uwezo

TANZANIA

XALAPA- MEXICO

PAL NETWORK MEETING

ACADEMIC SEMINAR 15 MARCH 2017:

SHARING EXPERIENCE ON EDUCATION IN

TANZANIA

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WHERE IS TANZANIA?

Largest country in East Africa

Size: 947,300 Km2

- Borders: Kenya, Uganda, Rwanda, Burundi, DRC, Zambia, Malawi, Mozambique, & Indian Ocean

Tanzania

- Capital: Dodoma

- Population: 45 million (2012)

- National language: Kiswahili

- Language(s) of instruction:

Kiswahili (Primary)

English (Secondary+)

Education in Tanzania

- Compulsory Universal primary education for all school age children

- More than 80% enrollment in primary school

- National Education budget has tripled

- Tens of thousands of classrooms have been built

- Tens of thousands of teachers have been recruited

- Many children transit to Secondary schools

Uwezo Tanzania Annual Learning Assessment 2015

Coverage:	
Districts	429
Enumeration Areas	12,759
Households	230,588
Primary schools	12,570
Children age 6-16	521,451
Local NGO Partners	424
Trained VOLUNTEERS	26,214

What are the main Problems in education sector?

CHILDREN ARE NOT LEARNING DEQUATELY

Uwezo 2015 data:

Standard 3 pupils able to complete Standard 2 work

- 6 out of 10 (56%) were able to read story in Kiswahili
- 1 out of 10 (13%) could read an English story
- 3 out of 10 (35%) were able to do multiplication

**Standard 7 pupils** able to complete Standard 2 work

- 9 out of 10 (89%) were able to read a Kiswahili story
- 5 out of 10 (48%) could read an English story
- 8 out of 10 (78%) were able to do multiplication

With that background information, this paper will address three main questions for sharing in this congregation

1. What are the three main problems in education that Tanzania face?

2. What are the uses and impact of the information produced by the Citizen Led Assessment/Uwezo?

3. What are the characteristics of the volunteers, their roles in generating changes in education and the opportunities and challenges presented by both voluntary participation and citizen involvement in education?

NB: All these will be discussed based on general experience and understanding of the education sector in Tanzania and Uwezo assessment results 2015

