Looking for data to publish?

Use data from Africa's largest learning assessment

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uwezo

Twaweza
ni sisi

2. About Us

Uwezo is a program of Twaweza East Africa being implemented in Kenya, Uganda and Tanzania. Since 2009, Uwezo has conducted annual surveys to assess the basic competencies of children aged 6-16 (7-16 in Tanzania).

➤ Watch more here: https://www.youtube.com/watch?v=3HHBsGjSY_c

The Sampling Step by Step

We visit all census districts in the three countries. In 2015, we visited a total of **428** districts across the three countries.

30 enumeration areas (villages) are sampled in every district. Method used is probability proportional to size (PPS). Sampling done by the respective national bureau of statistics.

1 primary school is surveyed in every sampled village. This is usually the largest primary school in that village.

20 households are sampled in every village. Systematic random sampling is used to identify the households to participate in the survey. Sampling is done by the Uwezo district coordinator and/or village coordinator.

➤ Watch it here: https://www.youtube.com/watch?v=UEPEBp4Qypc

3. The Data Collection

Two types of data are collected:

1. Data on the *environment* in which children live and the contributory factors of children's learning outcomes.

2. Data on *actual learning levels of children* aged 6/7–16 years old.

Data collection made possible by:

55
TWAWEZA STAFF

76
REGIONAL COORDINATORS

428
DISTRICT COORDINATORS

1,276
VILLAGE COORDINATORS

25,638
VOLUNTEERS
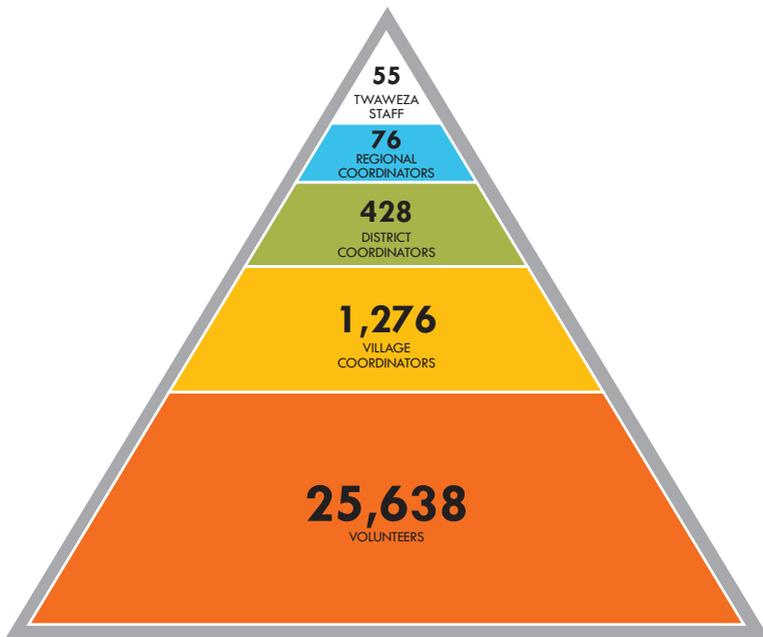
Data collected at three levels:

The Households

The Village level

The Schools

Watch more here: https://www.youtube.com/watch?v=PqaHVxyXYw8

4. The Data

Uwezo's 2015 database covers all the districts in Kenya, Tanzania and Uganda. Only Samburu North in Kenya is not included.

Districts Visited:

KENYA 157   **UGANDA** 112   **TANZANIA** 159

Schools

KENYA	4,529
UGANDA	3,347
TANZANIA	4,740

Households Visited

KENYA	69,183
UGANDA	51,835
TANZANIA	64,380

Villages

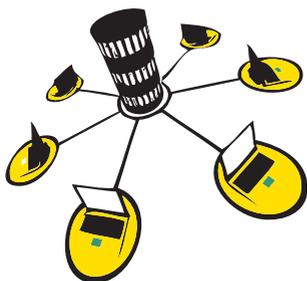|	
KENYA	4,523
UGANDA	3,347
TANZANIA	4,746

Children Surveyed

KENYA	190,470
UGANDA	164,129
TANZANIA	197,451

We produced a large, clean data set with more than *140 million* data points

Watch more here: https://www.youtube.com/watch?v=bgl7c_P3LiU

Get the data here:

http://www.uwezo.net/publications/datasets/

https://data.humdata.org/organization/uwezo-at-twaweza-east-africa

5. Village Data

30 villages sampled in every district. Sampling method used is probability proportional to size (PPS).

Data collected by:
Observation and interviews with village leaders.

More than 45 variables collected. Some of the categories include:

- Access/connection to the national grid
- Existence of public utilities and infrastructure e.g. roads, administrative offices, schools, polytechnics, markets and health facilities
- Indicators on public participation such as village meetings–their presence and frequency
- Contribution of different actors (*Government, religious organizations, private organizations*) to service provision
- Information on adult literacy classes at village level

6. School Data

1 primary school is visited in every sampled village.

Data collected by:

Observation, interviewing headteacher and class 2 teacher.

