Uwezo

a citizen-led learning assessment
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1. What is Uwezo?

Uwezo - a program of Twaweza – An East-African initiative that operates since 2009

Inspired by ASER - India (2005) Uwezo aiming at promoting citizen participation in the learning of children

Uwezo innovatively shifts the assessment of learning outcomes away from only education professionals to community members.

Uwezo aims at igniting public response, participation and action towards improving learning outcomes in basic literacy and numeracy for children.
1. What is Uwezo...

**Assessment features**

- **Annual large-scale assessment**
- **Household based** - captures all children in and out of school
- **Same level test** (grade two curriculum) is given to children of all ages and classes
- **Test basic literacy** (Kiswahili & English) and numeracy skills
- **Citizen led** - administered by citizens volunteers coordinated by district partners
- **Provide instant feedback to parents and guardians**
2. Uwezo Design and Process

Sampling

- Research design and sampling done by National Bureau of Statistics (Tanzania) using census frame

- Two stage sampling method applied
  - 1st stage – Districts and Enumeration areas by NBS using “Probability Proportional to Size (PPS)” technique - 30 Enumeration areas (EAs) per district
  - 2nd stage – Random sampling of households by districts partners using listing – 20 households selected
2. Uwezo Design and Process...

Partners and Volunteers Recruitment

- Partners visits and due diligence
- Partners training and contracting
- Coordinators training
- Village visits and call for volunteers
- Volunteers recruitment and household listing
2. Uwezo Design and Process...

Test and tools development

- Guided by Uwezo standards and Test development framework
- Expert panelist to develop tests based on national curriculum/syllabus for class two
- Six test sets developed each for Kiswahili, English and Maths
- Other assessment questions developed and reviewed internally
- Quality assurance process
  - Three pre-tests and validation in 3 varied socioeconomic communities for quality assurance
  - One district pilot – to test tools and the method
Examples of test questions

**English story**
Amina is a very good girl. She wakes up early in the morning. She brushes her teeth and washes her face. She cooks tea and drinks it. She goes to school with her brother. She sweeps her classroom every day. She likes English lessons. In the evening she plays netball with her friends.

**Kiswahili story**


**Numeracy**

**Addition**
137 + 12 =
657 + 148 =
249 + 106 =

**Subtraction**
48 – 25 =
718 – 328 =
605 – 297 =
3. Data collection

**School level**
Enrolment, attendance, qualifications, management, facilities, infrastructure, resources, learning materials, social services etc

**Household level**
HH Size, access to public services, social economic status, wealth, education, participation etc

**Child level**
Bio data, mother/father data, learning competences etc

**Additional SDG**
Water, health, finance, planning, education, identity etc
3. Data collection at district and EA level

**Tuesday & Wed** – training of all 60 volunteers by district partner

**Thursday** – return back to their respective/home villages

**Friday**
- Visit village office
- Visit to school
- Beginning of households visit

**Saturday & Sunday**
- Finalizing households visit
- Submit datasheet to Uwezo via DC
Monitoring

Regional coordinators
Household and volunteers recruitment monitoring
Assessment monitoring – visit and phone calls
Desk recheck
Field recheck
4. Reach results and impact

Reach

- 7 rounds of assessment from 2011
  - 285,531 household visited
  - 555,661 children assessed
  - 20,283 schools visited
  - 41,520 citizen volunteers participated
4. Reach, results and impact...

Results highlights: Pass rate for three subjects

![Graph showing pass rates for three subjects from 2011 to 2017.](image)

- **Pupils in Standard 3**
  - 2011: 32%
  - 2012: 35%
  - 2013: 37%
  - 2014: 43%
  - 2015: 40%
  - 2016*: 43%
  - 2017: 45%

- **Pupils in Standard 7**
  - 2011: 72%
  - 2012: 74%
  - 2013: 73%
  - 2014: 76%
  - 2015: 74%
  - 2016*: 72%
  - 2017: 69%

*Notes: The average pass rate refers to the arithmetic mean of the pass rates on the three individual tests.*
Impact: changing systems

1. Focus on quality (learning)
National and international debate, target and focus.

2. New money
EP4R, EQUIP-T, LANES, TUSOME
New interventions use Uwezo to justify their work and track their progress.

3. Change in edu policy & curriculum
Early grade changes - Many subjects eliminated, focus on the 3Rs (reading, writing, arithmetic).

4. Reach results and impact...
Impact: engagement and agency

Bringing citizens and local officials together

New platforms, infused with data, bringing citizens and government together for joint problem-solving

Inspiring action

▫ Volunteers are moved, have started to support children to learn directly.
▫ Volunteers also feel a greater sense of self-worth and efficacy.

Infusing media with data

Emphasis on communication, sharing data continually, influencing media debate.
5. Challenges and lessons

Challenges

**Research Authorization**
- Ever changing permit request procedures
- Long and unclear bureaucracy permits
- Many levels of permit requests and some levels do not recognize other levels.

**Local boundaries changes**
- New district and village boundaries pose a logistical challenges in permits and recognizing new boundaries

**Politcization and shrinking independent research space**
- Authorities dislike independent data and opinions – at some point higher authorities can recall existing permits

**Volunteers and Partners turnover**
- Youth volunteers are dynamic and migration rate is high
- In some areas, especially remote places getting a credible partners or qualified volunteers is a challenge

**Government and citizens expectations**
People’s expectations on the assessment participation – projects, schools fees or quality improvement program
5. Challenges and lessons...

Lessons

Involve government in all stages
• Increases govt buy inn and reduce unnecessary delays

Using Local Partnership
• Local partnership network to reduce logistical burden, increase efficiency and improves results ownership

Comparable data
• Increases engagement and competition in service delivery

Rigorous monitoring improve quality of data
• Combination of field work and phone call monitoring

Capitalize on technology
• CAPI increases efficiency

Replacement plan
• Prepare replacement plan for volunteers and partners
Thank you