



Milele Zanzibar Foundation

The assessment of Literacy and Numeracy Towards Educational Transformation in Zanzibar

**UWEZO ANNUAL LEARNING ASSESSMENT REPORT
ZANZIBAR**

ARE OUR CHILDREN LEARNING?

Acquisition of early literacy and numeracy provides students with a strong foundation to succeed in school and beyond.

The government of Zanzibar recognizes the importance of such skills as critical to achieving Zanzibar's vision 2050

Introduction Cont..

The government has made tremendous efforts to improve the quality of education, including, among other things,

- The provision of capitation grants
- Recruitment of teachers.
- Infrastructure developments such as the construction of schools and classrooms.

However, we have limited information on whether the policy and curricular provisions are actualized to the expectations set.

Introduction Cont..

In this regard, Milele Zanzibar foundation (MZF) decided to undertake UWEZO assessment to gather the evidence needed to understand whether there is truly a problem of children learning at the foundational level in the Zanzibar education system.

The Uwezo assessment has been implemented in east Africa countries including Kenya, Uganda and Tanzania mainland. In 2022, for the first time, MZF has initiated this unique learning assessment in Zanzibar.

Introduction Cont..



Uwezo assessment is intended to assess learning outcomes in terms of literacy and numeracy for students in grade 3 and beyond.



The assessment targets 3 areas: Kiswahili, English and Numeracy.



Passing is considered to be the ability to meet grade 2 standards for each subject – that is, reading a story in Kiswahili and English and doing multiplication



Additionally, the findings provide data and evidence to the government and other education stakeholders about how students are learning, and about areas where improvement is needed

DATA COLLECTION

Uwezo assessment was conducted in 11 districts covering 120 enumeration areas (EA) and 2,199 households.

Of the enumeration areas, 42 were recruited from Pemba and 78 were in Unguja.

Data were also collected from Shehia's office e.g. On population, public services and infrastructure, and on school indicators (enrolment, teacher attendance, school facilities etc.) from one primary school where most of the children from each EA attended.

KEY FINDINGS

Performance in numeracy was generally better in lower sub-skills (counting, number identification, and identification of small and big cycles) than in higher level sub-skills (addition, subtraction, and multiplication). Only 52% performed numeracy task.

Children's performance in kiswahili literacy was higher compared to english literacy and numeracy performance. However, only 42% of children assessed could read a kiswahili text.

English literacy performance was the lowest compared to other tests. Only 21% of children assessed could read and comprehend an english story.

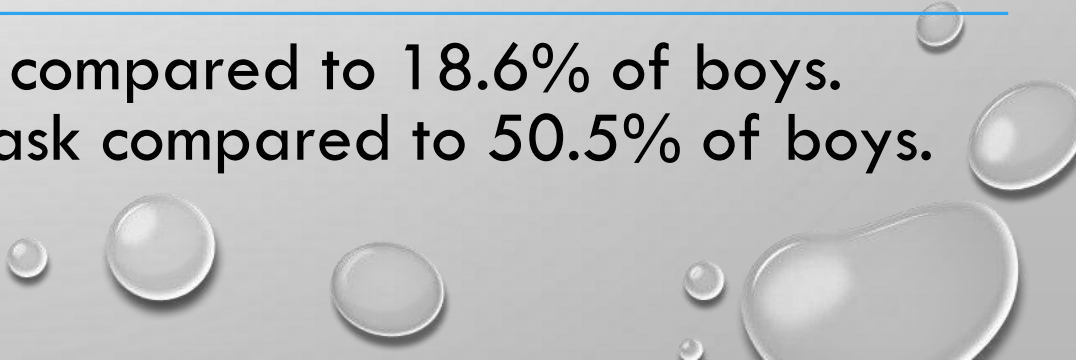
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Pupils performed better in lower-level literacy sub-skills (alphabets and words) compared to higher-level literacy sub-skills (stories and paragraphs).

There were gender variations in terms of performance in literacy and numeracy. Girls' performance in literacy and numeracy was slightly higher than that of boys

Pupils in private schools outperformed their counterparts in government schools in all literacy and numeracy sub-skills assessed.

About 23% of girls could read an english story compared to 18.6% of boys. Likewise, 53.5% of girls performed numeracy task compared to 50.5% of boys.



CONCLUSION

Children's literacy and numeracy competences among primary school pupils assessed do not meet the curriculum expectations.

This could be attributed to limited school conditions and household characteristics

There are variations in terms learning outcomes by gender, school ownership and by district.

The variations by school ownership and district could be attributed to uneven distribution of teaching-learning resources in schools and households, and parents' education levels.

Recommendation for educational transformation in Zanzibar

Early intervention programs

Introduce early intervention strategies to identify and support students struggling with literacy and numeracy at the beginning of their education.

Resource allocation

Advocate for increased funding and resources to be directed toward literacy and numeracy initiatives, including the hiring of additional support staff where necessary.

Teacher training and professional development

Implement ongoing teacher training programs that focus on effective literacy and numeracy teaching strategies, including differentiated instruction to meet diverse learner needs.

THANK.....