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OUR YEAR IN A NUTSHELL



Building Strong Foundations for Lifelong Learning: Jifunze Model in Action

In year 2025 Uwezo Tanzania has empowered 102 teachers from 51 primary schools in Ludewa District, Njombe Region, through the third phase of the Jifunze Model under the My Village Project, with the mission to strengthening children's ability to read, write, and do mathematics while building essential life skills like collaboration, communication, and problem-solving.

By investing in foundational learning, Uwezo is empowering children with the confidence and resilience they need for lifelong learning, economic opportunities, and active citizenship. This impact would not be possible without the strategic support and collaboration of the Ludewa District Council and Njombe Region leadership. Together, we're building brighter futures!

From every classroom, new insights are driving the continued improvement of the Jifunze Model, ensuring that what works for teachers and children is scaled for even greater impact.

Under Jifunze, from year 2020 -2025, some greater impacts have been reached including 148,056 Children supported to improve in Literacy and Numeracy skills; Improved schools' performance as per national examination results; over 276 Schools reached; Improved children attendance to schools; over 787 Teachers empowered and over 191,005 parents engaged through community meetings and educational SMS.



Evidence for Action: Turning Honest Data into Better Learning Outcomes

On November, Uwezo Tanzania, represented by Executive Director Baraka Mgohamwende and key staff, joined regional and global education partners in Nairobi for the Evidence for Action Forum a powerful convening focused on one critical question: are children truly learning?

The forum came at a pivotal moment, as new ICAN–ICAR findings reveal a sobering reality: fewer than four in ten children can read with comprehension or perform basic numeracy by the age of 10. These findings reinforce the urgent need for stronger, more consistent, and child-centered learning assessments across education systems.

Discussions throughout the forum emphasized the role of honest, credible data in driving meaningful reforms, particularly for foundational literacy and numeracy. Participants reflected on how evidence, when placed in the hands of communities, policymakers, and educators, can move learning from aspiration to action.

Speaking at the forum, Uwezo Tanzania Executive Director Baraka Mgohamwende underscored the importance of evidence in shaping better futures for children.

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“Data is not just about numbers; it is about children’s lived realities. When we confront the truth about learning outcomes, we give ourselves a chance to act decisively and ensure that every child acquires the foundational skills they need to thrive.”

Uwezo Tanzania remains grateful to the PAL Network and all partners who continue to champion evidence-based approaches to improve learning outcomes across the Global South. Collective action, grounded in data and driven by commitment, remains essential to ensuring that all children not only attend school—but truly learn.

With thanks to our partners.

Hempel Foundation, Foreign, Commonwealth and Development Office (FCDO), Gates Foundation, Echidna Giving, ASER Centre, ASER Pakistan, Uwezo Uganda, Facilitade-ICDS, Usawa Agenda, LARTES-IFAN, The Education Partnership (TEP) Centre, Zizi Afrique Foundation, Human Capital Africa, Education Cannot Wait (ECW), and RELI Africa



reached via Community Groups

The ALiVE parental engagement campaign on problem solving skills in Zanzibar and Bagamoyo Tanzania has worked better in the communities specifically to the Community Managed Saving Groups (CMSGs) and in the religious sites where more parents were reached and engaged on the importance of nurturing life skills and values for children.

This was observed recently by the MEL and Communications team from Uwezo Tanzania and OCODE when they visited the ALiVE Parental engagement 10–Week campaign sites in Zanzibar and Bagamoyo for monitoring and assess the progress of the campaign.

Among the major achievements of the campaign observed by the team were; reaching more parents through the use of Community Managed Saving Groups (CMSGs) and the use of religious sites such as mosque and madrassa as the platform to achieve the campaign and reaching more parents.

Speaking with one of the ALiVE Tanzania team members, the heard of SAZAN Trust organization, Safia Mkubwa said that we were able to reach more parents through Community groups and the religions sites. In Zanzibar, approximately as we conclude the 10-week campaign, we have reached more than 350 parents.

However, most of the parents interviewed reaved that the parental engagement campaign on nurturing life skills and values is useful and it should be scaled up to other communities to bring positive changes to the wider community.

The MEL observations reports show that, most community members support the campaign and would real need to prolong after the end of the 10 weeks as it reflects their needs. Also, some parents are determined to learn a lot of these soft skills and that will help them in positive parenting and child upbringing.

Initially, about 80 parent champions from Zanzibar and Bagamoyo were trained on problem solving skill and are now supporting the ALiVE 10-week parental engagement campaign on Problem solving Skill in both jurisdictions. The campaign is being collaboratively implemented by ALiVE members; -Uwezo Tanzania, Milele Zanzibar Foundation, OCODE and SAZAN Trust organizations.



