionnaire which captured community-level data, including population, economic activities, and availability of public services, such as water supply, health facilities, infrastructure, etc.

2.4 PROCEDURES OF DATA COLLECTION

Consistent with previous Uwezo assessments, the fifth round maintained the same method and sequence of data collection. Citizen volunteers were recruited for each enumeration area and trained to administer the survey tools and learning assessment. To begin, the Uwezo volunteers met the local council leader at the village/mtaa office and administered the village/mtaa questionnaire. They then visited the public primary school that was attended by most children from the sampled EA to administer the school questionnaire. Finally, they visited sampled households where they interviewed the heads of households and assessed all children aged 7-16 years on literacy and numeracy. At the household level, parents/local communities were able to engage in the assessment process by observing the performance of their children and receiving instant feedback from volunteers. Data collection was completed between September and November 2014.

2.5 DATA ANALYSIS

All data collected were managed and analyzed at the Uwezo Data Centre for East Africa. In the field, data were collected on hard copies of the questionnaires and assessment tools. All data were entered by qualified data entry clerks into a database. The data were later extracted, cleaned and analyzed using STATA software.

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

3. The Status Of Education In Tanzania In 2015

This chapter provides a situation analysis on Tanzania's progress towards the six Education for All goals that were adopted internationally in 2000 for achievement by 2015. The presentation is structured in five thematic sections which closely correspond to the individual EFA goals:

i. Access to pre-primary education (EFA goal 1)

ii. Universal primary education (EFA goal 2)

iii. Adult literacy (EFA goal 4)

iv. Inequalities in education (EFA goal 5)

v. Educational quality (EFA goal 6).

Each section presents and analyzes Uwezo data and compares these findings with data from other sources to assess the extent to which the EFA goals have been achieved. The Uwezo surveys, however, do not collect data to enable the assessment of "access to appropriate learning and life-skills programmes for young people and adults" (EFA goal 3). The present analysis, therefore, focuses on the five EFA goals to which the Uwezo data speak, commencing with EFA goal 1 on pre-primary education.

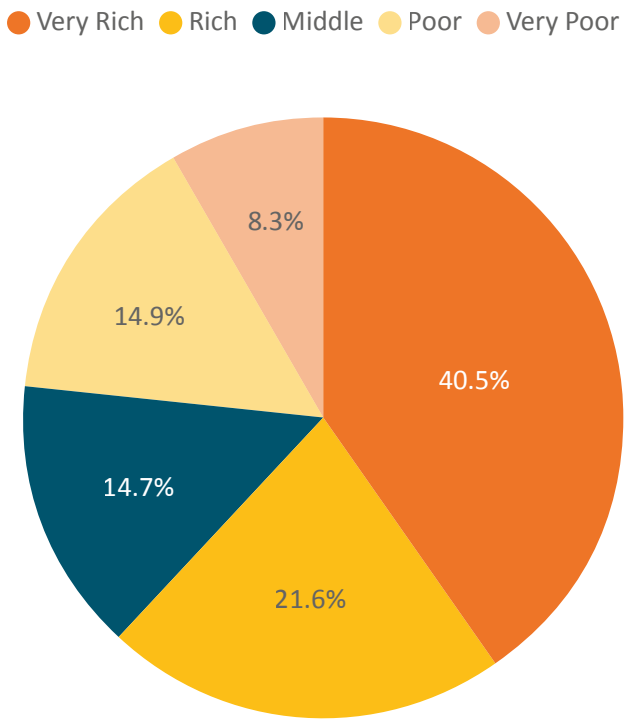
3.1 Missing out on the early benefits of education: Why are most Tanzanian children not attending pre-primary education?

The latest available data from the Prime Minister's Office—Regional and Local Government (PMO-RALG) indicates that the participation of children in public pre-primary schools remains low overall with signs of declining enrolment rates in recent years. Between 2003 and 2012, the Net Enrolment Ratio (NER) in pre-primary education more than doubled from 22.2% to 46.8%, but then fell significantly to 35.5% in 2013 (PMO-RALG, 2014).

Data from the 2014 Uwezo survey found that among the 1,309 schools assessed, 8 out of 10 schools (80%) had a pre-primary class. The survey recorded similar pre-primary enrolment rates as those reported by PMO-RALG. Among children of pre-primary school age (5-6 years), 35.3% were enrolled in pre-primary institutions. Almost no gender difference was found in pre-school enrolment rates. This is consistent with the most recent PMO-RALG data as well as UNICEF's *Profile of Out of School Children in Tanzania* (UNICEF, 2014). Both of these sources indicate that boys and girls have almost the same opportunity to attend pre-primary education.

Low pre-primary enrolment may be linked to the poor quality of pre-primary facilities and the acute shortage of trained early childhood providers (MoEVT, 2014). Early childhood education is also excluded from the government's capitation grant system. So the only resources available to pre-primary schools are through fees and contributions. Poor families are therefore less likely to enroll children in pre-primary education.

Figure 1: Percentage distribution of children (5-6 years) who were attending a pre-primary class, by household socio-economic status, 2014.



Source: Uwezo 2014 assessment data

Uwezo 2014 data indicate disparity in access to pre-primary education by residence and by household wealth. The survey found that 84% of pre-primary school age children (5-6 years) who were out of school were living in rural areas. Enrolment of pre-primary children in urban areas (54%) was higher than in rural areas (46%).

Uwezo 2014 data also revealed marked disparities in pre-primary attendance by household wealth.[3] As shown in Figure 1, of the children enrolled in pre-primary schools, 62% came from wealthier families ("rich" and "very rich") compared with 23% from poorer households ("very poor" and "poor").

[3] The wealth quintiles were calculated by categorising the households into five socioeconomic groups according to a number of basic criteria namely the ownership of durable assets (e.g. TV, radio, telephone) whether they have access to electricity and/ or clean water, and whether they own any means of transport (bicycle, car, motorbike etc) Based on this, the households were then divided into wealth categories of: very rich, rich, middle, poor and very poor. Very poor households are deprived of all the mentioned asset categories.

3.2 Falling back from the peak: From close to universal access in 2007, enrolment rates in primary school are declining

This section examines the extent to which Tanzania has progressed towards universal access to primary education, especially for marginalized groups, as set out in EFA goal 2.

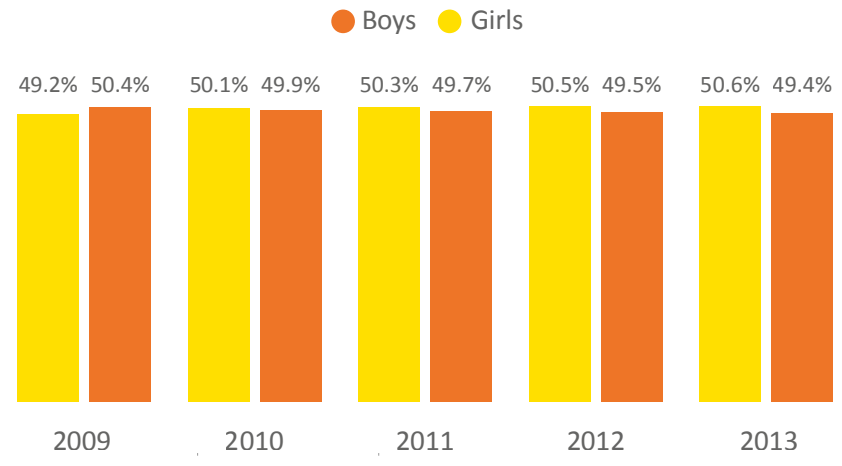
3.2.1 ENROLMENT

Official PMO-RALG data indicate that the Net Enrolment Ratio for primary education peaked at 97% in 2007 and 2008, coinciding with the height of implementation of the Primary Education Development Programme (PMO-RALG, 2014). Launched in 2001, this ambitious programme abolished primary school fees and mandatory contributions so as to rapidly expand access to primary education. In its first phase from 2002 to 2006, primary school enrolments increased from 4.84 million students to 7.96 million students, an astounding increase of 64% in primary enrolments in five years. The number of primary schools increased from 11,873 to 14,700 schools, and the qualifications of over 50,000 current teachers upgraded to the minimum teaching qualification (MoEVT, 2006).

However, since 2008, official data show a steady decline in the NER from its high of 97.3% in 2008 to 89.7% in 2013. The Gross Enrolment Ratio has also fallen from its high of 114.4% in 2007 to 96.2% in 2013. Despite a growing school-age population, total enrolments peaked at 8.44 million in 2009 and have since fallen back to 8.23 million pupils in 2013 (PMO-RALG, 2014).

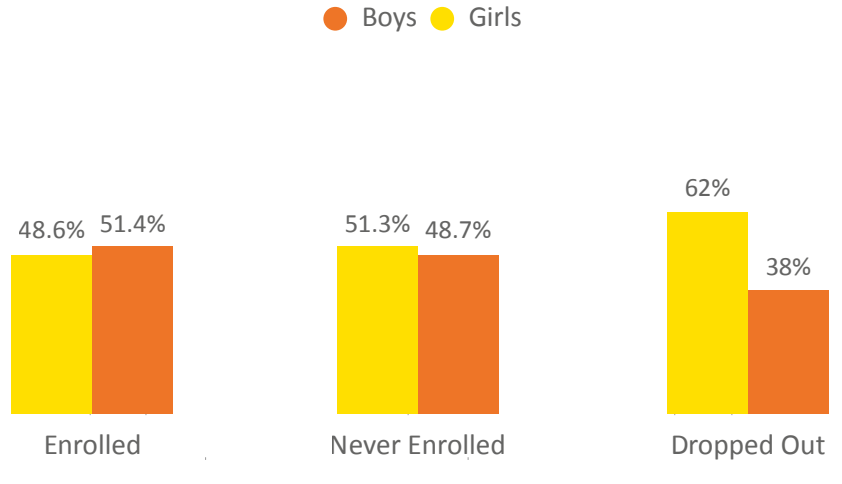
The Uwezo 2014 assessment reveals a more worrying situation. Data indicate that only 80.8% of school-age children (7-16 years) were enrolled in primary schools. By gender, the proportion of girls enrolled (51.4%) was marginally higher than boys (48.6%). This latter finding is consistent with national statistics over the past five years, which demonstrate that boys' enrolments in government primary schools are marginally lower than girls (Figure 2).

Figure 2: Proportions of boys and girls enrolled in government primary schools, 2009-2013



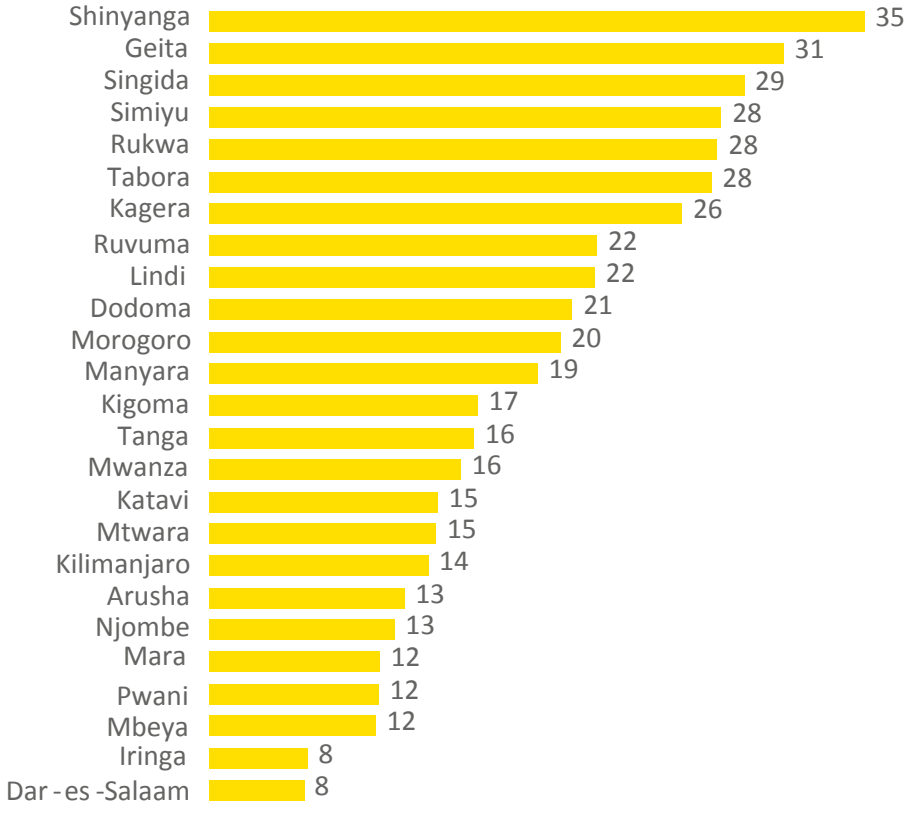
Source: PMO-RALG (2014)

Figure 3: Percentages of children (7-16 years) who were enrolled, never enrolled and dropped out of school, by gender



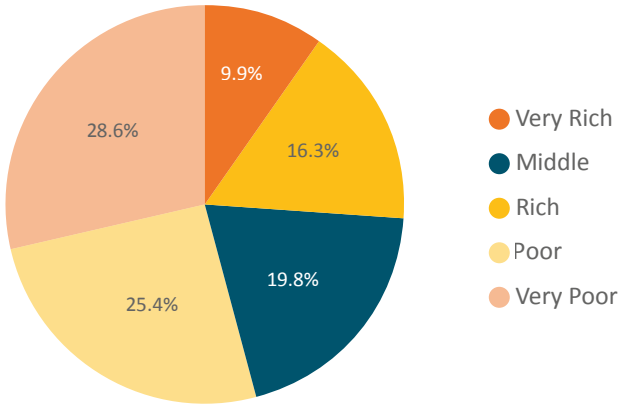
Source: Uwezo 2014 assessment data

Figure 4: Percentage of children (7-16 years) who were out of school, by region, 2014



Source: Uwezo 2014 assessment data

Figure 5: Percentage distribution of out-of-school children (7-16 years), by household socio-economic status, 2014.



