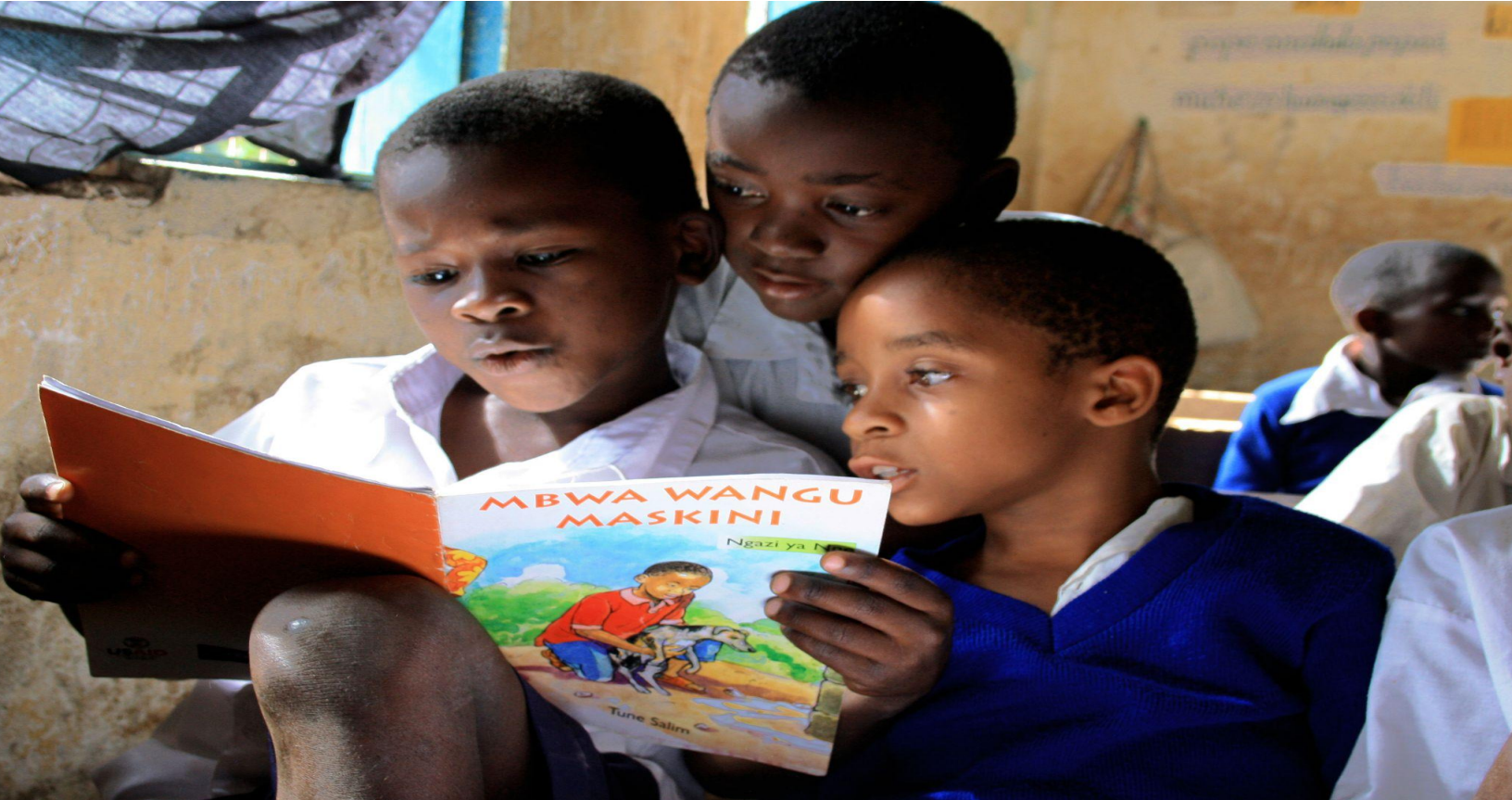




**USAID**  
FROM THE AMERICAN PEOPLE



# EDUCATION

## TANZANIA

Tanzania's youthful population presents opportunities for sustainable development. To maximize this potential, USAID's education portfolio supports improved learning outcomes in reading, writing, and arithmetic, and better social-emotional skills. Foundational literacy and numeracy are essential building blocks for further education.