% Average pass rate in all three tests (Kiswahili, English and numeracy) combined among pupils in Standard 3 and Standard 7, 2011-2015
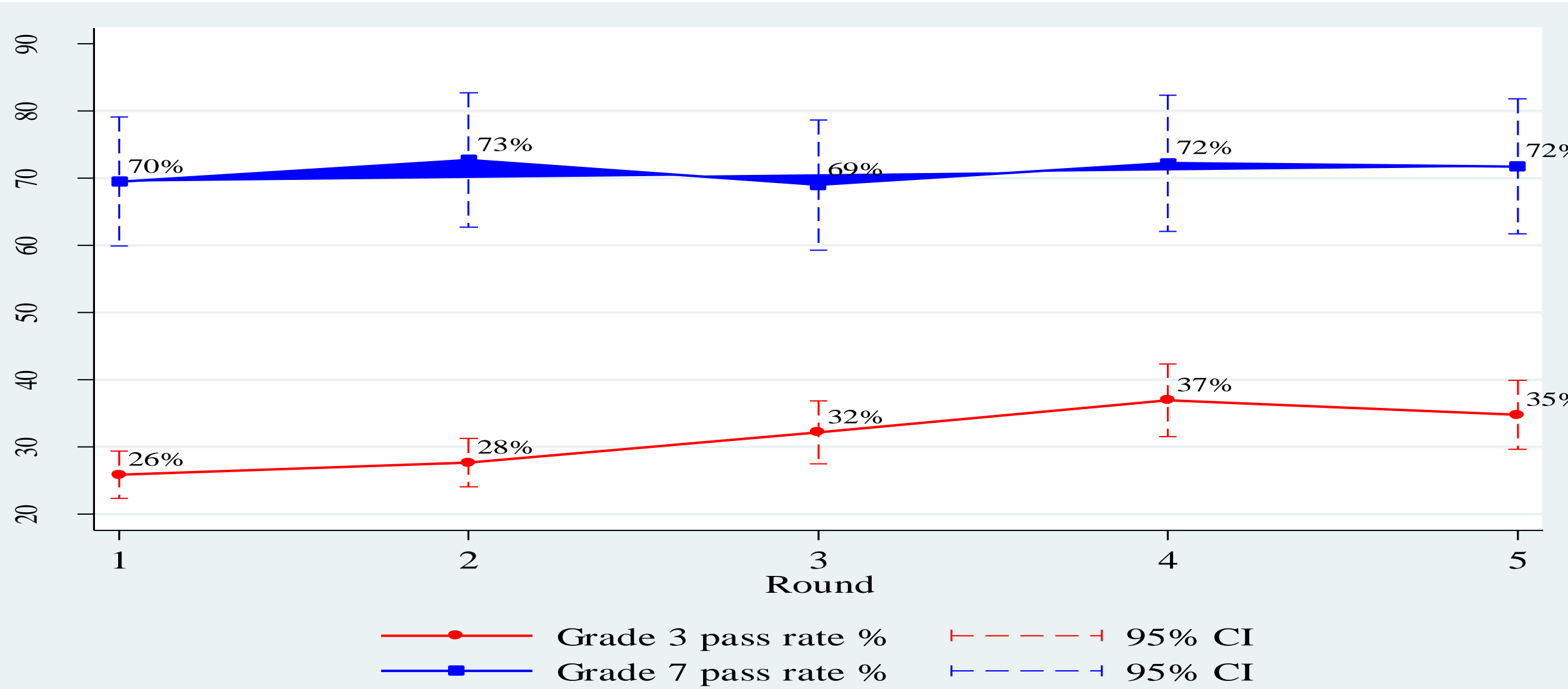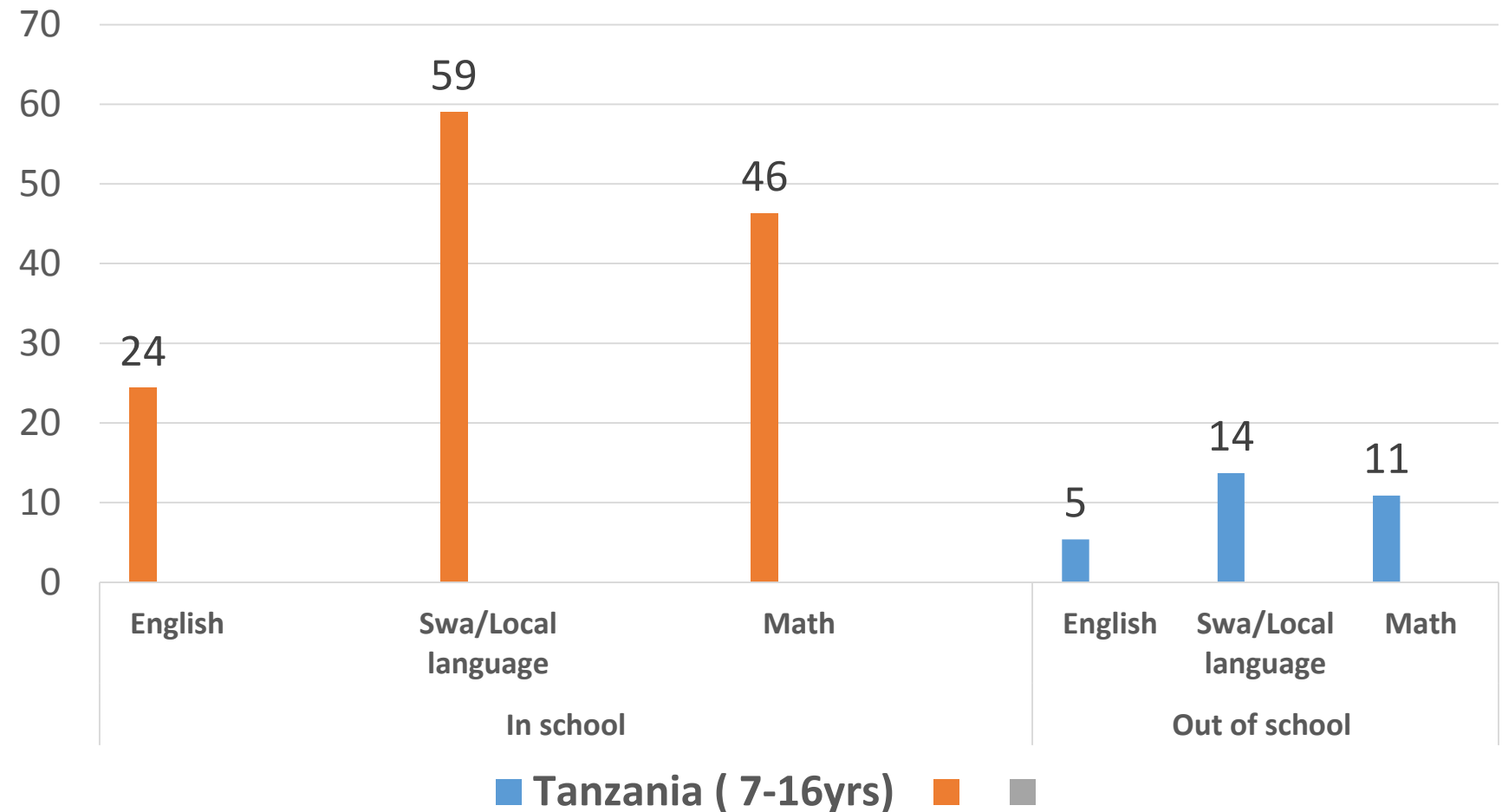
2. Teacher accountability and Motivation