Empowering Girls through Life Skills: Uwezo Paper on What works in Girls' Education

Recently, Uwezo Tanzania participated in the Uganda National Conference on “What Works in Girls’ Education” under the theme Breaking Barriers, Building Futures: Evidence and Action for Girls’ Education.

The conference took place from 1st–3rd October 2025. Uwezo was represented by madam, Zenais Matemba who presented a powerful paper titled: “Empowering Girls through Life Skills: Drawing lessons learnt from the integration of Jifunze and Life Skills under the My Village Project. This presentation showcased Uwezo Tanzania’s experience in equipping girls with the essential life skills they need to thrive.

The conference was hosted by Uwezo Uganda, Kyambogo University, and the Research for Equitable Access and Learning (REAL) Centre and brought together diverse voices dedicated to advancing girls’ education across Africa.

This conference reminds us that while progress has been made, many girls across Africa still face barriers such as poverty, gender norms, early marriage, and limited access to safe learning environments. It reinforces the urgency for collective action, evidence-driven interventions, and sustained partnerships to ensure that every girl not only accesses education but is also empowered to realize her full potential.

NEW PARTNERSHIPS AND APPOINTMENTS

Uwezo Tanzania Joins the Early Action Development Network (ECDAN)

We are delighted to announce that Uwezo Tanzania has officially joined the Early Childhood Action Development Network (ECDAN) a global network committed to advancing early childhood development through collaboration, evidence, and advocacy.

ECDAN brings together partners from across the world, including civil society organizations, researchers, policymakers, and development practitioners, to align efforts, share knowledge, and advocate for stronger policies, increased investment, and improved systems that support young children and their caregivers. By fostering collective action, ECDAN plays a critical role in ensuring that early childhood development remains a global and national priority.

Through this partnership, Uwezo Tanzania looks forward to deepening its expertise in early years development, strengthening evidence-based advocacy, and contributing to shared learning across local, regional, and international platforms. The collaboration will also support our ongoing efforts to improve foundational learning outcomes by promoting holistic approaches that address children's learning needs from the earliest years. In September 2025, Uwezo Tanzania proudly welcomed three distinguished professionals to its Board of Directors: Ms. Evelyn Dillip, Dr. Katanta Simwanza, Dr. Noel Komba and Ms. Getrude Mpangile. Their appointment marks an important milestone in strengthening the organization's governance, strategic leadership, and long-term impact.



TEN/MET Board

We are proud to celebrate the appointment of Uwezo Tanzania's Executive Director, Mr. Baraka Mgohamwende, as a new Board Member of the Tanzania Education Network / Mtandao wa Elimu Tanzania (TEN/MET)

This appointment is a strong recognition of Mr. Baraka's leadership, commitment, and long-standing contribution to advancing equitable and quality education in Tanzania. Through his role at Uwezo Tanzania, he has consistently championed evidence-based approaches, accountability, and learner-centered solutions that place children's learning outcomes at the heart of education reform.

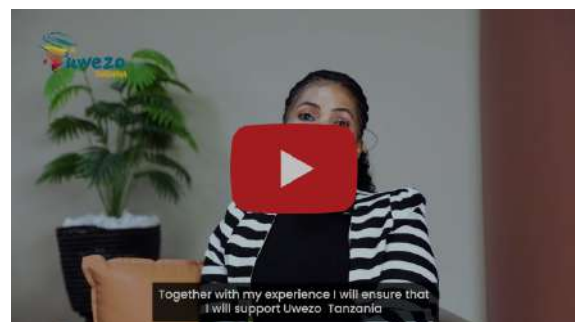
As a member of the TEN/MET Board, Mr. Baraka will contribute to shaping collective advocacy, strengthening civil society engagement, and influencing education policy dialogue at national level. His appointment also reinforces Uwezo Tanzania's continued commitment to collaboration and sector-wide efforts aimed at improving education systems for all learners.

New Leaders, Renewed Commitment

In September 2025, Uwezo Tanzania proudly welcomed four distinguished professionals to its Board of Directors: Ms. Evelyn Dillip, Dr. Katanta Simwanza, Dr. Noel Komba and Ms. Getrude Mpangile. Their appointment marks an important milestone in strengthening the organization's governance, strategic leadership, and long-term impact.

Each of our new board members brings a wealth of experience, diverse expertise, and a strong commitment to advancing equitable and quality education. They join the Board at a pivotal time as Uwezo Tanzania continues to scale evidence-based approaches that improve foundational literacy and numeracy outcomes for children across the country.

United by a shared passion for learning, accountability, and community-driven change, Ms.