Source: Uwezo 2014 assessment data

3.2.2 OUT-OF-SCHOOL CHILDREN AND DROPOUTS

The 2014 Uwezo assessment found that almost 2 out of 10 children (19.2%) aged 7-16 years were out of school. Of the children found to be out-of-school, almost 81.7% had never been enrolled while 18.3% had dropped out.

Furthermore, the 2014 assessment observed a significant difference between boys and girls with respect to dropping out of school. Among the children who dropped out of school, 62% were boys and 38% were girls (Figure 3).

The 2014 assessment also revealed sharp disparities in access to primary education both within and across Mainland regions (Figure 4). Dar es Salaam recorded the least proportion of children out of school (8%) while Shinyanga recorded the highest (35%).

The results further show that among the 50 districts surveyed in this year's assessment, the five districts with the lowest out-of-school rates were all urban districts while the five districts with the highest out-of-school rates were all rural districts.

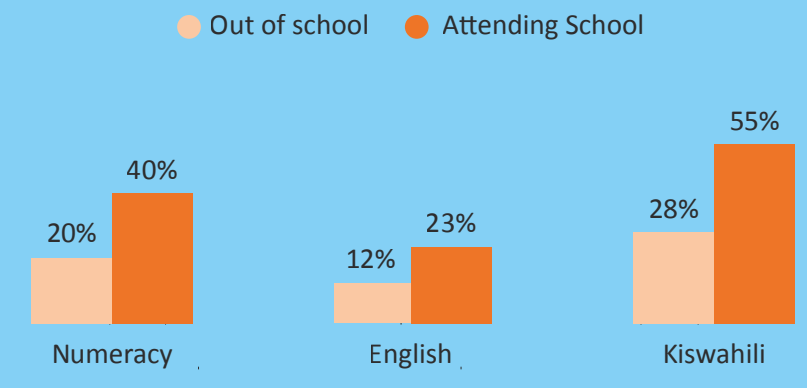
The findings further reveal that children from wealthier families are more likely to be enrolled in school than their peers from poorer families (Figure 5). Of the children found to be out-of-school, almost 29% were from very poor households compared with 10% from very rich households.

Box 2: A lost opportunity for learning: The profound impact of being out of school on literacy, numeracy and life skills

Uwezo data indicate that boys are more likely to be out-of-school. Of the children aged 7-16 years who were assessed by Uwezo, 19.2% were found to be out-of-school. By gender, the proportion of boys out-of-school (19.9%) was higher than among their female peers (17.1%). The 2014 assessment also found that once enrolled boys were more likely to drop out of school.

Out of school children are lagging behind in obtaining basic literacy and numeracy skills compared with children who are attending school (Figure 6).

Figure 6: Percentage of children (7-16 years) who passed the Kiswahili, English and numeracy tests by school status, 2014



Source: Uwezo 2014 assessment data

As described in Box 2, Uwezo results reveal a profound and detrimental impact of being out of school on children's opportunity to gain literacy, numeracy and life skills.

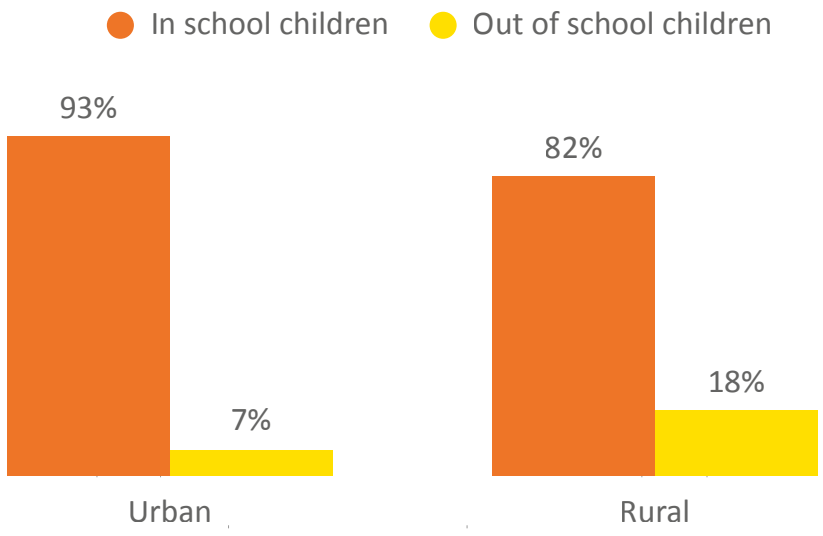
Results from this year's bonus general knowledge test further highlight the impact of being left out of school on children's opportunity to gain broader life skills. The 2014 assessment asked children to name three different types of fruits. Overall, about 7 out of 10 children (68%) aged 7-16 years named all three fruits correctly. However, disaggregated data by school status found that in-school children vastly outperformed their out-of-school peers. The survey recorded that 8 out of 10 in-school children (83%) named all fruits correctly compared with about 2 out of 10 children (17%) who were out of the school.

Moreover, the findings revealed a substantial difference in performance between children living in urban and rural areas. About 7 out of 10 children (69%) (aged 7-16 years) who named the fruits correctly were living in urban areas compared with 3 out 10 (31%) who were in rural areas. School going children in both urban and rural areas outshined out of school children. Among the children who named all fruits correctly in urban settings, 9 out of 10 (93%) were in school and 1 out of 10 (7%) were out of school. Similarly, among the children who passed the bonus test in the rural areas 82% were enrolled in school compared to 18% who were out of school (Figure 7).

In terms of gender, the performance of girls and boys in answering the bonus question was essentially equal; 69% of girls and 67% of boys were able to name the fruits.

Box 3 presents samples of fruits that were used in four different test sets for the bonus question. Each set had three types of fruits. A child was given only one test set and asked to correctly name all the different types of fruits in the set.

Figure 7: Percentage of children (7-16 years) in and out of the school who named all fruits correctly, by locality



Box 3: Examples of the bonus question

Set 1: What is the name of the fruit/plant?

Set 2: What is the name of the fruit/plant?

3.3 The intergenerational impact of education: How does mothers' education influence school enrolment and learning outcomes?

This section discusses EFA goal 4 which aimed to '*Achieve 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*'.

3.3.1 ADULT LITERACY

The Uwezo assessments in Tanzania do not directly test the literacy of the parents of the children assessed by the survey. Hence, the most recent data on adult literacy are drawn from the 2012 *Tanzania Population and Housing Census* (Table 1).

Overall, the census estimates that 78.1% of Tanzanians are literate, up from 69.4% recorded in the 2002 Census. However, like other educational outcomes, the survey found wide disparities in literacy rates by region. Adult literacy rates ranged from 59% in Tabora region to 96% in Dar es Salaam. Though still lower than the literacy rate among men by 10 percentage points, the literacy rate among women improved by a greater margin than the rate among men since 2002. The literacy rate among women increased from 62.2% in 2002 to 73.3% in 2012 compared to male adult literacy rates of 77.5% (2002) rising to 83.4% (2012).

3.3.2 THE RELATIONSHIP BETWEEN MOTHERS' EDUCATION AND CHILDREN'S ACCESS TO EDUCATION AND LEARNING OUTCOMES

As mentioned above, the Uwezo assessment in Tanzania did not directly assess the literacy of children's parents. However, data on mothers' education levels are collected through the household survey. As in previous years, survey results indicate a pronounced intergenerational effect on education, i.e. on average, the higher the level of education attained by a mother, the better the performance of her children on the Uwezo literacy and numeracy tests.

This year's assessment involved 16,013 mothers. Of these, the vast majority (83%) have received some primary education, while 8% reported no formal education and the remaining 9% have secondary or higher education. Despite the fact that most mothers had attended primary education, the results clearly indicate the need for increased efforts to ensure that more girls are enabled to continue on to secondary education and beyond.

Consistent with the findings of Uwezo 2013, this year's data demonstrate that the highest pass rates in all three tests were recorded among children with mothers who had attended post-secondary education (Figure 8).

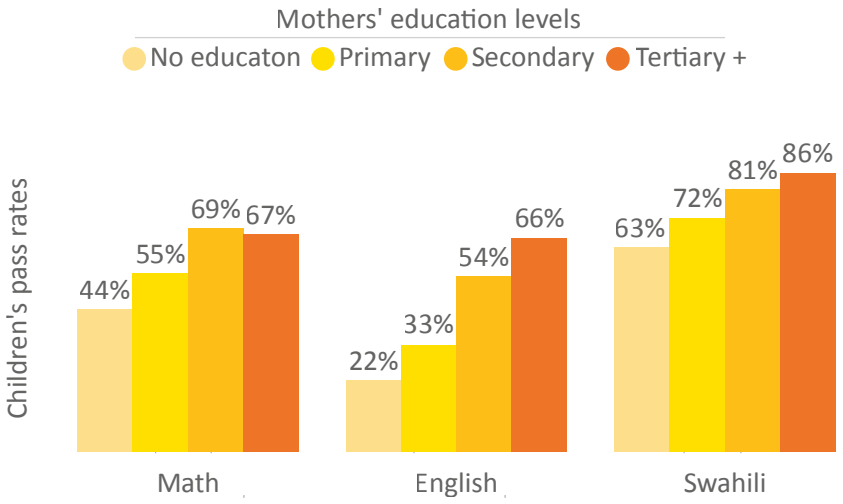
Data further indicate a positive correlation between mother's education and children's access to pre-primary school. For example, among children of pre-primary school age (aged 3-5 years) whose mothers have at least some primary education, 46% were enrolled in pre-school compared with only 16% of pre-primary school age children whose mothers had no formal education. Mason and Khandker (1997) also found that in Tanzania, as in many other countries, parental education is positively associated with children attending school.

Table 1: Literacy rates in Tanzania, 2012

	MALE	FEMALE	ALL
ADULT LITERACY RATE (15 YEARS AND ABOVE)	83.4	73.3	78.1
YOUTH LITERACY RATE (15-35 YEARS)	…	…	83.8
YOUTH LITERACY RATE (15-24 YEARS)	…	…	85.9

Source: National Bureau of Statistics (NBS) (2014)

Figure 8: Percentage of pupils in Standards 3-7 who passed the Kiswahili, English and numeracy tests, by mothers' level of education, 2014

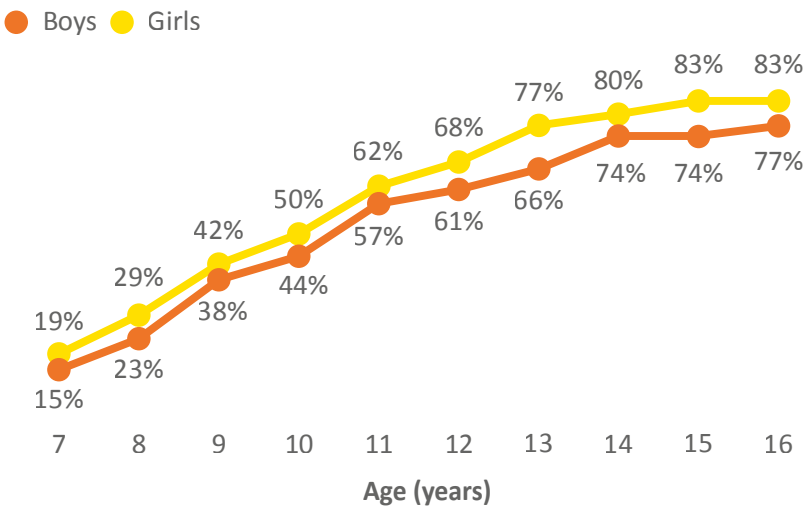


Source: Uwezo 2014 assessment data

3.4 Beyond parity: The gender gap in primary education has closed but marked inequalities in educational outcomes persist

This section explores the extent to which Tanzania has closed the gender gap in education as targeted in EFA goal 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*'. The section also highlights the continuing disparities in children's access to school and learning outcomes by residence and by household socio-economic status.