- At least 25% of teachers were absent on the day of the Uwezo assessment.

- On average, 5 in 10 teachers who were present at school were not teaching in the class 15 minutes after the start of their lesson in class.

- Limited school monitoring for quality assurance

- Poor Motivation

- KIUFUNZA intervention- COD &CG

3. Inequality in access to school, Resources and Learning Outcomes

a) Inequality on Learning outcomes

% of Competence levels in Literacy and Numeracy among In and Out of school children age 6-16, 2015

Legend: Tanzania (7-16yrs)

Categories (In school): English — 24, Swa/Local language — 59, Math — 46
Categories (Out of school): English — 5, Swa/Local language — 14, Math — 11
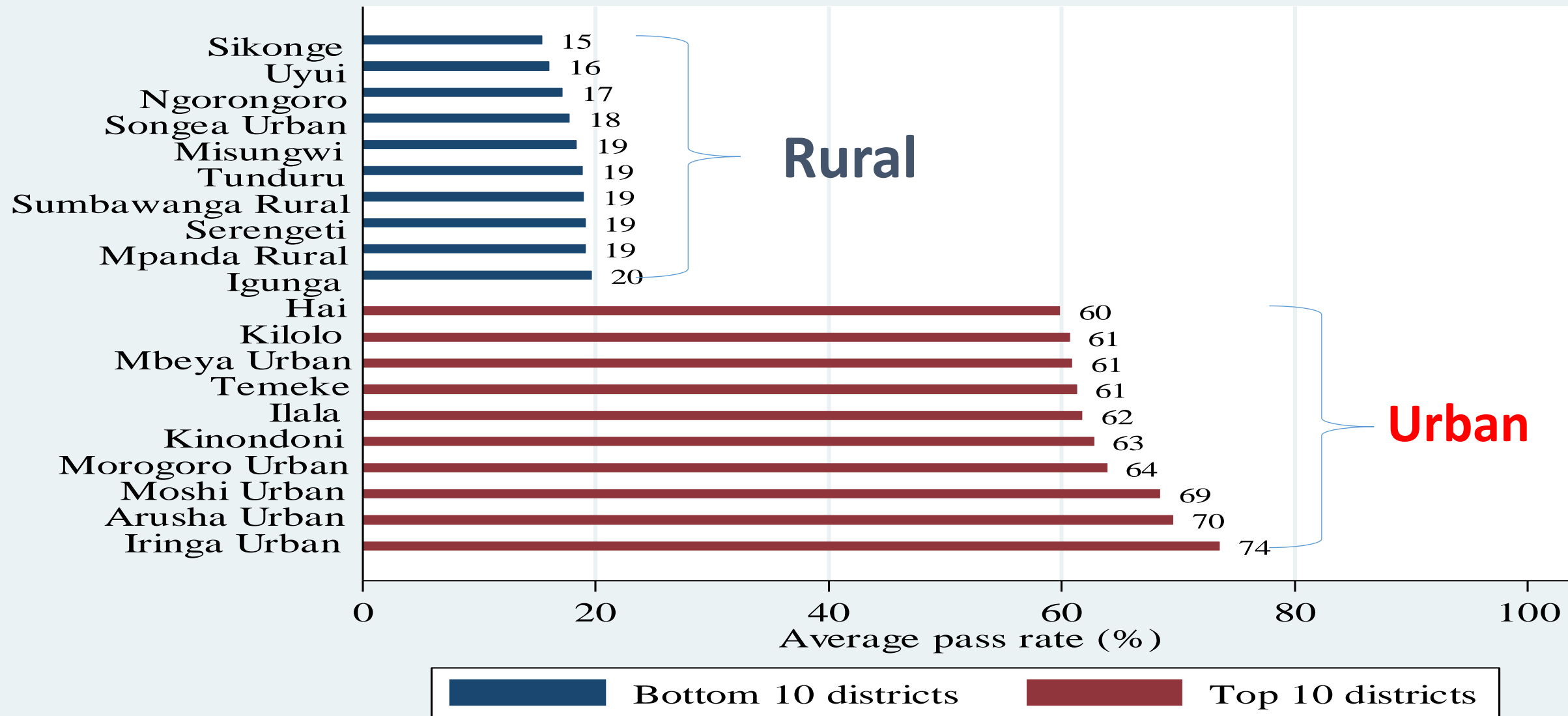
Average pass rate in all three tests (Kiswahili, English and Numeracy) among pupils in Standards 3 to 7, 2015)
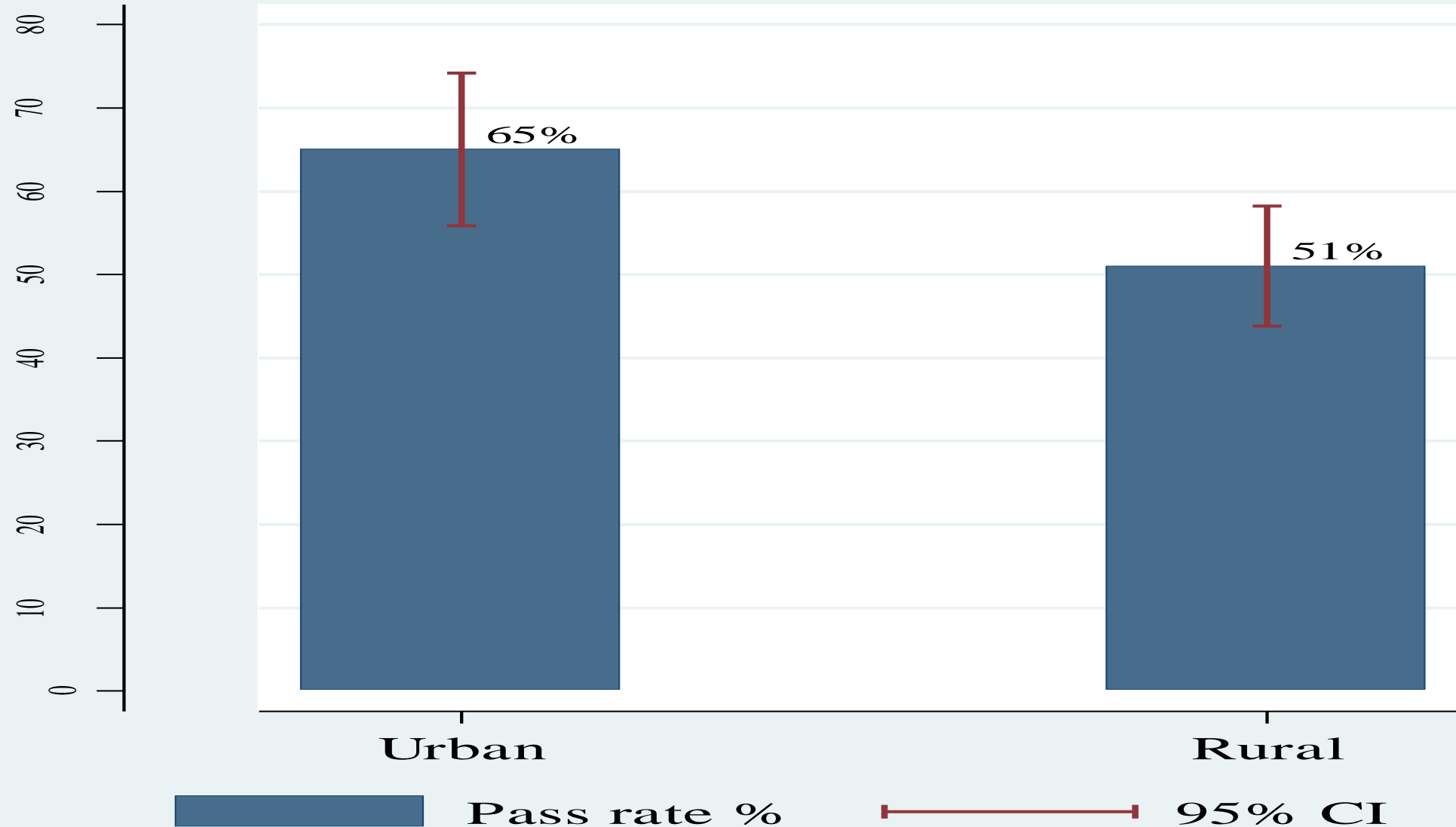
Average pass rate in all three tests (Kiswahili, English and numeracy) combined among children aged 9-13 years, best and worst performing districts, 2015.

