



ARE OUR CHILDREN LEARNING?

The State of Education in Tanzania in 2015 and Beyond

Uwezo 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.

In September and November 2014, Uwezo Tanzania at Twaweza conducted the fifth household-based assessment of learning outcomes in 50 districts across the country. Using Standard 2 level tasks 32,694 children aged 7-16, were assessed for basic literacy and numeracy skills. Uwezo Tanzania also collected data from 1,309 schools.

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 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.

127 Mafinga Road, off Kinondoni Road
P.O. Box 38342, Dar es Salaam.

t: +255 22 266 4301-3
e: info@twaweza.org |
www.twaweza.org | www.uwezo.net



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.

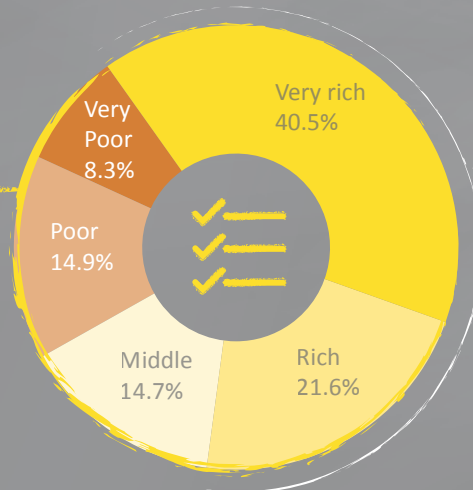
There are disparities in access to primary school in terms of geography (urban vs. rural) and wealth.

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.