USAID works at the national, regional, district, and ward levels to build the capacity of Tanzanian government institutions such as the Ministry of Education, Science and Technology (MOEST) and the President's Office, Regional Administration and Local Government (PO-RALG) on multiple policy and institutional issues. This means (1) working with the Government of Tanzania on teacher guides, student materials, and the training to use them; (2) building coaching and mentoring support for teachers; and (3) collecting data that will enable decision-making based on reliable and valid evidence.

## EDUCATION OVERVIEW

### FUNDING LEVEL

\$10.4 million in FY 2023

### MAJOR PARTNERS

Ministry of Education, Science, and Technology (MOEST) [Tanzania mainland]

Ministry of Education, Vocational Education and Training (MOEVT) [Zanzibar]

President's Office, Regional Administration and Local Government (PO-RALG) [Tanzania mainland]

Prime Minister's Office – Labour, Youth, Employment and Persons with Disabilities (PMO-LYED) (Tanzania mainland)

Ministry of Information, Youth, Culture and Sports (Zanzibar)

RTI International

T-MARC Tanzania

### GEOGRAPHIC LOCATION

Tanzania Mainland

Dar es salaam

Iringa

Morogoro

Mtwara

Ruvuma

Zanzibar

Pemba

Unguja

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## CHALLENGES

- Overcrowded classrooms and high student-teacher ratios
- Teacher recruitment and retention, especially in rural areas
- Low retention rates for girls due to poverty, early pregnancy, and school-related gender-based violence
- Lack of high-quality market-relevant skills training for youth

## CURRENT ACTIVITIES

USAID is implementing an activity to improve children's literacy and numeracy skills while increasing access to learning for children with visual and hearing disabilities in early grades. Jifunze Uelewe ("Learn to Understand") builds on previous USAID investments in the Tusome Pamoja ("Let's Read Together") and Arithmetic and Inclusive Education activities. Jifunze Uelewe brings state-of-the-art techniques and materials to advance teaching and learning for pre-primary through grade four learners. Working closely with government counterparts at all levels, Jifunze Uelewe strengthens the educational system to ensure that more children will learn fundamental skills.

In 2022, USAID has begun implementation of the Kijana Nahodha ("Young Captains"), a four-year initiative aimed at increasing the empowerment, productivity, and community engagement of youth, especially out-of-school youth aged 15-25 (unemployed youth, youth with disabilities, young women, and those living in urban, peri-urban, and rural districts). Kijana Nahodha is implemented through an

integrated cross-sectoral approach in line with USAID's evidence-based Positive Youth Development (PYD) principles. Kijana Nahodha is being implemented in three regions: Dar Es Salaam, Morogoro, and Zanzibar.

## IMPACT

- Jifunze Uelewe reached 1,283,986 (634,742 girls, 649,204 boys) pre-primary to Grade IV pupils with improved instruction, trained teachers, and teaching and learning materials.
- Distributed 1,001,493 early grade (grade I – IV) reading materials (i.e. decodables, leveled readers, non-fiction books and resource packages) to students (including children with disabilities).
- Trained a total of 23,091 (14,654 women, 8,437 men) teachers (i.e., in-person training in literacy and numeracy instruction, formative assessment, and inclusive education; virtual Continuous Professional Development (vCPD); coaching and mentoring).
- Established 2,045 Parent Teacher Partnerships (PTPs), community-based structures that bring schools, parents and communities together to solve school issues.

- Developed guidelines that have informed national policy and are being adopted at national scale. These include a guideline on how to assess early grade literacy and numeracy skills known as a Decentralized Periodic Learning Assessment (DPLA); how to establish a PTP; and a modality for continuous professional development of in-service teachers known as a “Teacher Continuous Professional Development (TCPD).”
- Kijana Nahodha will serve 45,000 out of school youth, build capacity of 250 healthcare providers (HCPs) and 350 community health workers.