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strengthen partnerships, and support the organization's mission of ensuring that every child acquires essential learning skills early in life. We look forward to their leadership, insights, and dedication as they help drive Uwezo Tanzania vision forward. **See more**

INSIGHTS & EVIDENCE



How Jifunze Is Redefining Teaching Practice

In 2024, Uwezo Tanzania conducted a Knowledge, Attitudes, Practices, and Beliefs (KAPB) study to assess the impact of the Jifunze / Teaching at the Right Level (TaRL) approach on teachers' instructional practices. The study was carried out more than one year after the Jifunze intervention in Kisarawe and Gairo districts, Tanzania.

The assessment reached over 199 teachers, included classroom observations in 67 schools, and gathered qualitative insights through focus group discussions. The findings reveal meaningful shifts in how teachers think, plan, and teach.

Key findings show that teachers have changed in three critical ways

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- **Believing differently:** Teachers increasingly view learners' struggles as instructional challenges rather than fixed limitations, fostering a more inclusive and supportive learning environment.
- **Teaching differently:** Classroom practices have improved through the use of learning groups, visual teaching aids, and stronger classroom management strategies.

Despite these positive changes, the study also identified persistent barriers that continue to hinder effective teaching and learning. These include large class sizes that limit individualized attention, curriculum overload that constrains adaptive teaching, and limited opportunities for feedback and peer-to-peer learning among teachers. The KAPB study demonstrates that the Jifunze/TaRL approach is successfully influencing long-term changes in teachers' mindsets and classroom practices an essential step toward improving foundational literacy and numeracy for all children.



New Assessment Highlights Learning Proficiency Challenges Among Tanzanian Children

The International Assessment of Numeracy and Literacy (ICAN & ICAR) in 12 countries PAL NETWORK members across the global south from August to September 2025 reveals that, in Tanzania less than 40 percent of children aged about 10 years meet the Global Minimum Proficiency Level in reading and numeracy. Meeting this level means a child can read and understand a short Grade 2-level text and solve simple Grade 2-level mathematics tasks.

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fully addressed as children progress through school.

The assessment was designed to measure learning outcomes for children aged 4–16 across 26 regions in Tanzania Mainland. The mission of assessment was to generate accurate data on children's literacy and numeracy skills, which will play a crucial role in shaping and enhancing education policies and practices throughout our beloved country.

Also, the ICAN/ICAR was designed to track children's literacy and numeracy skills, and it was conducted at the households by the trained citizen volunteers.

OUR STORIES OF IMPACT



Mama Aksa's journey shows how hope, patience, and life skills can transform lives. Through ALiVE Life Skills sessions, she gained the confidence and tools to support her daughter Aksa, helping her find her voice, build confidence, and strengthen their bond as mother and daughter.

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Ahmed's story reflects how life skills and digital literacy can nurture leadership from a young age. Through the ALiVE program, he gained confidence, problem-solving skills, and responsible use of technology emerging as a thoughtful, empathetic learner with a strong dream of leading and serving his community.

[Read More](#)

Jennifer's journey from never attending school to confidently reading and writing shows the power of second chances. Through Jifunze classes under the My Village Program, she discovered her voice, rebuilt her confidence, and began rewriting a future once shaped by hardship into one filled with hope and possibility.