Some of the indicators covered include:

- Enrolment and attendance (for children with and without special needs)
- Staffing (numbers, teaching vs non-teaching staff, employing authority for teachers, etc.)
- Data on discipline (Only for the Uganda data).
- Access to water and health services
- Biodata and profile of class two teacher (age, sex, educational level, years served, etc.)
- Availability of learning materials
- School infrastructure (e.g. presence/absence of administrative blocks, toilets, fences, etc.)
- ICT Readiness
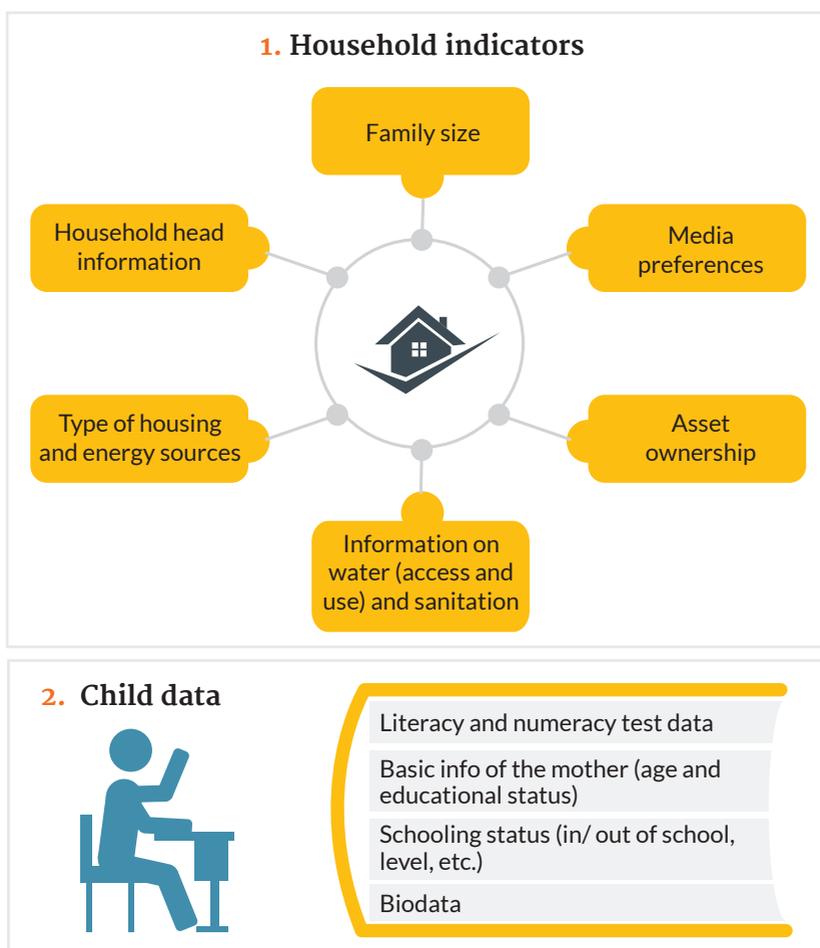- Learning environments (classroom observation)

7. Household Data

20 households sampled in every village.

Data collected by:

Observation, interviewing household head, testing ALL children between 6/7-16 years in literacy and numeracy.

Two main categories of data:

1. Household indicators

Family size

Household head information

Media preferences

Type of housing and energy sources

Asset ownership

Information on water (access and use) and sanitation

2. Child data

Literacy and numeracy test data

Basic info of the mother (age and educational status)

Schooling status (in/ out of school, level, etc.)

Biodata

8. Frequently Asked Questions

❶ Who/what is Uwezo?

A. Uwezo is a program of Twaweza working in Kenya, Uganda and Tanzania. Uwezo conducts an annual survey to assess the basic competencies of children aged 6-16 (7-16 in Tanzania).

❷ Who owns the data?

A. The data is owned by Twaweza East Africa but is freely available to use with acknowledgement.

❸ Where can I get the data?

A. The data is available online at http://www.uwezo.net/publications/datasets/ and also at https://data.humdata.org/organization/uwezo-at-twaweza-east-africa.

❹ Is there anyone to help me make sense of the data?

A. Yes. We have a resident data analyst who will help you navigate our data. Normally, data requests are responded to within three days.

❺ Do I get paid for publishing using Uwezo data?

A. No, we do not pay anyone to publish using Uwezo data.

❻ Can I publish using this data?

A. Yes you can. The data is of high quality and a lot of rigor has gone into the process. Several papers based on this data have been published in peer reviewed journals.

Some publications based on Uwezo Data:

Jones, S. (2016). Measuring Learning Outcomes: Lessons from the Uwezo Experience. In I. Munene, *Achieving Education for All: Dilemmas in System-Wide Reforms and Learning Outcomes in Africa* (pp. 61-80). Maryland: Lexington Books. Retrieved from https://rowman.com/ISBN/9781498515245/Achieving-Education-for-All-Dilemmas-in-System-Wide-Reforms-and-Learning-Outcomes-in-Africa

Mugo, J., Ruto, S. J., Nakabugo, M. G., & Mgalla, Z. (2015). A call to learning focus in East Africa: Uwezo's measurement of learning in Kenya, Tanzania and Uganda. *Africa Education Review*. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/18146627.2015.1036564

Munene, I. I., & Ruto, S. J. (2015). Does Teacher Availability Matter? Evidence from Uwezo East Africa Study Data. *Journal of Contemporary Issues in Education*. Retrieved from https://ejournals.library.ualberta.ca/index.php/JCIE/article/view/21700

Busingye, J. D., & Najjuma, R. (2015). Do learning and teaching materials influence learning outcomes amidst high enrolments? Lessons from Uganda's universal primary education. *Africa Education Review*. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/18146627.2015.1036572

Report UNESCO Institute for Statistics (UIS). (2016). *Understanding What Works in Oral Reading Assessments:* Montreal: UNESCO Institute for Statistics (UIS). doi: http://dx.doi.org/10.15220/978-92-9189-196-2-en