District	Average pass rate (%)
Sikonge	15
Uyui	16
Ngorongoro	17
Songea Urban	18
Misungwi	19
Tunduru	19
Sumbawanga Rural	19
Serengeti	19
Mpanda Rural	19
Igunga	20
Hai	60
Kilolo	61
Mbeya Urban	61
Temeke	61
Ilala	62
Kinondoni	63
Morogoro Urban	64
Moshi Urban	69
Arusha Urban	70
Iringa Urban	74

Rural

Urban

Average pass rate (%)

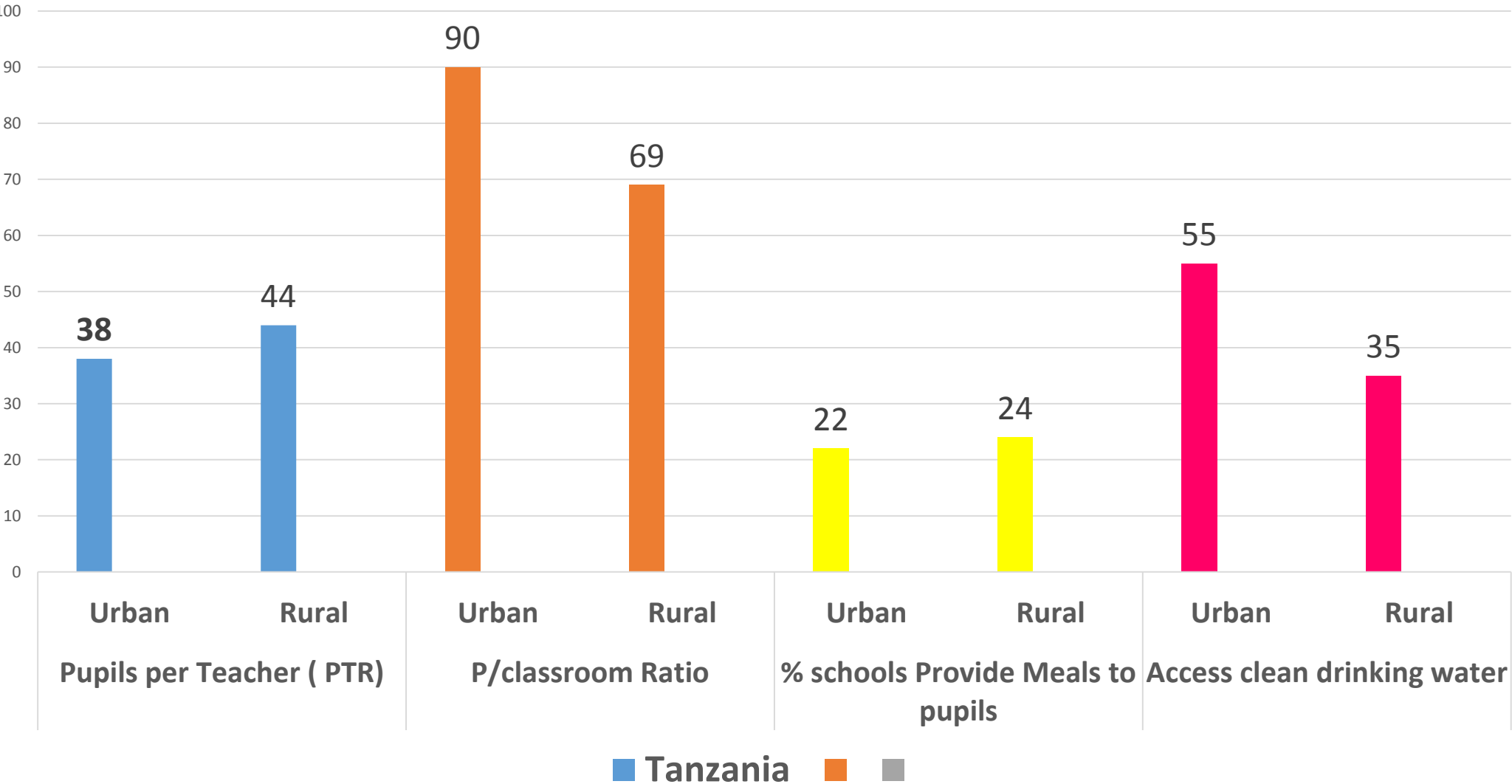■ Bottom 10 districts   ■ Top 10 districts