ENROLLED

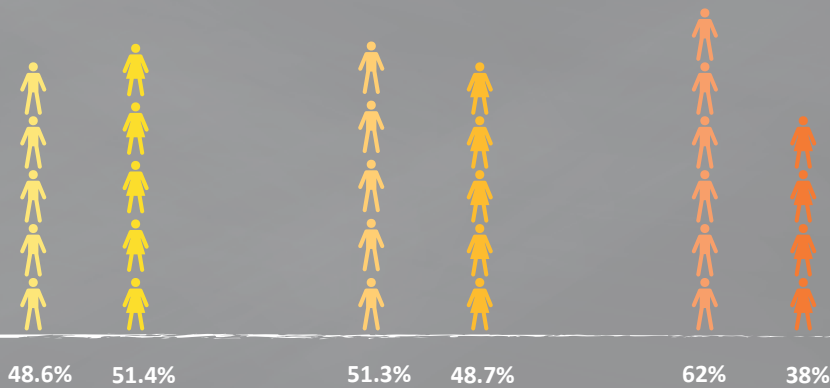


NEVER ENROLLED



DROPPED OUT

Percentage of Children

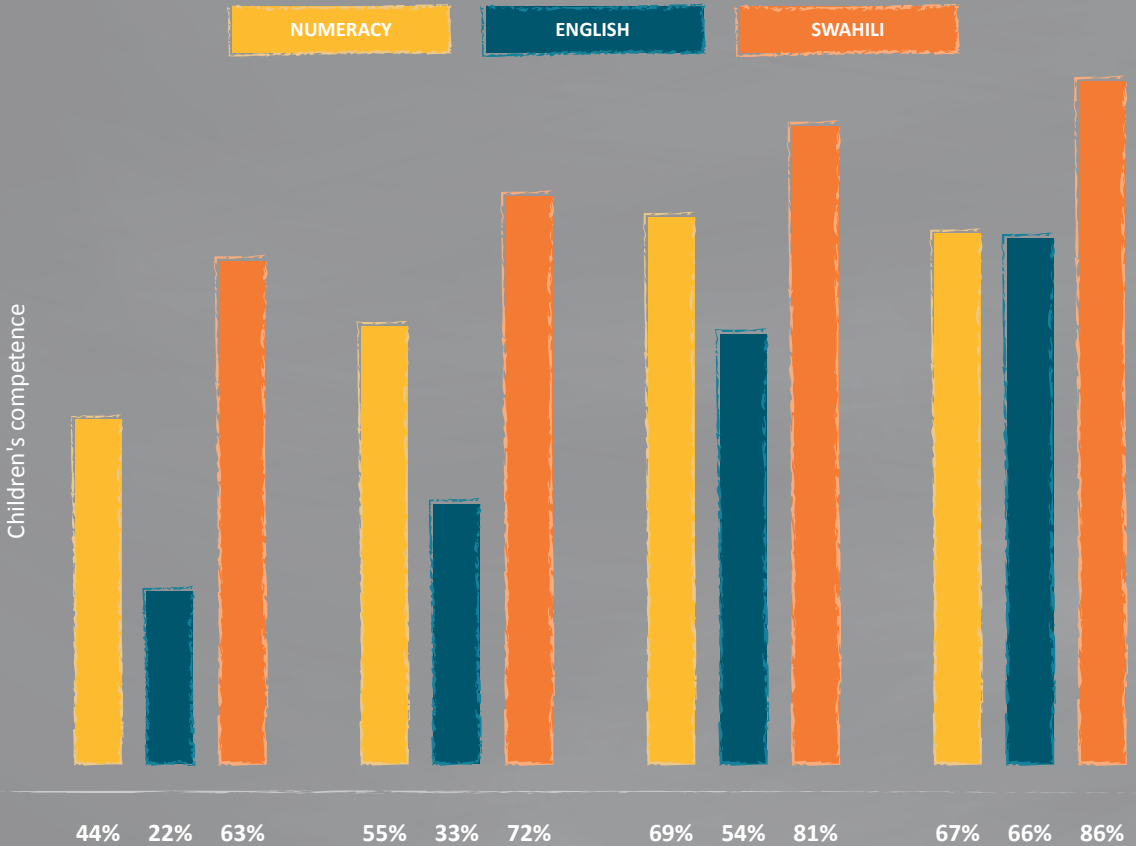


Among children who had dropped out, 62% were boys and 38% were girls

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



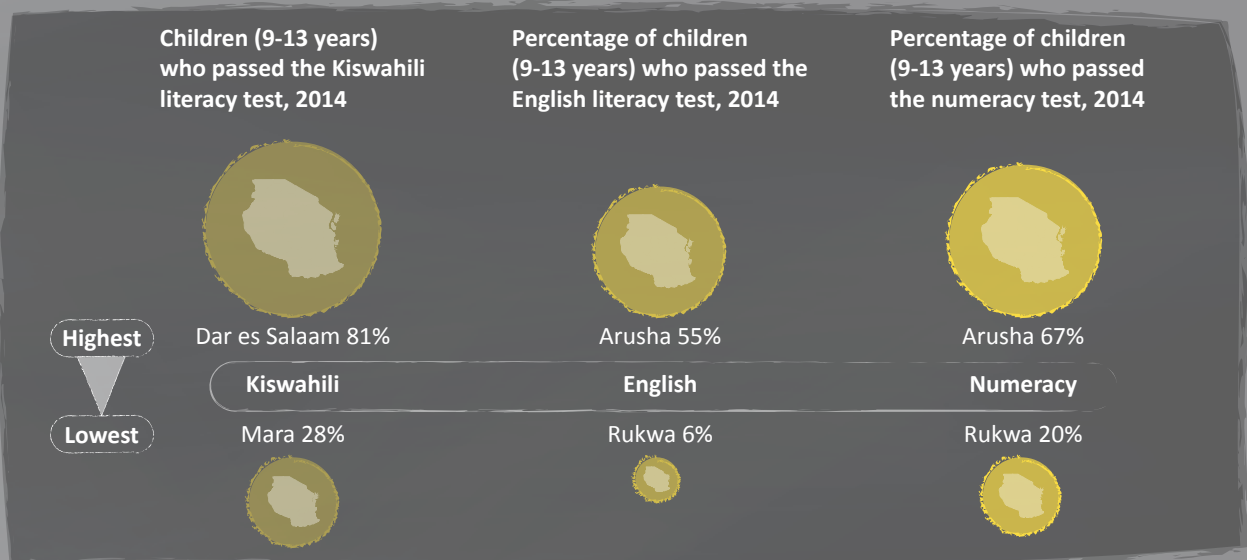
Mothers' level of education

- NO EDUCATION
- PRIMARY
- SECONDARY
- TERTIARY

- 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.