Figure 9: Percentage of children (7-16 years) who passed the Kiswahili literacy test, by age and gender, 2014



Source: PMO-RALG (2014)

3.4.1 EDUCATIONAL ACCESS AND LEARNING OUTCOMES BY GENDER

As reported in Section 3.2 above, Tanzania has effectively closed the gender gap in primary enrolment. PMO-RALG data also indicate gender parity in primary enrolment (PMO-RALG, 2014). But, in recent years, the proportion of boys enrolled has been steadily declining, albeit slightly.

In terms of literacy and numeracy performance, the 2014 findings reveal that many children are still struggling. Only 5 out of 10 children in Standard 3 (54%) were able to read and comprehend a class two level Kiswahili story. At Standard 7 still 16% of the children cannot read a simple Kiswahili story of Standard 2 level.

In terms of gender, girls slightly outperform boys in all subjects. For example, Figure 9 shows the pass rates for Kiswahili by gender, although these differences need to be tested for statistical significance.

3.4.2 LITERACY AND NUMERACY BY LOCATION

This year's assessment again revealed large inequalities in learning outcomes by locality (urban vs. rural), region and household wealth. In general, children in urban areas outperformed their counterparts in rural settings and children from more affluent families outperformed their peers in poorer households.

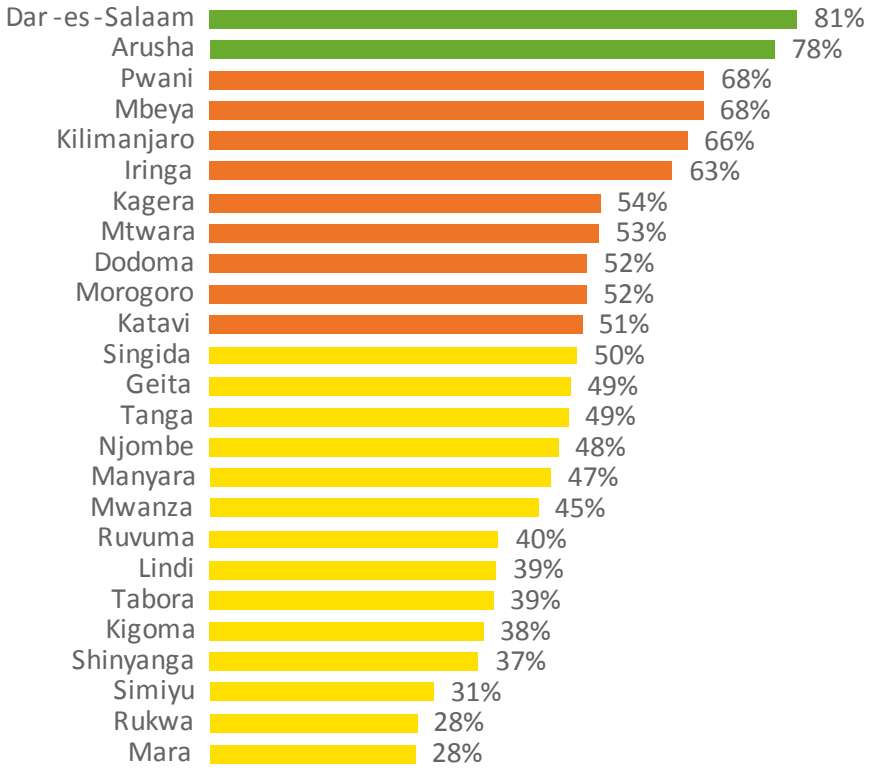
For example, the following observations can be made with respect to the 2014 pass rates among children aged 9-13 years for the Kiswahili literacy test:

- Among the 50 districts surveyed in 2014, the five districts with highest pass rates were all urban districts and the five districts with the lowest pass rates were all rural districts. The gaps in pass rates between the highest-performing and lowest-performing districts were extremely wide. On average, more than 80% of children passed the Kiswahili test in the top five districts compared with less than 30% of children in the bottom five districts.
- By region, pass rates ranged from 28% in Mara and Rukwa region to 81% in Dar es Salaam (Figure 10).

In English, the pattern is the same with urban children outperforming their rural peers.

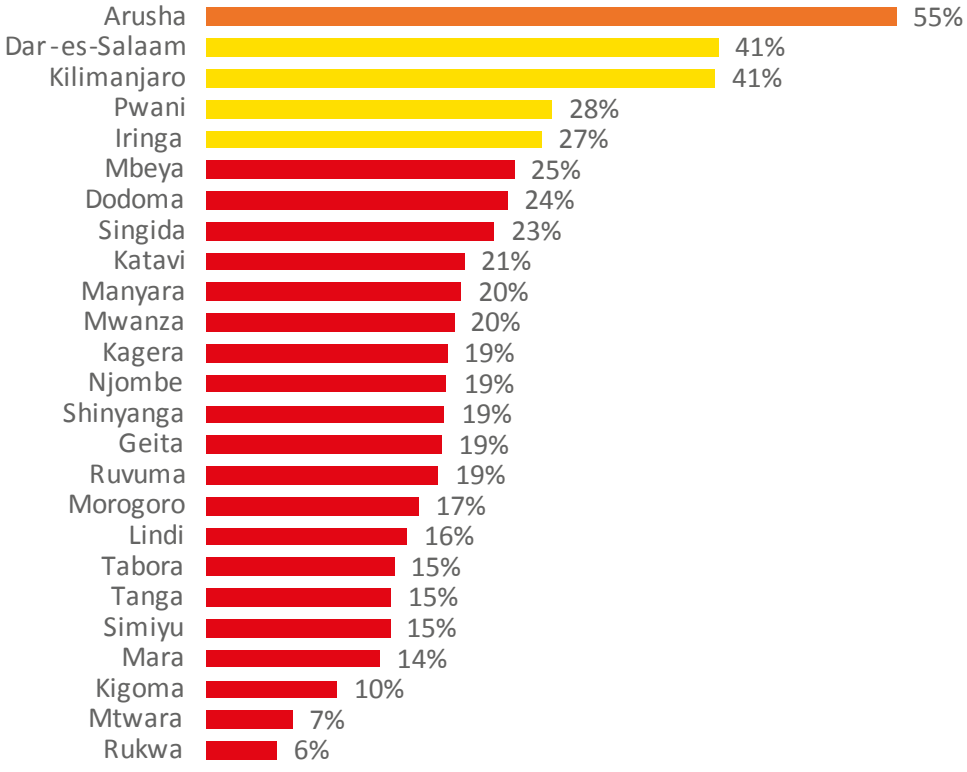
Regional disparities in English pass rates are shown in Figure 11. For example, Arusha region recorded

Figure 10: Percentage of children (9-13 years) who passed the Kiswahili literacy test, by region, 2014



Source: Uwezo 2014 assessment data

Figure 11: Percentage of children (9-13 years) who passed the English literacy test, by region, 2014



Source: Uwezo 2014 assessment data

an English pass rate of 55% among children aged 9-13 years compared with 6% in Rukwa. Arusha, Dar es Salaam and Kilimanjaro have been the best performing regions in the 2012, 2013, and 2014 Uwezo learning assessments.

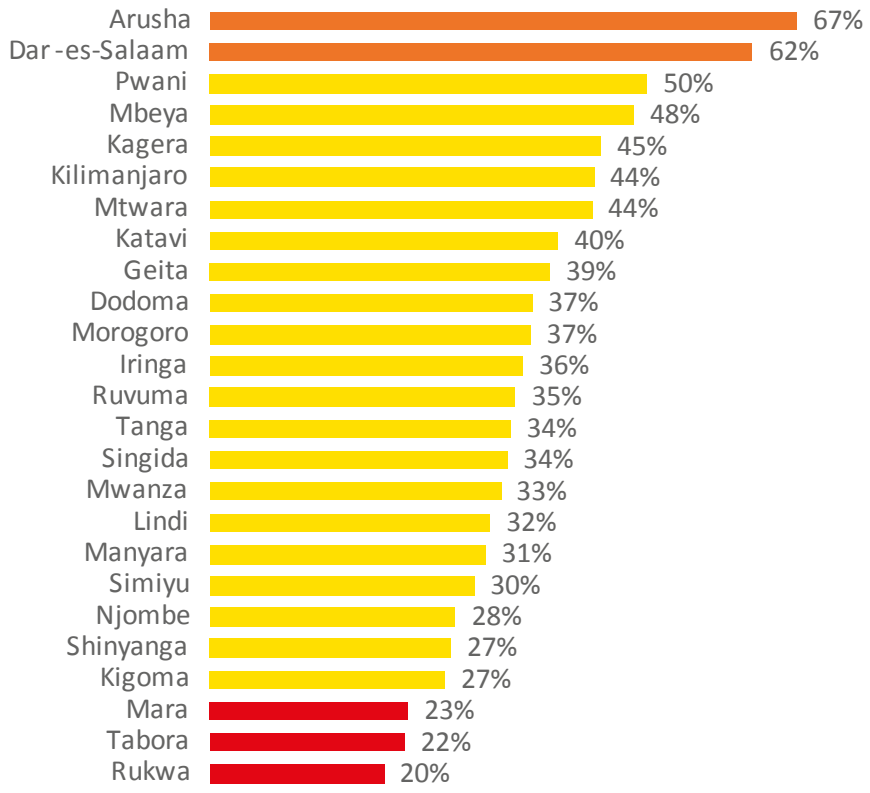
Substantial variations were also recorded by residence and region in numeracy pass rates. On average, children in urban districts outperformed their peers in rural settings. Among the 50 districts surveyed, numeracy pass rates ranged from 73% in Moshi Urban district (Kilimanjaro) to 12% in Nzega district (Tabora). All districts in the top five were urban except Karatu, with more than 6 out of 10 children aged 9-13 years passing the numeracy test. As expected, at the bottom of the table are the rural districts (with exception of Lindi Urban) with less than 3 out of 10 children aged 9-13 years passing the test.

Only three regions, Arusha, Dar es Salaam and Mbeya had pass rates of 50% or higher among pupils aged 9-13 years, while three regions—Mara, Tabora and Ruvuma—had pass rates below 25% (Figure 12).

3.4.3 LEARNING OUTCOMES BY HOUSEHOLD SOCIO-ECONOMIC STATUS

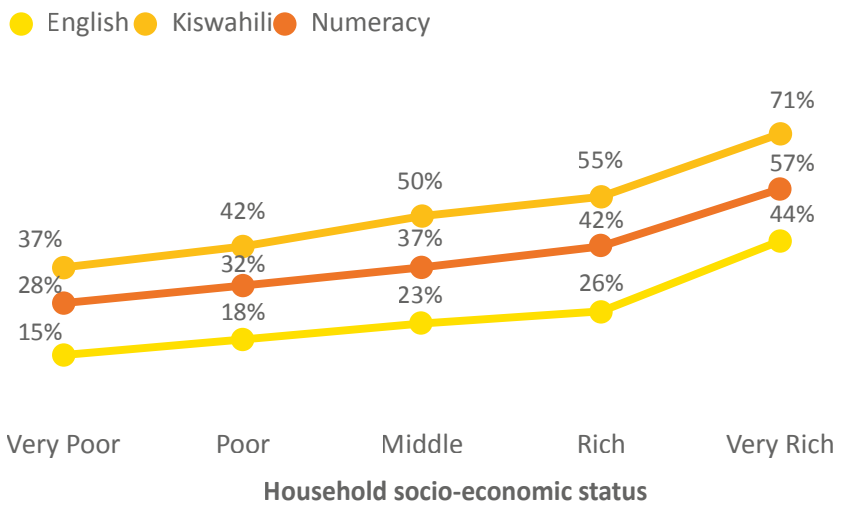
As Figure 13 illustrates, the assessment recorded higher pass rates in both literacy and numeracy among children from wealthier families. For example, 7 out of 10 children (71%) aged 7-16 years from “very rich” households passed Kiswahili test compared with 4 out of 10 children (37%) from “very poor” families who passed the test. Similarly 6 out of 10 children (57%) from very rich families passed the numeracy test compared with 3 out of 10 children (28%) from “very poor families”. Similar findings are revealed in English; 4 out of 10 children (44%) from “very rich”

Figure 12: Percentage of children (9-13 years) who passed the numeracy test, by region, 2014



Source: Uwezo 2014 assessment data

Figure 13: Percentage of children (7-16 years) who passed the Kiswahili, English and numeracy tests, by household socio-economic status, 2014



Source: PMO-RALG (2014)

families passed the test, compared with only 2 out of 10 children (15%) from very poor households. On average, a child from a "very rich" household has around twice the chance of being literate and numerate at Standard 2 level than a child from a "very poor" household. The 2014 findings are consistent with results from the Uwezo 2012 and 2013 assessments. All assessments have demonstrated that children from wealthier households outperform their counterparts from poorer backgrounds.

While continuing to support the equal right of girls and boys to education, the findings highlight the need for the Government to look beyond gender parity in enrolments. Entrenched inequalities in children's schooling and learning outcomes based on location, wealth and other markers of disadvantage, such as the incidence of learning difficulties or disabilities among children, are also critical to address. On this last aspect, Box 4 below investigates the impact of low vision on children's learning outcomes based on analysis of the data from the visual acuity test conducted among all assessed children for the first time in this year's assessment.