b) Inequality in access to school

Although more than 80% children age 6-16 are enrolled in primary school, still 19% are out of school

- 80% of schools have a pre-school class

- Preschool enrolment for children aged 5-6 years is low- at 30% only while 70% are out of school

- Inequality due to income of the households and location

- Boys dropping out more than girls

Access to school resources and facilities by location, 2015

	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
	38	44	90	69	22	24	55	35
	Pupils per Teacher (PTR)		P/classroom Ratio		% schools Provide Meals to pupils		Access clean drinking water	

■ Tanzania ■ ■

Regional differences in access to school meals

- **Few schools provide lunch despite potential impact on children's ability to learn**

- Only 24% of schools have a lunch program

- Regional disparities:
  - Kilimanjaro – 79%,
  - Geita – 5%
  - Kigoma – 6 %

2. Uses and impact of information produced by Citizen-led Assessment?

- Evidence on status of learning outcomes to inform public debates on quality of learning outcomes

- Used to inform and trigger discussions with policy makers and education service providers on the learning crisis in the country, and for informed decisions

- Used by researchers as bench mark for proposal writing for further research on learning outcomes

- Used by academicians incl. PhD students for their Thesis,

Response& Impact?

- Government realized that there is a crisis in learning outcomes as they also compare with national Primary school leaving exams and RTI – EGRA/EGMA assessment results (53% of class 3 pupils can read a Kiswahili story fluently and 44% are able to do subtraction operations)

- Policy change – new education policy focus on Learning Outcomes (3Rs) & reduction of learning subjects for lower grades- from 7 to 3

- Massive teacher training for lower grades

- Production and dissemination of text books for class 1-3, That has reduced pupil book ratio to 3:1 (Uwezo 2015)

Response

- Sending Capitation Grant direct to school= improve school capacity in purchasing teaching and learning materials,

- Task force formed to prepare National assessment Framework- co-opt CSO actors+ Uwezo

- Partnership with Non state actors to improve 3Rs- Equip, TZ21, TTU, Agakhan University, Children Book Project

3. Characteristics of the Uwezo volunteers, their roles to generate changes in education and the opportunities and challenges presented by both voluntary participation and citizen involvement in education

- They are local residents with similar cultural context including language/ national & local, shared social values, mostly young people, lower secondary education and above,

Roles of volunteers

- Conduct assessment for data collection- testing of children at the HH,→ generate evidence on status of Learning outcomes

- Providing Instant feedback to parents after assessment.

Opportunities: -

- They are from their own villages hence can be used as agents for change to stir and sustain debates on quality of education in their localities

- Volunteers platform can be used to generate other relevant data e.g. on SDG monitoring in other sectors- water, health, gender

Challenges-

- Motivation & sustainability of potential volunteers, in a competitive context where there are other organizations willing to engage them with high pay

- Volunteers capacity to communicate and engage local leaders and citizens to take actions

- Some villages have no qualified volunteers, - they leave to look for opportunities

- Limited self initiative among volunteers to communicate at local level and engage citizens for action,

- Limited funding to support volunteers for engagement activities

ASANTENI!