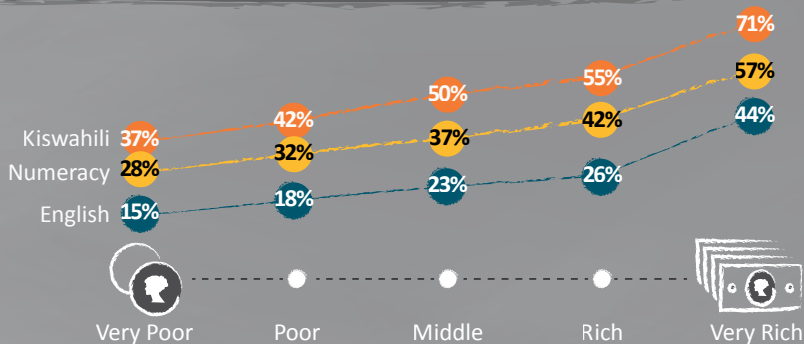
4 Marked inequalities in education persist

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.



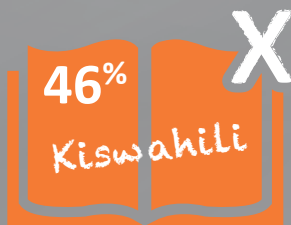
Similarly there is a wealth divide

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

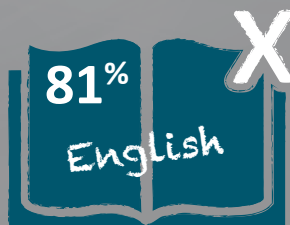


5 Quality education as envisaged by EFA goal 6 is yet to be realized

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

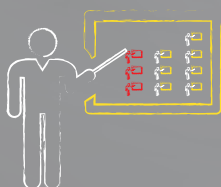


65% were not able to complete Standard 2 level multiplication problems

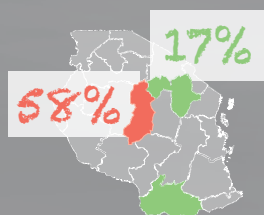
Five Facts About the School Environment in Tanzania

1

Teacher absenteeism rates are of serious concern

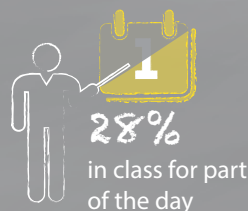


Three out of ten teachers (31%) were absent from school on the day of the Uwezo assessment in 2014



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:)



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

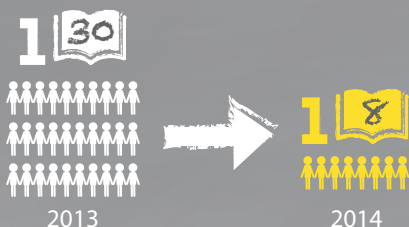


The 2014 Education and Training Policy recommends a pupil-teacher ratio of 45:1



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



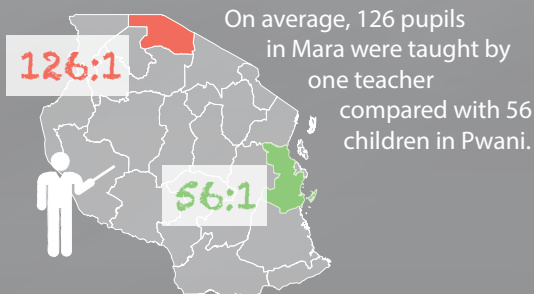
On average, 125 girls were sharing one pit latrine, more than six times the recommended ratio of 20:1 in the National Education and Training Policy (2014).



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



Mtwara, Njombe, Ruvuma, Katavi, Kilimanjaro



Tabora

Number of pupils sharing one textbook

Sample of Tests

Kiswahili Test

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

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

Kutoa Namba

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

• Mtoto atoe mafungu 3 angalau 2 yawe sahihi.

Kujumlisha

| | | |
|----------------|----------------|----------------|
| Shilingi 700 | Shilingi 450 | Shilingi 250 |
| + Shilingi 100 | + Shilingi 300 | - Shilingi 200 |
| _____ | _____ | _____ |

• Mtoto afanye maswali yote 3 angalau 2 yawe sahihi.

Kuzidisha Namba

$$\begin{array}{lll} 2 \times 3 = & 12 \times 3 = & 7 \times 8 = \\ 5 \times 7 = & 3 \times 4 = & 11 \times 5 = \\ 5 \times 6 = & 4 \times 4 = & \end{array}$$

• Mtoto afanye maswali 3 ya kuzidisha angalau 2 yawe sahihi.

Swali la Ziada



M1



M2



M3

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