Box 4: Identifying learning difficulties: What effect does low vision have on rates of literacy and numeracy among children?

As described in the methodology, a simple visual acuity test was performed for the first time in the 2014 Uwezo assessment to assess the ability of children to see and distinguish objects at a set distance. The objective was to estimate the prevalence of unidentified low vision among children and the impact of this on learning outcomes.

In traditional classroom settings in Tanzania in which the blackboard is the main tool used for presenting information, children's ability to see is vital for effective learning. Undetected vision problems invariably mean that children will experience trouble in reading and doing schoolwork that can seriously impede their learning. Unable to see clearly, children may also become more fatigued, fidgety and frustrated in class, which can further interfere with their learning. Ideally, comprehensive eye and vision examinations should be conducted for all children starting school and then at regular intervals throughout their school years.

Overall, a very low rate of visual acuity problems was recorded. Of all children tested (aged 7-16 years), about 556 (1.7%) had difficulty seeing with both eyes. Almost no gender difference was noted (boys 1.8%, girls 1.7%). Although the proportions are relatively small, impaired vision, especially if it is not corrected, can limit children's potential throughout their lives. In addition, higher rates of vision problems were recorded in: Ludewa (9.4%), Bariadi (6.7%), Nkasi (5.9%) and Buhigwe (5.3%) districts.

Analysis further revealed that children with visual problems in both eyes performed far worse on all three Uwezo tests than their peers with no visual problems (Table 2). For example, 54% of children who were able to read the letter E with both eyes passed the Kiswahili test compared with 19% of their peers who could not read properly, i.e. the pass rate was almost three times higher among children who were able to see well.

Table 2: Percentages of children able/unable to see the letter E with both eyes who passed the Uwezo tests

	UNABLE TO SEE	ABLE TO SEE
NUMERACY	10.4	42.2
ENGLISH	6.7	27.8
SWAHILI	18.7	54.3

Source: Uwezo Assessment data 2014

3.4.4 The school environment as the foundation for equity and quality in education

This section presents data collected from the 1,309 government primary schools visited during the 2014 assessment. Each year's survey captures information on key indicators related to the school environment, including teacher absenteeism, class sizes and the availability of facilities and resources. The results show disparities in school environments across the country which can exacerbate and reinforce inequalities in enrolments and attendance as well as children's learning outcomes (which will be discussed in greater detail in Section 3.5).

The achievement of equity and quality in education heavily relies upon the availability of appropriately qualified teachers working within school environments that are conducive for children's learning. Well-maintained and safe school facilities with sufficient classrooms, furniture (desks and chairs), water supply and toilets, as well as resources such as textbooks, writing materials and other learning aids are vital for encouraging children's attendance, attention and learning.

As in previous assessment rounds, Uwezo 2014 collected data on key indicators on the school environment including teacher attendance and pupil-teacher ratios as well as the availability of textbooks and the number of latrines at school.

3.4.4.1 Absent teachers and crowded classrooms

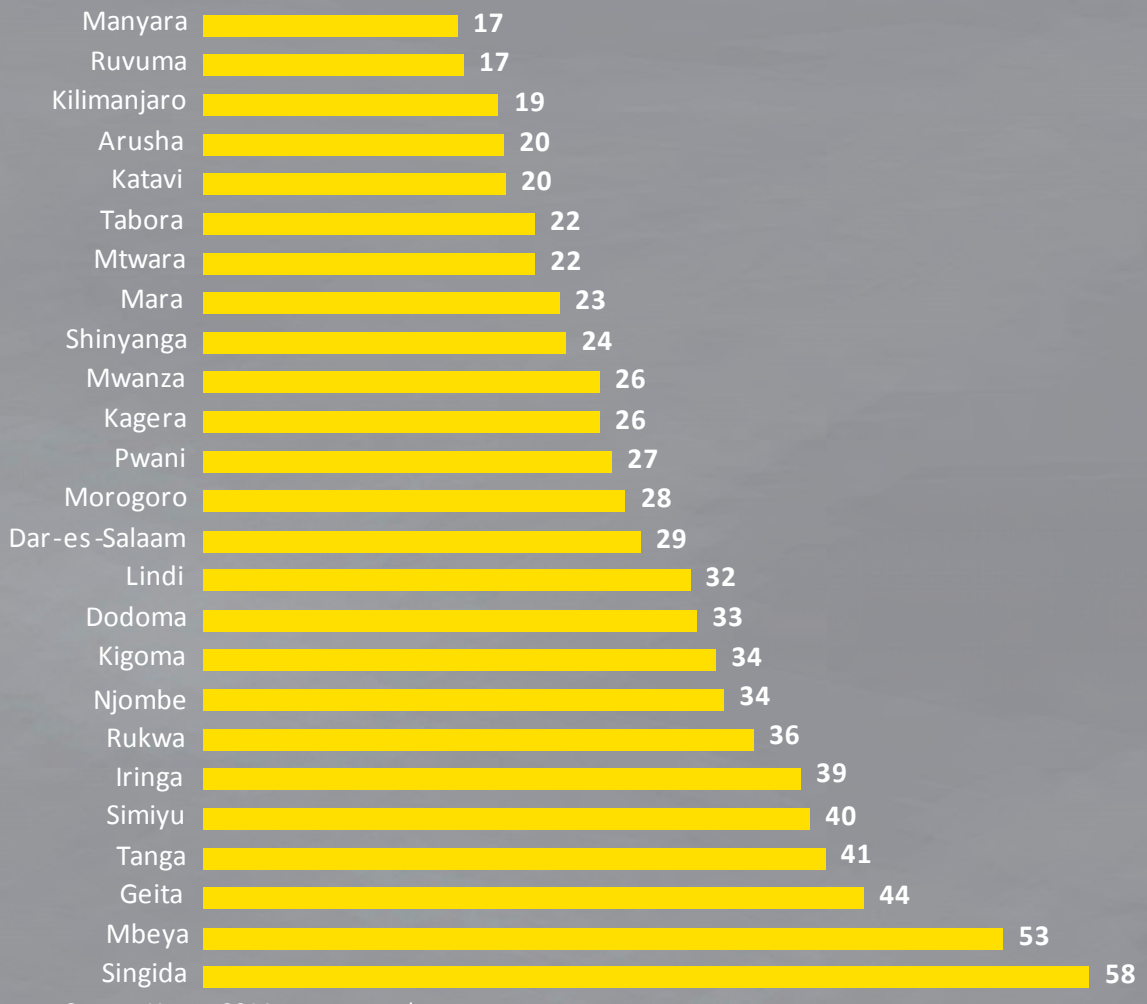
Teacher attendance

Teacher's attendance in the classroom is positively associated with student achievement. Conversely, teacher absence not only impacts pupils' learning but also represents a significant financial cost to the school system. As in the Uwezo 2012 and 2013 assessments, the 2014 survey recorded teacher attendance in the government primary schools visited for the survey. Nationally, three out of ten teachers (31%) were absent from the school on the day of the assessment. This rate of absenteeism was higher than the rate of 25% recorded in 2013.

Figure 14 shows that teacher absenteeism varied considerably by region ranging from a high of 58% in Singida to 17% in Manyara and Ruvuma regions.

Data from other sources indicate that the situation of teacher absenteeism may be even more pronounced. In particular, teachers may well be present in their schools, but absent from their classrooms. The World Bank Service Delivery Indicators for Tanzania found that 14% of teachers were absent from school on the day of observation. However 37% of teachers who were in school, were not in class. Twaweza's mobile phone survey of April/May 2014 revealed a similar picture. Asked if their main teacher was present at school during the day before the interview, 38% of children reported that their teacher was not in class at all and a further 28% said that the teacher was in class but not for the whole day. This means that only one in three (34%) of teachers were in class for the requisite time during the school day (Schipper et al., 2014).

Figure 14: Average percentage of teachers absent in government primary schools on the day of the Uwezo assessment, 2014



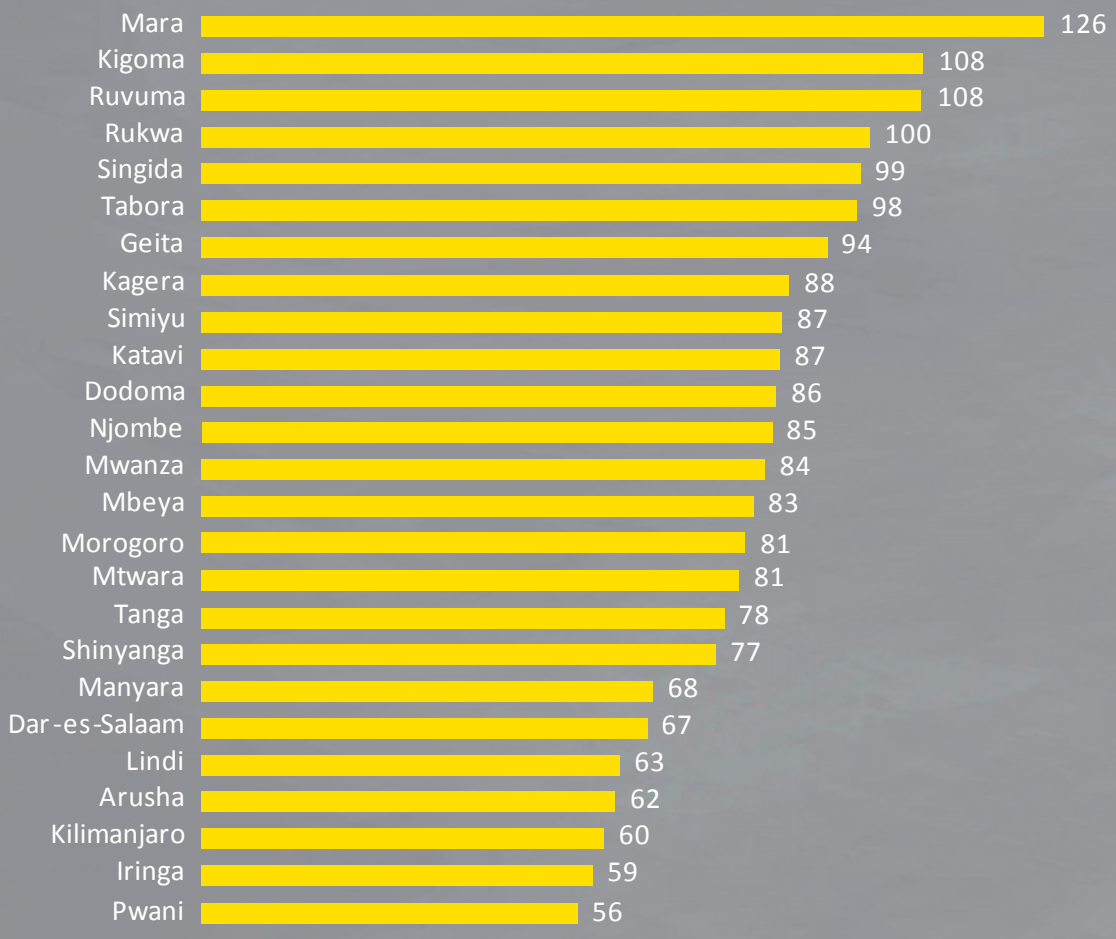
Source: Uwezo 2014 assessment data

PUPIL-TEACHER RATIO

The rapid expansion of school enrolment since 2002 without a corresponding increase in the number of qualified teachers has meant that class sizes have mushroomed. Consistent with the 2012 and 2013 assessments, Uwezo 2014 assessed the pupil-teacher ratio on the basis of the official number of teachers against enrolled pupils in each school sampled.

The findings reveal that, on average nationally, 83 pupils were taught by one teacher (pupil-teacher ratio of 83:1). All regions recorded pupil-teacher ratios that exceeded the recommended pupil-teacher ratio of 45:1 as per the National Education and Training Policy (2014). The 2014 pupil-teacher ratio is also twice the ratio recorded in 2013 of 40:1. Again the pupil-teacher ratio varied markedly by region. On average, three regions—Mara, Kigoma and Ruvuma region—recorded ratios of over 100 students per teacher. In comparison, Pwani, Kilimanjaro and Arusha Regions have recorded lower pupil-teacher ratios over the last two years (Figure 15). This marked increase may be a result of increasing enrolments of children or, more troublingly, a more pronounced shortage of teachers.

