



PHOTO CREDIT: RTI International for USAID

TANZANIA

USAID JIFUNZE UELEWE (LEARN TO UNDERSTAND)

BACKGROUND

At the heart of the USAID Jifunze Uelewe (Learn to Understand) project is the goal of generating sustainable improvements in literacy, numeracy, and social and emotional skills for pre-primary and primary students. USAID does this by improving the same skills in teachers, strengthening local and regional systems, and increasing community support for safe and inclusive learning in and out of school. In partnership with the Ministries of Education in mainland Tanzania and Zanzibar and the President's Office-Regional Administration and Local Government, USAID Jifunze Uelewe improves the quality of education and learning outcomes of more than 1.4 million pre-primary children and students in grades 1 to 4 in four regions of mainland Tanzania (Iringa, Morogoro, Mtwara, and Ruvuma) and in Zanzibar. This \$38.5 million project runs from April 2021 to October 2025 and is implemented by RTI International in collaboration with other partners.

CHALLENGE

Tanzania has seen rapid growth in access to basic education, but the quality of education and learning outcomes remains lower than peer countries. With the introduction of fee-free basic education, the number of students in the Tanzania education system dramatically increased and schools have not been able to quickly scale up the number of teachers, classrooms, and teaching and learning materials to match the increased demand, including for children with disabilities.

GOALS

- Increase literacy, numeracy, and social and emotional skills for all students in the target areas in mainland Tanzania (Iringa, Morogoro, Mtwara, and Ruvuma) and Zanzibar.
- Align with the priorities of the Government of Tanzania's Education and Training Policy, Education Sector Development Plan, and the National Strategy for Inclusive Education.
- Increase the number of teachers who use literacy, numeracy, and social and emotional teaching and learning materials and strategies more effectively in the classroom. Teachers, headteachers, and ward education and quality assurance officials will learn phonics-based literacy approaches.
- Teach parents and teachers social and behavioral strategies to support a safe, inclusive learning community and establish reading activities outside of the school.
- Examine weaknesses and constraints in school communities that prevent students from obtaining reading fluency and numeracy achievement, and provide solutions and inclusive, safe school materials and resource kits to improve literacy and numeracy for students.

CONTACT

Laura Kikuli
Project Management Specialist - Education
USAID/Tanzania
lkikuli@usaid.gov

Sylvester Isuja
Chief of Party
RTI International
sisuja@jifunzeuelewe.rti.org

KEY ACCOMPLISHMENTS

- **44 percent of learners** met established national grade 2 reading comprehension benchmark as compared to the national average of 41 percent.
- **32 percent of learners** met the established national grade 2 arithmetic benchmark (scoring 80 percent correct) as compared to the national average of 19 percent.
- **25,000 teachers trained** in improved literacy, numeracy, and social and emotional skills pedagogy.
- **100 percent** of learners receive support from a variety of reading and math materials in the language of instruction, with inclusive support for children with disabilities.



Further information is available at www.usaid.gov/tanzania, www.rti.org and USAID/Tanzania social media sites.