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SEASONAL GREETINGS 🛎️

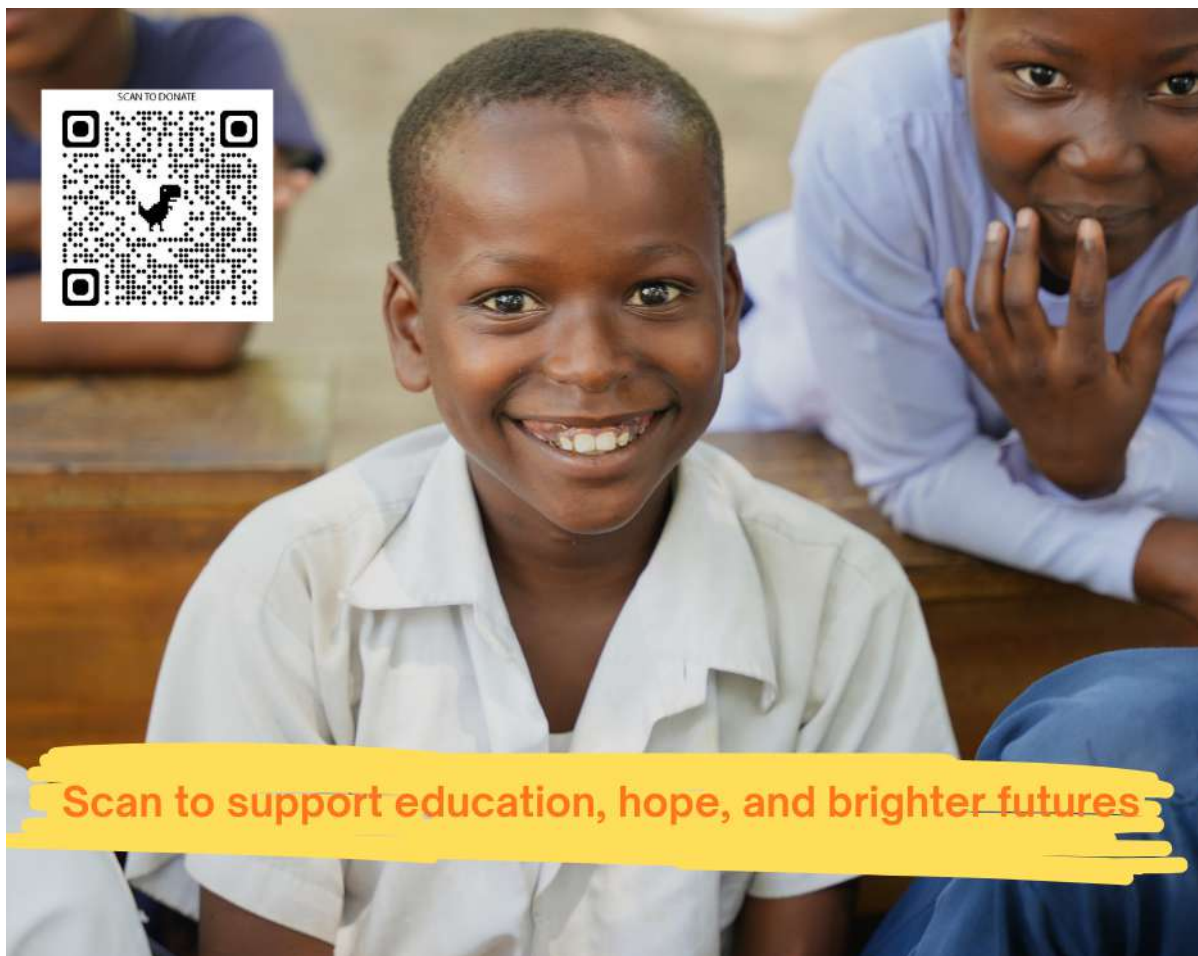
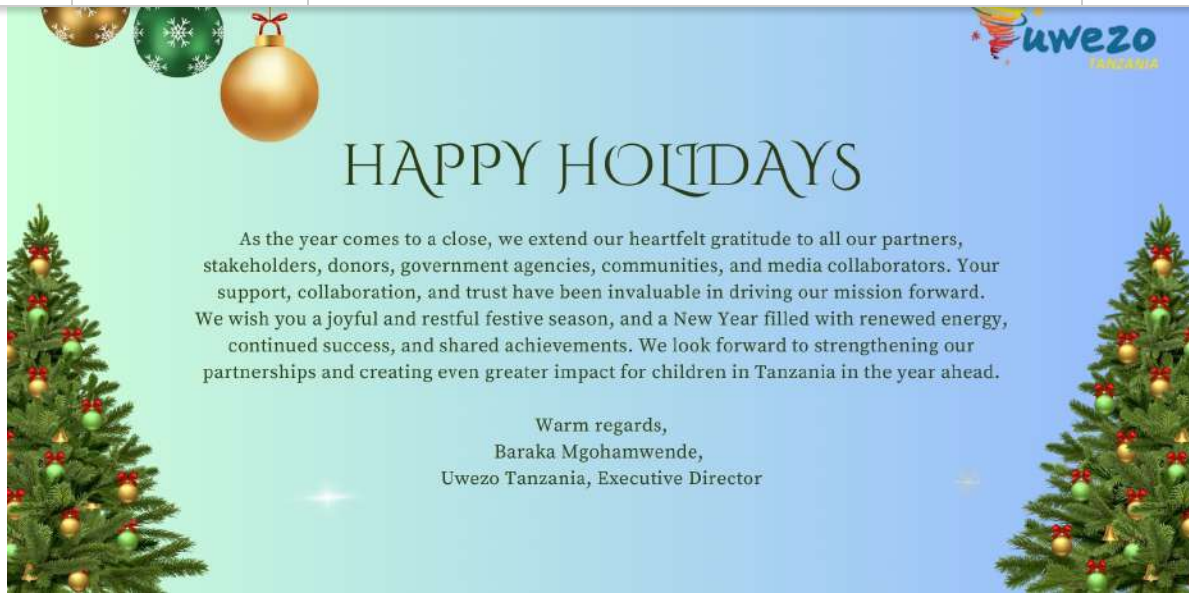
Greetings from Uwezo Team



Uwezo Tanzania is wishing you and. your loved ones a joyous holiday season filled with warmth and happiness.

Kindly be informed that, our office will be closed from 19th December 2025 for Christmas and New Year Holiday and open on 5th January 2025. Merry Christmas and Happy New Year

Greetings from the Executive Director

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