Figure 15: Average pupil-teacher ratio in government primary schools, by region, 2014



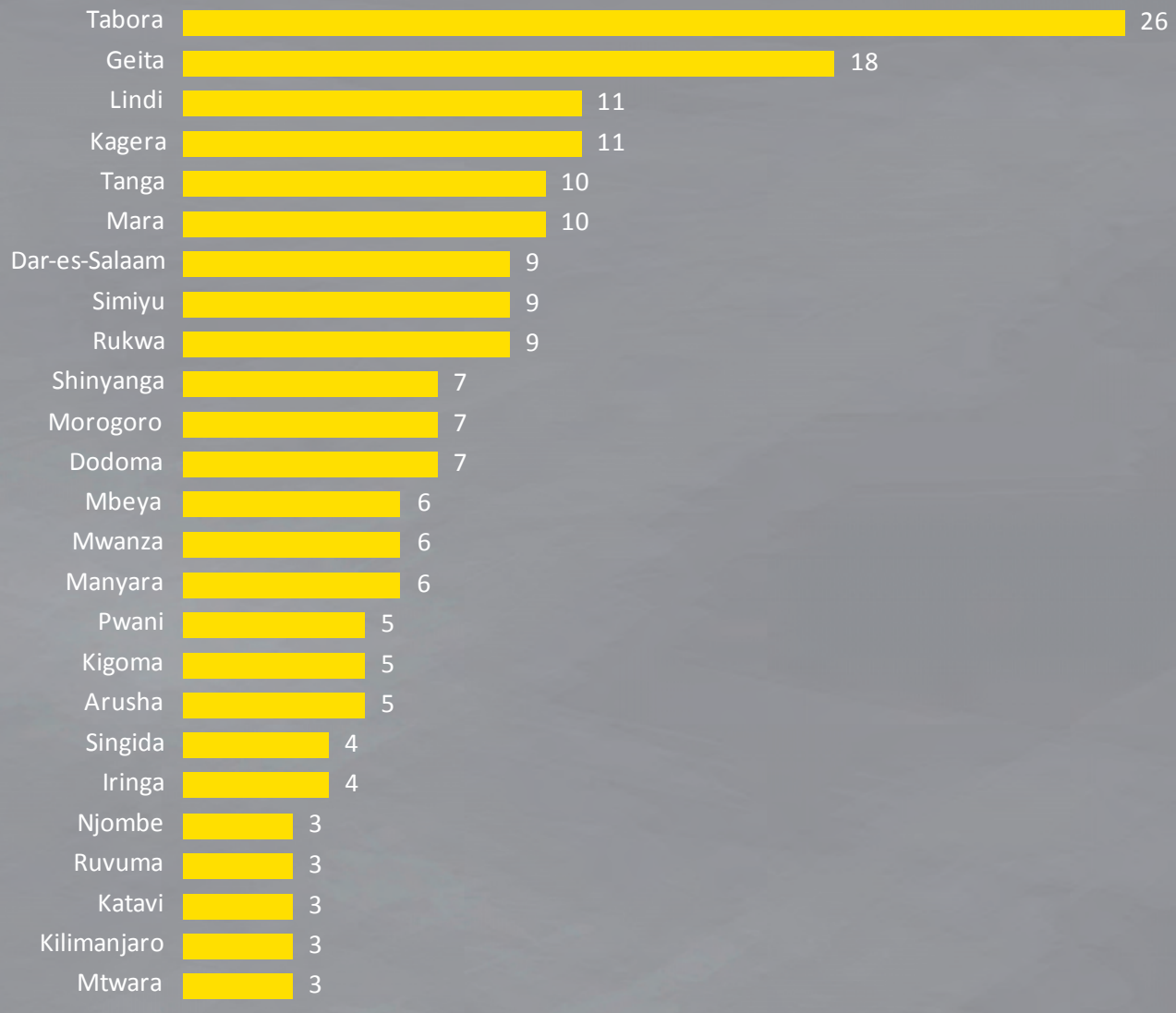
Source: Uwezo 2014 assessment data

3.4.4.2 LEARNING RESOURCES AND SCHOOL FACILITIES

PUPIL-TEXTBOOK RATIO

As with the pupil-teacher ratio, the 2014 assessment found that the pupil-textbook ratio for Standard 2 was high in all three core subjects (Mathematics, English and Kiswahili), with an average of 8 pupils sharing one textbook. This ratio is much lower than the average pupil-book ratio (30:1) recorded in 2013. Again, the pupil-book ratio varied widely across regions from 26:1 in Tabora to 3:1 in Mtwara, Kilimanjaro, Katavi, Ruvuma and Njombe. (Figure 16).

Figure 16: Average number of pupils per textbook in government primary schools, 2014

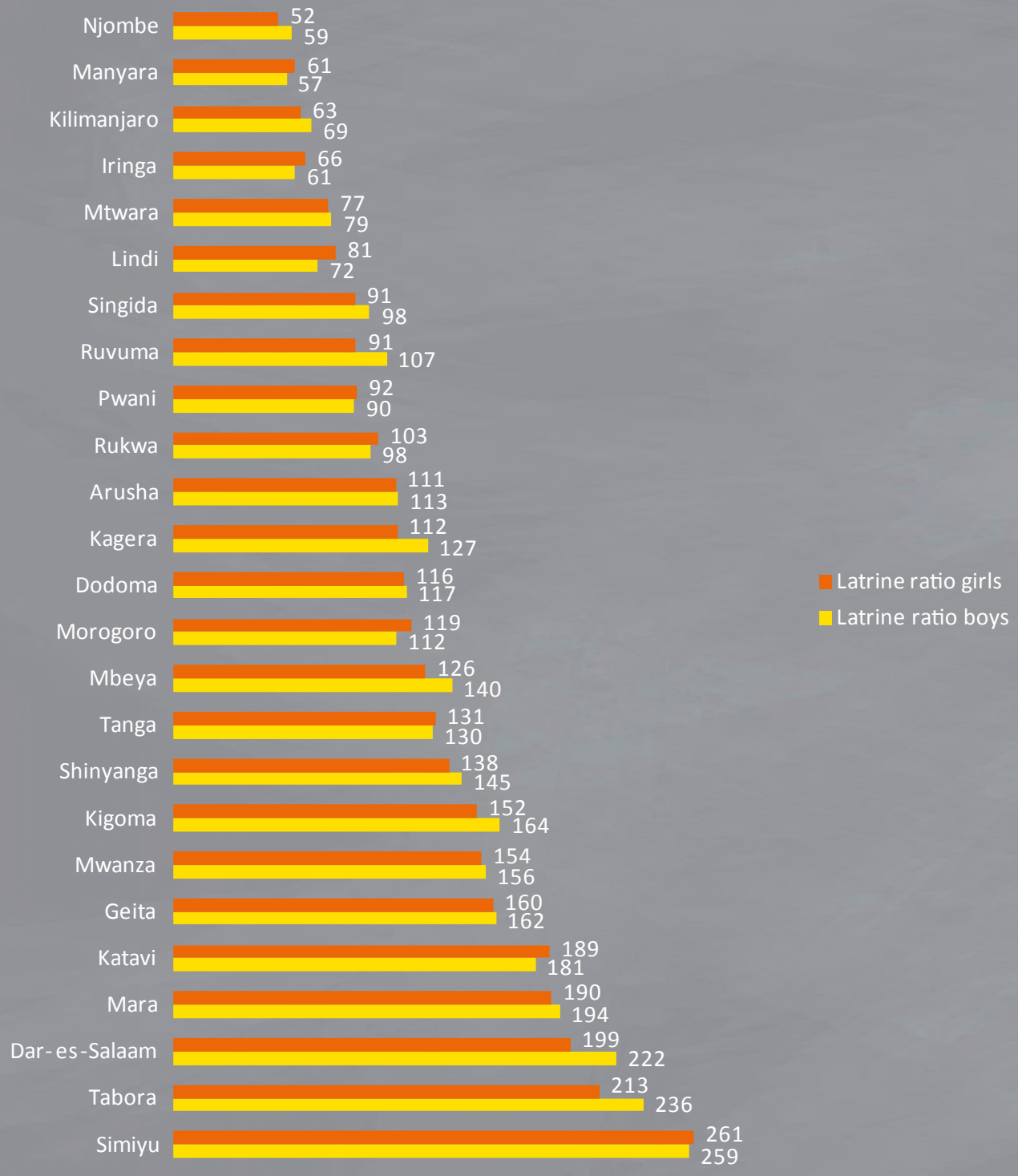


Source: Uwezo 2014 assessment data

PUPIL-LATRINE RATIO

As per the Education and Training Policy (2014), the recommended ratio of latrines to pupils is set at 20:1 for girls and 25:1 for boys. Again, the 2014 assessment recorded extremely high latrine-pupil ratios of 125:1 for girls and 130:1 for boys. Both ratios are five or more times higher than the national policy stipulation. Results illustrated in Figure 17 indicate an appalling lack of sanitation facilities in all regions, worst of all in Dar es Salaam, Tabora and Simiyu where, on average, over 200 students share a single latrine.

Figure 17: Average number of pupils per pit latrine, by gender and region, 2014



Source: Uwezo 2014 assessment data

3.5 Basic literacy and numeracy: The twin foundations of children's lifelong learning

Tanzania is committed to enhancing the quality of education as stipulated by EFA Goal 6: *Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills*. As the wording of the goal indicates, the early acquisition of literacy and numeracy skills is seen as a necessary pillar of learning—a milestone in a child's life that lays a solid foundation for later academic success. It is now globally acknowledged that without literacy and numeracy skills it is challenging for learners to develop critical and functional skills at a later stage.

This section, therefore, examines the country's progress towards realizing EFA Goal 6 on quality education as revealed by the 2014 Uwezo findings on literacy (in Kiswahili and English) and numeracy.

3.5.1 READING IN KISWAHILI

Since 2010, the series of Uwezo assessments have shown that many Tanzanian children are not gaining basic literacy skills in their early primary years and significant proportions of students are still not able to read a Standard 2 level story by the end of the primary cycle in Standard 7. In 2014, 16% of Standard 7 pupils were unable to read a Standard 2 level story (Figure 18).

Figure 19 shows a positive trend in pass rates in the Kiswahili literacy test over the last three years across all grades, although the changes are not statistically significant. Increases in pass rates are more pronounced in lower primary, tending to flatten off towards the end of primary school. In particular, the pass rate among students in Standard 2 trebled between 2012 and 2014 from 12.7% to 38%, and the pass rate among Standard 3 pupils doubled from 26% to 54% over the same period. Although these results should not cause complacency, only half of children in Standard 3 can read a Standard 2 level Kiswahili story, the upward trend is positive. In recent years there have been a number of civil society and government interventions focusing on early grade learning outcomes, including Big results Now and EQUIP Tanzania.

Figure 18: Percentage of pupils in Standards 1-7 who were able to read a Standard 2 level story in Kiswahili, 2014

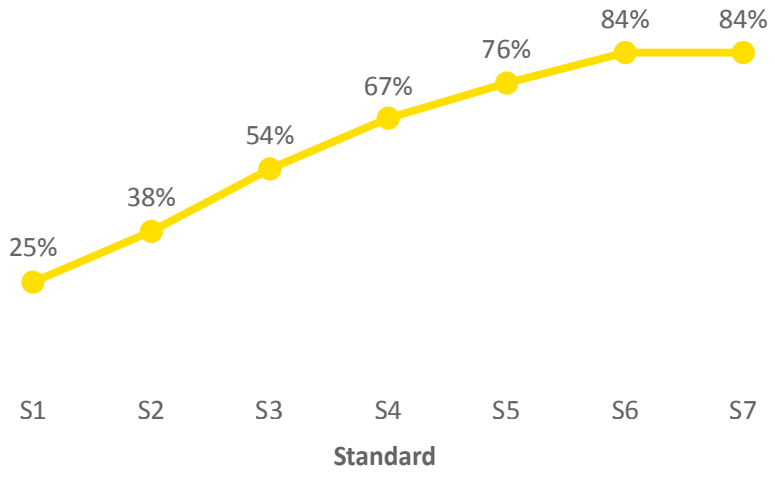
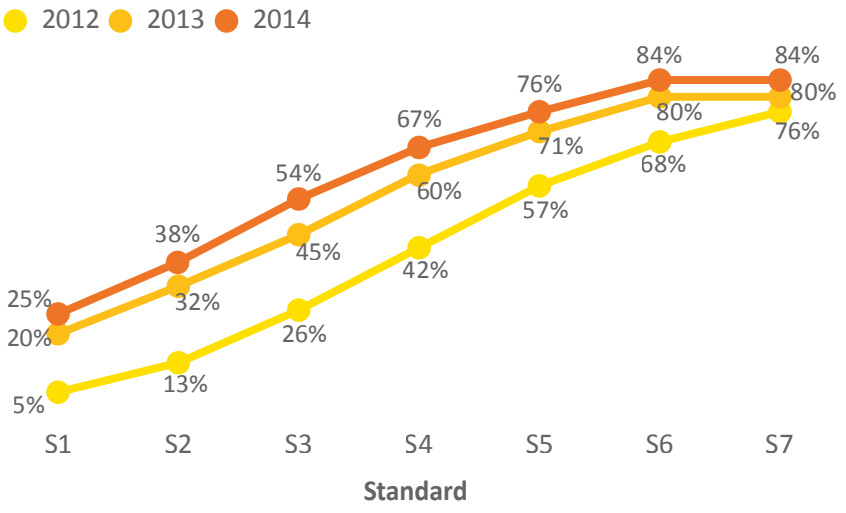


Figure 19: Percentage of pupils in Standards 1-7 who were able to read a Standard 2 level story in Kiswahili, 2012, 2013 and 2014



Source: Uwezo assessment data, 2012, 2013 and 2014

A similar trend is observed for the performance of children in Standard 7 where 76% passed the Kiswahili test in 2012 followed by 80% in 2013 and 84% in 2014.

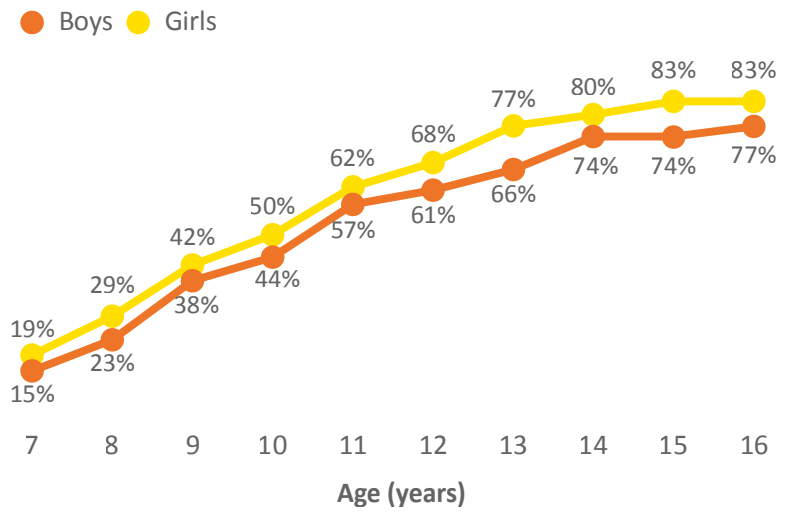
Moreover, findings reveal that Kiswahili literacy performance by gender was similar but girls marginally outperformed boys. These differences need to be tested for statistical significance. (Figure 20).

3.5.2 READING IN ENGLISH

Reading competencies in English remain low. As Figure 21 shows, only 57% of pupils in Standard 7 were able to read a Standard 2 level English story. In other words, almost half of all children that completed the seven years of compulsory primary education had not acquired basic literacy skills in English, which is the language of instruction in Tanzanian secondary schools.

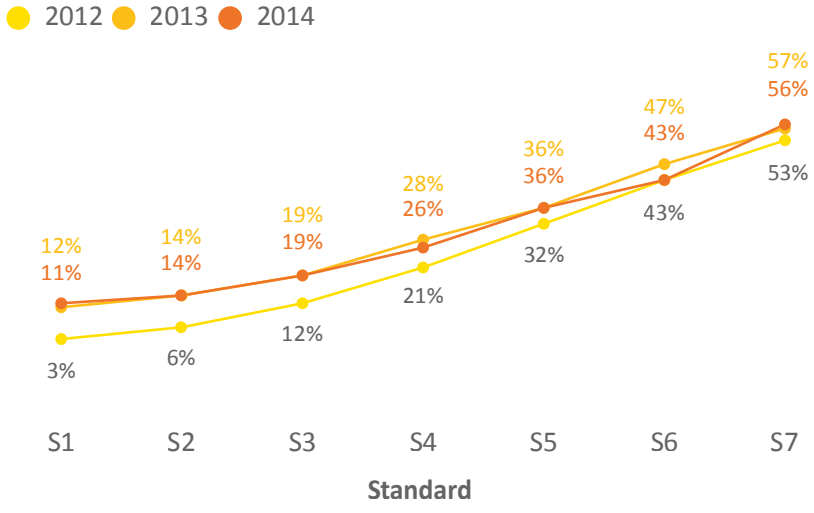
In contrast to the results for Kiswahili, pass rates in the English test in 2014 across all grades were almost unchanged from 2013, indicating further efforts are needed to strengthen reading competencies in English during primary school (Figure 21).

Figure 20: Percentage of children (7-16 years) who passed the Kiswahili literacy test, by age and gender, 2014



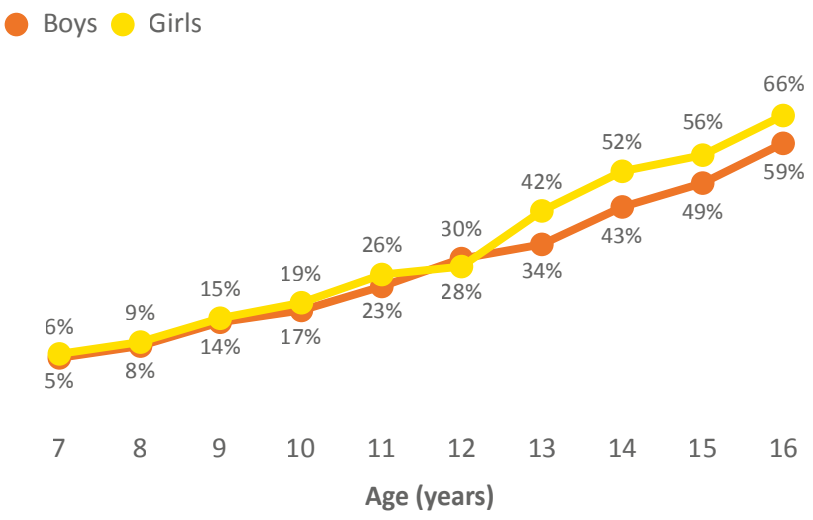
Source: PMO-RALG (2014)

Figure 21: Percentage of pupils in Standards 1-7 who passed the English literacy test in 2012, 2013, and 2014.



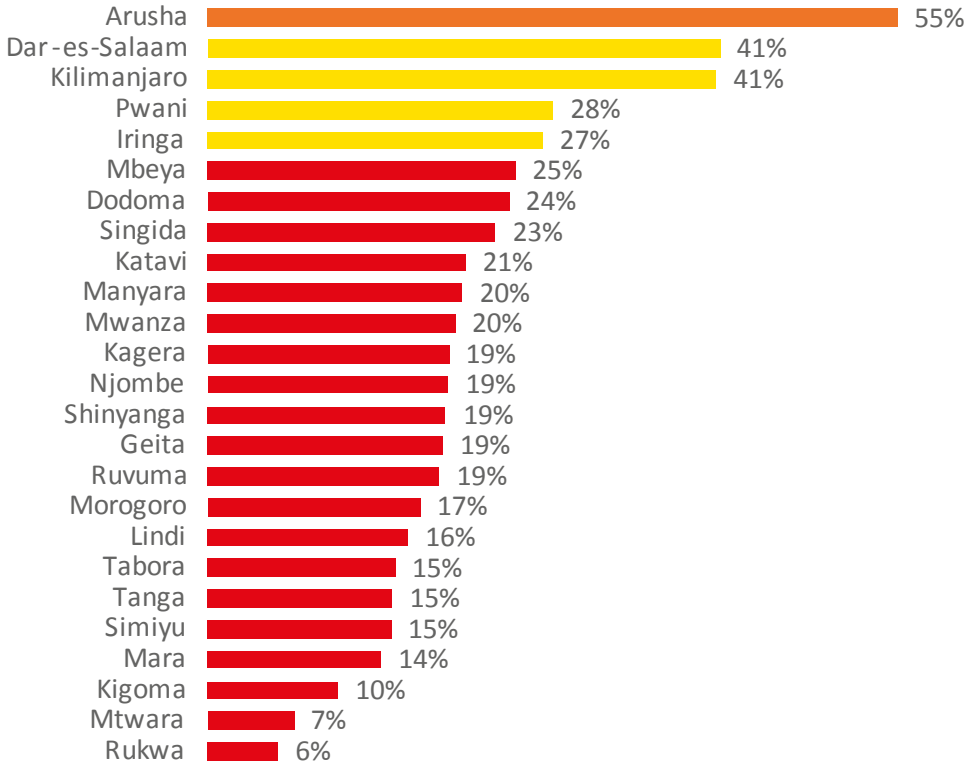
Source: Uwezo assessment data, 2012, 2013 and 2014

Figure 22: Percentage of children (7-16 years) who passed the English literacy test, by age and gender, 2014



Source: Uwezo 2014 assessment data

Figure 23: Percentage of children (9-13 years) who passed the English literacy test, by region, 2014



Source: Uwezo 2014 assessment data

By gender, boys' and girls' pass rates in the English test were equally low until age 13 at which point it appears that more girls than boys passed the test. Again these differences have not been tested for statistical significance (Figure 22).

Children in urban districts recorded higher pass rates than their peers in rural districts. By region, the 2014 results reveal that all regions, except Arusha, recorded an English pass rate of below 50% among children aged 9-13 years. (see section 3.4)

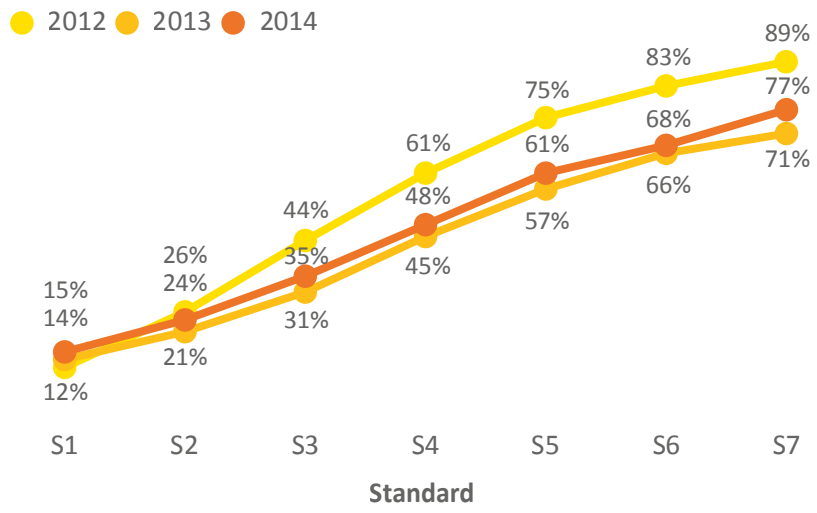
Nonetheless, substantial differences in reading across regions were also noted. The English pass rate among children aged 9-13 years in Dar es Salaam and Kilimanjaro regions was 41% compared with 6% in Rukwa (Figure 23).

3.5.3 NUMERACY

Overall, the pass rates in the numeracy test in 2014 across all grades were almost the same as rates in 2013 and lower than 2012 (Figure 24). The fluctuations in the numeracy results across the years require further investigations One in four pupils (23%) in Standard 7 in 2014 were unable to complete Standard 2 level numeracy tasks up to multiplication level.

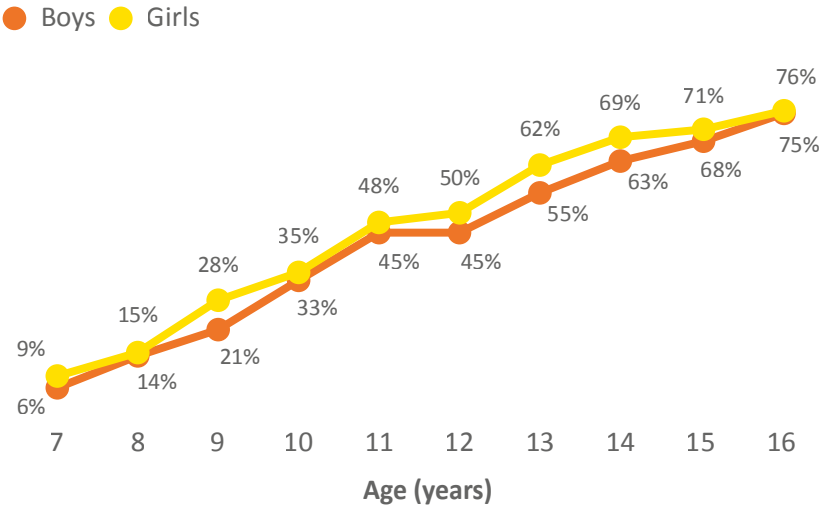
By gender, numeracy pass rates are largely equal across all ages (7-16 years), although girls do slightly better than boys. (Figure 25).

Figure 24: Percentage of pupils in Standards 1-7 who passed the numeracy test in 2012, 2013 and 2014.



Source: Uwezo assessment data, 2012, 2013 and 2014

Figure 25: Percentage of children (7-16 years) who passed the numeracy test, by gender and age, 2014



Source: Uwezo 2014 assessment data

4. Conclusion and recommendations

Within the limits of the data collected by the Uwezo annual learning assessments, this report has provided a situation analysis of progress against the Education For All goals between 2000 and 2015. As noted in this and previous reports, Tanzania has made significant strides in terms of access to education since 2000, particularly in primary education and especially for girls. Gender parity in primary education has been achieved. However, primary enrolment rates overall have started to decline in recent years with boys more at risk of never being enrolled and more likely to drop out of school. Results from Uwezo 2014 also highlight persistent and large disparities in educational opportunities and outcomes. On average, children in poorer households, children in rural areas and children in disadvantaged regions of the country are less likely to go to school, and, if they do, are less likely to learn basic literacy and numeracy skills.

Inspired by the gains achieved under the EFA agenda and the Millennium Development Goals, the new Sustainable Development Goal for Education (SDG 4) aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (United Nations, 2015). Given the breadth of this aspiration, a set of ten sub-goals has been developed for SDG 4 (see Appendix A). However, the framework of indicators and statistical data to monitor and evaluate progress towards these targets is yet to be finalised. Therefore, the current report arrives at a critical moment to inform the development of the indicator framework for SDG 4. Given that the five Uwezo assessment rounds since 2010 have collected independent, nationally representative data on children's access to education and their learning outcomes, the Uwezo dataset has the potential to make an invaluable contribution towards monitoring the country's progress in education.

Table 3 provides a set indicators presently captured by Uwezo assessments in Tanzania that can provide a foundation for assessing progress towards six of the ten SDG sub-goals. The indicators for sub-goals 4.1 and 4.6 focus on children aged 14-16 years as children in that age bracket should have completed the seven-year cycle of primary education. Together, the two indicators aim to capture the extent to which children receive a full and minimum quality of education. The proposed indicator for sub-goal 4.2 can be used to assess progress towards universal access to early childhood education while

Table 3: Proposed indicators for SDG 4 sub-goals

	SUB-GOAL FOR SDG 4	SUGGESTED UWEZO INDICATOR/S TO FOCUS IN FUTURE ASSESSMENT
4.1	ALL GIRLS AND BOYS COMPLETE FREE, EQUITABLE AND QUALITY PRIMARY EDUCATION	The percentage of children aged 14-16 years who have completed seven or more years of education
4.2	ALL GIRLS AND BOYS HAVE ACCESS TO PRE-PRIMARY EDUCATION	The percentage of children attending Standard 1 who have attended pre-primary school
4.5	ELIMINATE GENDER DISPARITIES IN EDUCATION AND ENSURE EQUAL ACCESS TO ALL LEVELS OF EDUCATION.	The difference in the percentage of boys and girls aged 7-13 years attending primary school The difference in the percentage of boys and girls aged 14-16 years attending secondary school
4.6	ENSURE THAT ALL YOUTH ACHIEVE LITERACY AND NUMERACY	The percentage of children aged 14-16 years who can complete Kiswahili, English and numeracy tests of Standard 2 level difficulty
4.8	BUILD AND UPGRADE EDUCATION FACILITIES THAT ARE CHILD, DISABILITY AND GENDER SENSITIVE AND PROVIDE SAFE, NON-VIOLENT, INCLUSIVE AND EFFECTIVE LEARNING ENVIRONMENTS FOR ALL	The pupil-latrine ratio in government primary schools The pupil-textbook ratio in government primary schools by subject (Kiswahili, English and mathematics) The percentage of government primary schools with safe water supply.
4.10	INCREASE THE SUPPLY OF QUALIFIED TEACHERS	The pupil-teacher ratio (PTR) in government primary schools

the indicators for sub-goal 4.5 will capture the gender balance in enrolments in primary and early secondary school. For goals 4.8 and 4.10, the data collected by Uwezo through visits to government primary schools can contribute to assessing the extent to which school environments are safe and conducive to learning.

As this report has shown, there is no room for complacency. Educational reform will need to actively address the inequalities that prevent children being enrolled and staying in school and their opportunity to attain basic literacy and numeracy skills as a springboard for lifelong learning and wellbeing.

Optimistically, in recent years, national efforts in the education sector have been increasingly focused on improving the quality of schooling, perhaps in part motivated by the contribution of the Uwezo assessments in providing unequivocal evidence of the crisis in learning outcomes in Tanzania. Education is one of eight priority areas under the government's Big Results Now (BRN) initiative launched in 2013. This initiative seeks to fast track Tanzania's development to become a middle-income country by 2025. The Big Results Now in Education (BRNEd) programme is directed at reforming primary and secondary education systems to ensure that children are learning in every classroom (World Bank, 2014). The programme aims to transform the Tanzanian education system toward improved learning outcomes, including early acquisition of literacy and numeracy skills. Elements of the reform agenda include financial rewards for school performance, early grade student assessments, targeted support to lagging students, recognition incentives for teachers, and ensuring that funds reach schools in a timely manner. A hallmark of the programme is its strong results-based focus, with a shift away from providing education inputs such as textbooks and classrooms and towards actual learning in the classroom. Disbursement of funds is linked to the achievement of pre-agreed sets of results, such as the more equitable distribution of teachers across Tanzania and student achievement in reading, writing and mathematics at the end of Standard 2. The third phase of the Primary Education Development Programme (PEDP III), which is being supported by EQUIP Tanzania, is similarly focused on improving the quality of education.[4]

Launched in February 2015, the new Education and Training Policy (2014) is also directed to overhauling the education system to increase access and improve quality. The policy expands free, compulsory basic education to include secondary school up to Form Four, and for all schools to use a single standard textbook for each subject. Along with other reforms, the policy aims to give every Tanzanian child the same opportunity to receive quality basic education. This new policy aims to free families from any fees and contributions to education for 11 years of schooling. However, in a context of strained resources, hard questions about the trade offs between access and quality will have to be asked.

In addition early evidence points to a spike in enrolments to school following this policy shift. Yet the Capitation Grant has remained static since its introduction and parental contributions to schools have essentially been eliminated. Head teachers and school managers are thus required to manage more students with fewer resources.

As the data show, schools are woefully under-equipped and the increasing enrolments place additional pressure on resources and facilities. Dilapidated school environments can demotivate teachers and students alike. And the lack of teaching and learning materials contributes to poor outcomes.

It is crucial to balance between "free education" and achieving quality learning outcomes.

Government intention is in line with the new commitments made by countries as part of the sustainable development agenda, and, as detailed in the latest Global Monitoring Report -GMR 2015[5], is a key policy for encouraging universal primary and secondary education. However, abolishing fees is not an end in itself. Indirect costs must be monitored as well to ensure they don't increase to make up for the change.

Acquisition of reading, writing and arithmetic competencies (3Rs) have been given strong emphasis as foundations for learning. In practice, class sizes must come down, teachers must be better qualified and

equipped to teach, and they must be present in school and at the classroom. Citizens interviewed for Round 7 of Twaweza's Sauti za Wananchi Mobile Phone Survey (conducted in December 2015/January 2016) were of similar mind, emphasizing the central importance of teachers in achieving a high standard of education (Twaweza East Africa, 2016). To improve the quality of education, respondents indicated that teacher salaries, teacher numbers (where there are shortages in schools), and especially teacher motivation need to be improved. The high levels of absenteeism recorded in Uwezo 2014 and other surveys (e.g. SDI 2016) clearly indicate the need to comprehensively address these issues to improve teacher presence and catch up with recommended teacher- pupil classroom contact hours (e.g. 6 hours weekly) for improved performance. Parents, too, must raise their expectations of teachers and schools and demand that learning outcomes get better. If citizen demand for quality is low, who will have the incentive to monitor learning outcomes at the local level where it matters most?

Resource management is a further critical issue. How far can the present capitation grant of TZS 10,000 per child per year stretch in achieving a quality education even if, with direct transfers to school accounts since the beginning of 2016, all of it is reaching schools? Along with improvements in teaching, school administrators will need to be equipped to manage and monitor available resources so as to avoid wastage and leakages and prioritize expenditure to the most essential items such as text books.

In sum, it is hoped that the findings and discussions in this report will trigger more open public discussions and joint action among stakeholders in education. Crucially, the accumulated body of evidence from the Uwezo assessments provides an invaluable resource to all actors in the sector as to what and where efforts are most needed to expand children's access to school and support their learning. Quality of learning outcomes should be a measure of success in the education sector. The government should ensure that the huge investment that is committed to the sector is directed to improve learning outcomes. In other words, policy makers should use evidence to convince taxpayers, sector partners and politicians that tax money is spent on policies that work and that "buy" learning outcomes. This type of smart spending requires a constituency of education policy makers, scientists and politicians to think and act together strategically using robust and relevant evidence to realize Tanzania's educational goals and broader national development aspirations.

"Quality Education in Tanzania is possible, Play your part!"

[4] The Education Quality Improvement Programme (EQUIP) Tanzania is a four-year initiative funded by the UK Department for International Development which aims to improve the quality of primary education, especially for girls, in seven relatively educationally-disadvantaged regions of Tanzania: Mara, Simiyu, Shinyanga, Kigoma, Tabora, Dodoma and Lindi. The programme is focused on improving teacher performance, school leadership, planning and management, and increasing community participation in the education system (EQUIP, 2016).

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APPENDIX A

Sustainable Development Goal for Education

GOAL 4:

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL.

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.8 Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.9 By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.10 By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Source: United Nations (2015)

APPENDIX B

Regions and Districts for the Uwezo Assessment - 2014

	REGION	DISTRICTS
1	ARUSHA	Karatu, Arusha Mjini,
2	DAR ES SALAAM	Ilala, Kinondoni, Temeke
3	DODOMA	Bahi, Kondoa
4	GEITA	Bukombe, Mbogwe
5	IRINGA	Mufindi, Mafinga
6	KAGERA	Karagwe, Muleba
7	KATAVI	Mpanda Mjini
8	KILIMANJARO	Siha, Moshi Vijijini, Moshi Manispaa,
9	KIGOMA	Buhigwe, Kigoma Vijijini
10	LINDI	Lindi Manispaa, Ruangwa
11	MANYARA	Mbulu
12	MARA	Rorya
13	MBEYA	Mbeya Jiji, Tunduma Mji
14	MOROGORO	Morogoro Manispaa, Gairo, Morogoro Vijijini
15	MTWARA	Newala, Masasi
16	MWANZA	Nyamagana Manispaa, Misungwi, Ilemela Manispaa
17	NJOMBE	Ludewa
18	PWANI	Kibaha Mji, Kibaha Vijijini
19	RUKWA	Nkasi
20	RUVUMA	Nyasa
21	SIMIYU	Bariadi
22	SHINYANGA	Kahama
23	SINGIDA	Ikungi, Singida Vijijini
24	TABORA	Tabora Manispaa
25	TANGA	Handeni, Tanga Manispaa, Korogwe Mjini, Lushoto

APPENDIX C

Sample of Tests

Kiswahili Test

Silabi

ma	ku	pi	ga
re	so	ju	che
lo	wi		

- Mtoto achague na kusoma silabi 5 Kati ya hizo 4 ziwe sahihi

Maneno

koti	shimo	pika
imla	jiwe	gari
taa	umbo	pera
paka		

- Mtoto achague na kusoma maneno 5 Kati ya hayo 4 yawe sahihi

Aya 1

Matata ana bustani ya mboga. Matata amepanda pilipili, bamia na maboga. Mimea imestawi vizuri sana. Akichuma mboga hizo anauza sokoni.

Aya 2

Jina langu ni Upendo. Ninasoma darasa la pili. Rafiki yangu anaitwa Rehema. Mimi na rafiki yangu tunapenda kusoma.

- Mtoto achague aya yoyote na asome kwa usahihi

Hadithi

Damasi anaishi katika kijiji cha Amkeni. Anaishi na wazazi wake wote. Damasi anapenda kucheza mpira wa miguu. Anachezea timu yake ya Amkeni. Wakati wa jioni hufanya mazoezi uwanjani.

Siku moja Amkeni ilishindana na Majuto. Amkeni iliishinda timu ya Majuto. Amkeni ilipewa zawadi ya mpira. Damasi alifurahi sana timu yake kuishinda Majuto.

Maswali

1. Timu gani imepata ushindi?
2. Washindi walipewa zawadi gani?

- Mtoto asome hadithi kwa usahihi na kujibu maswali yote mawili

English Test

Letters

h	s	b	g
z	l	q	e
w	i		

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

Words

rat	sin	boy
pen	head	door
desk	nose	home
class		

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

Paragraph 1

Rashid catches fish from the river. He sells fish at the market. Many people like fish. It is good food.

Paragraph 2

My brother likes music. He plays music on Saturdays. He wants to be a singer. He sings and dances well.

- The Child should choose one paragraph and read correctly.

Story

Anna is my elder sister. She wakes up early in the morning. She brushes her teeth and washes her face. She drinks tea and goes to school.

Anna is a clever girl. All the teachers like her. After class, she goes back home. She works on her homework. Then she helps our mother to cook food.

Questions

1. Who wakes up early in the morning?
2. What does Anna do after class?

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

Numeracy Test

Taja Idadi ya Mipira

- Mtoto ahesabu mafungu 5 angalau 4 yawe sahihi.

Utambuzi wa Namba

13	22	30	48
59	87	92	71

- Mtoto asome namba 3 angalu 2 ziwe sahihi.

Namba ipi ni Kubwa Zaidi

13 au 15	46 au 64	62 au 24
32 au 52	81 au 18	11 au 31
82 au 99	70 au 40	

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

Kujumlisha

35 + 20 =	80 + 10 =	43 + 44 =	54 + 30 =
64 + 23 =	12 + 55 =	62 + 16 =	61 + 27 =

- Mtoto ajumulishe mafungu 3 angalau 2 yawe sahihi.

Kutoa Namba

72 - 35 =	81 - 26 =	65 - 46 =	33 - 25 =
90 - 38 =	34 - 17 =	81 - 26 =	96 - 17 =

- Mtoto atoe mafungu 3 angalau 2 yawe sahihi.

Kujumlisha

Shilingi 700 + Shilingi100 =	Shilingi 450 + Shilingi 300 =	Shilingi 250 - Shilingi 200 =

- Mtoto afanye maswali yote 3 angalau 2 yawe sahihi.

Kuzidisha Namba

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

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

Swali la Ziada


M1


M2


M3

- Je, mtoto ameweza kutaja jina sahihi la mmea katika picha hii?

APPENDIX D

Summary of Main Test Results by District

Table D1: Percentage of children aged 9-13 years who passed all the three subjects by district

DISTRICT	REGION	NUMERACY PASS		KISWAHILI PASS		ENGLISH PASS		AVERAGE PASS IN 3 SUBJECTS	
		%	RANK	%	RANK	%	RANK	%	RANK
MOSHI URBAN	KILIMANJARO	73	1	88	1	57	2	72	1
ARUSHA URBAN	ARUSHA	65	6	80	6	59	1	68	2
MOROGORO URBAN	MOROGORO	68	4	85	3	47	4	67	3
KINONDONI	DAR ES SALAAM	64	7	83	4	51	3	66	4
ILALA	DAR ES SALAAM	71	2	87	2	37	11	65	5
MBEYA URBAN	MBEYA	67	5	81	5	46	6	65	6
KARATU	ARUSHA	70	3	74	10	47	5	64	7
MAFINGA	IRINGA	61	9	78	7	46	7	62	8
TANGA	TANGA	64	8	76	8	41	8	60	9
KIBAHA	PWANI	58	10	74	9	39	9	57	10
TEMEKE	DAR ES SALAAM	50	12	72	11	29	17	50	11
NYAMAGANA	MWANZA	46	13	67	13	31	15	48	12
TABORA URBAN	TABORA	45	16	61	16	33	14	46	13
BUKOMBE	SHINYANGA	46	14	55	24	37	10	46	14
KARAGWE	KAGERA	51	11	59	18	28	18	46	15
SIHA	KILIMANJARO	44	18	56	23	36	13	45	16
TUNDUMA	MBEYA	46	15	69	12	17	28	44	17
KOROGWE	TANGA	42	20	61	15	27	19	43	18
MOSHI RURAL	KILIMANJARO	34	30	58	19	36	12	43	19
KONDOA	DODOMA	40	21	56	22	30	16	42	20
MUFINDI	IRINGA	32	32	61	14	24	20	39	21
MBOZI	MBEYA	38	24	59	17	16	30	38	22
MPANDA URBAN	KATAVI	40	22	51	29	21	23	37	23
IKUNGI	SINGIDA	36	27	52	26	23	21	37	24
ILEJE	MBEYA	39	23	58	20	13	35	37	25
NEWALA	MTWARA	43	19	55	25	8	41	35	26
KIBAHA	PWANI	38	25	57	21	10	39	35	27
SINGIDA URBAN	SINGIDA	32	33	48	30	23	22	34	28
MASASI	MTWARA	44	17	51	28	6	47	34	29
MBULU	ARUSHA	31	34	47	33	20	24	33	30
LUDEWA	NJOMBE	28	39	48	31	19	25	32	31
NYASA	RUVUMA	35	29	40	38	19	27	31	32
MULEBA	KAGERA	37	26	48	32	9	40	31	33
MOROGORO RURAL	MOROGORO	31	35	52	27	10	38	31	34
RUANGWA	LINDI	35	28	39	39	17	29	30	35
MBOGWE	GEITA	34	31	46	34	7	44	29	36
KAHAMA	SHINYANGA	27	40	37	42	19	26	28	37
BUHIGWE	KIGOMA	30	37	36	44	13	36	26	38
ILEMELA	MWANZA	31	36	31	45	16	31	26	39
BARIADI	SHINYANGA	30	38	31	46	15	32	25	40
LINDI URBAN	LINDI	20	47	40	37	13	34	24	41
BAHI	DODOMA	26	41	39	40	7	43	24	42
MISUNGWI	MWANZA	23	43	36	43	12	37	24	43
LUSHOTO	TANGA	23	44	41	35	5	48	23	44
KIGOMA	KIGOMA	22	46	40	36	7	42	23	45
HANDENI	TANGA	25	42	37	41	5	49	22	46
RORYA	MARA	23	45	28	49	14	33	22	47
NKASI	RUKWA	20	48	28	48	6	46	18	48
NZEGA	TABORA	12	50	29	47	7	45	16	49
GAIRO	MOROGORO	19	49	28	50	1	50	16	50

APPENDIX E

Our Partners

DISTRICT PARTNERS

	DISTRICT	DISTRICT COORDINATOR	ORGANIZATION	HEAD OF ORGANIZATION (OH)
1	Arusha Urban	Frank Samson	Maarifa ni Ufunguo (MAARIFA)	Dustan Kishekya
2	Bahi	Nasra Suleiman	Women Wake Up	Fatma Toufiq
3	Bariadi	Pendo Banyenza	Rafiki Social Development Organization (SDO)	Gerald Ng'ong'a
4	Buhigwe	Mwashamu Ahmed	Tanzania Women Social Economic development and Human right organzation (TWSEDHRO)	Rose Maiko Kagoma
5	Bukombe	Jaffari Fadhili	Rafiki Social Development Organization (SDO)	Gerald Ng'ong'a
6	Gairo	Getisaide Kikoti	MWAYODEO - Mafiga Women & Youth Development Organization	Venance Mlally
7	Handeni	Witness Malisa	Community Development Mission of Tanzania (CDMT)	Emilye Philipo
8	Ikungi	Nason W. Nason	Link against Poverty	Nason W. Nason
9	Ilala (U)	Eliab Maganga,	African Life Foundation	Eliab Maganga
10	Ileje	Patrick M. Mwalukisa	Intergrated Rural Development Organization	Simon Mwang'onda
11	Ilemela	Marting Lusenga	Green Hope Organization	Martin R. Lusenga
12	Kahama	Leonard Masele	The Foundation for Human Health society (HUHESO FOUNDATION)	Juma Mwisegwa
13	Karagwe	Teshory M. Kalemera	Environmental and Agricultural Promotion and Services (EAPS)	Teleshory Martin Kalemela
14	Karatu	Fatuma Ally	Center for Women and Children Development (CWCD)	Hindi Ally Mbwego
15	Kibaha (U)	Beatrice Mtobesya	Pwani Promotion and Development Angency	Matthew Chungu
16	Kibaha(R)	Mathew Chungu	Pwani Promotion and Development Agency	Matthew Chungu
17	Kigoma Urban	Upendo Kisonzela	Peace Center and Community Development (PCCD)	Evodius Mpimba
18	Kinondoni	Sherbun Kassimu	Women Research and Documentation Project Association (WRDP)	Sherbun Kassimu
19	Kondoa	Phillipina Labia	Faraja Human Development Tanzania	Philipina Labia
20	Korogwe Urban	Adolph Noya	Tanzania Livelihood Skills Development and advocacy Foundation (TALISDA FOUNDATION)	Adolph Nayo
21	Lindi (U)	Jabir Said	Lindi Women Paralegal Aid Centre	Jonaphrey Pembe
22	Ludewa	Lenis Mtitu	LDF	Lenis Mtitu
23	Mafinga	Winifrida T Swai	AFYA WOMEN GROUP	Winfrida T. Swai
24	Masasi	Joyce Paul Kunambi	Shirika la Kusaidia Watoto	Nurdin Nhuva
25	Mbeya (U)	Jeremia Jackson Cheyo	SHIDEPHA+	Oliver Mahenge
26	Mbogwe	Clement Masonga	Kahama Community Development Association (KACODA)	Clemement Masonga
27	Mbulu	Ansila Tembo	Dioces of MBULU Development Organisation	Willy Qambalo
28	Misungwi	Yared Babona	Mwanza Youth Centre	Yared Babona
29	Morogoro (R)	Edwin Kiemba	Wings Environ & Education Transformation	Boniface Msimbe
30	Morogoro (U)	Hellen Nkalang'ango	Safina Women Association	Hellen Nkalang'ango
31	Moshi (R)	Genes Apolinary	Kilimanjaro AIDS control Association(KACA)	Faraji K. Swai
32	Moshi (U)	Asha Abdallah	YOCOSO	Goded Yesaya
33	Mpanda (U)	Muhabile Privatus	TUELIMIKE	Dougla Mwaisaka

	DISTRICT	DISTRICT COORDINATOR	ORGANIZATION	HEAD OF ORGANIZATION (OH)
34	Mufindi	Boniface Mliga	Mufindi Environment conservation and Health (MECH)	Boniface M. Mliga
35	Muleba	Lydia Lugazia	Kwa Wazee	Badiliana Rugeiya
36	Newala	Nicholaus Mhozya	The Tanzania Heralds For Youth Services	Wilson Chacha
37	Nkasi	Stanley Khamsini	Caritas Sumbawanga	FR. Demetrius Kazonde
38	Nyamagana	Ibrahim Shora	SIDE-Development & Management services	Jonarda J. D. Ngisssa
39	Nyasa	Tasiyana Ndunguru	Ruvuma Orphans Association (ROA)	Francis Mlimira
40	Nzega	Elikana Machibya	Nzega Gospel Choir (NGC)	Elikana Machibya
41	Rorya	Judith Mwita Sura	Mara Development Forum	George M. Chibala
42	Ruangwa	Clovis Alesx	Ruangwa Organization for Poverty Alleviation (RUOPA)	Seleman R. Njalimbo
43	Siha	Anandumi Ndossi	Hai Association of NGO (HANGO)	Anandumi Ndossi
44	Singida Rural	Jocye Jonas Masaka	Link Against Poverty	Nason W. Nason
45	Tabora (U)	Robert Sizya	Tabora Vision Community	Charles Nkwabi
46	Tanga (U)	Fortunata M. Manyeresa	Tree of Hope	Fortunata Manyeresa
47	Temeke	Susanne Ngahyoma	Taaluma Women Group	Mary Mushi
48	Tunduma	Jackline Sanga	Action for Development Mbozi (ADP)	Victor Y. Eli-shau
49	Mbozi	Glory Komba	ELIMISHA	Festo Sikagonamu
50	Lushoto	Richard Mzule	Tree of Hope	Fortunata Manyereza

REGIONAL COORDINATORS

	RC REGION	DISTRICTS	REGIONAL COORDINATOR	POSTAL ADDRESS
1	Arusha	Karatu, Arusha Mjini, Mbulu, Siha	Faraji K. Swai	Box 8425 Moshi
2	Kilimanjarpo & Tanga	Moshi Rural, Moshi Munispaa, Lushoto, Korogwe Mjini, Tanga,	Ndabise Dickson	Box 643 Korogwe
3	Morogoro	Handeni, Gairo, Morogoro vijijini, Morogoro Manispaa	Venance Mlaly	Box 5286 Morogoro
4	Dodoma & Singida	Bahi, Kondoa, Ikungi, Singida Rural	George Okoth	Box 47 Dodoma
5	Mbeya	Ileje, Mbozi, Mbeya Jiji, Tunduma Mjini	Ignas Kalongola	Box 293 Mbeya
6	Dar es Salaam & Pwani	Kibaha, Kibaha Mji, Temeke, Ilala, Kinondoni	Didas Nzingamasabo	Box 75720 DSM
7	Kigoma, Katavi & Rukwa	Mpanda Mji, Nkasi, Buhigwe, Kigoma rural	Joel Songambele	Box 424 Kigoma
8	Mtwara &Lindi	Masasi, Newala, Ruangwa, Lindi Manispaa	Wilson Chacha	Box 904 Tandahimba
9	Kagera & Geita	Karagwe, Muleba, Bukombe, Mbogwe,	Edson Ramadhan	Box 686 Bukoba
10	Shinyanga, Simiyu and Tabora	Kahama, Bariadi, Nzega, Tabora Manispaa	Gerald Ngo'ng'a	Box 2078 Shinyanga
11	Mwanza & Mara	Rorya, Misungwi, Ilemela Manispaa, Nyamagana manispaa	George Muyabi	Box 963 Musoma
12	Iringa, Njombe & Ruvuma	Ludewa, Nyasa, Mufindi, Mafinga Mjini	George Ubuyu	Box 10754 DSM

UWEZO TRAINERS 2014

	TRAINERS	TRAINING CENTRE NAME
1	Ansila Tembo	Moshi Manispaa
2	Maziku Mihayo	Moshi Manispaa
3	Venance Mlali	Moshi Manispaa
4	Ellen Binagi	Kibaha Mji
5	Felistas Kalomo	Kibaha Mji
6	Robert Sizya	Kibaha Mji
7	Gerald Ng'ong'a	Kahama Mji
8	George Ubuyu	Kahama Mji
9	Mary Soko	Mbeya Jiji
10	Josephine Mwankyuse	Mbeya Jiji
11	Evena Masae	Mwanza Jiji