

2015
UWEZO KENYA



Trainers & District Coordinators

M A N U A L



UWEZO is...

E A S T A F R I C A



- A Kiswahili word meaning 'capability'
- A citizen-led initiative
- Working across East Africa (Kenya, Tanzania and Uganda)
- Assessing children in basic literacy and numeracy skills
- Collecting information from schools and households
- Implemented by local citizens in local communities
- Inspiring citizens to take action to improve the learning levels of their children

***T**he idea of Uwezo is very simple. We send children to school because we expect them to learn the basic skills and competencies necessary to thrive. So Uwezo – instead of focusing on impressive numbers of classrooms built, teachers recruited, and books supplied asks the simple question 'Are Our Children Learning?'*

The Uwezo National Assessment has the following key components:

- It is large scale
- It uses simple tools
- It is citizen driven
- Instant feedback is given
- The assessment happens annually
- It is a household-based assessment

***U**wezo's main goal for the first four years of operation is to contribute to an improvement of at least 10 percent in literacy and numeracy levels among children aged 6-16 years in Kenya, Tanzania and Uganda. We aim to achieve this by shifting the focus from the dominant focus on infrastructure and enrolment to the actual learning levels of children.*

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KNOW YOUR ABBREVIATIONS

DC District Coordinator	MT Master Trainer
RO Regional Office	EA Enumeration Area
VC Village Coordinator	KNBS Kenya National Bureau Statistics
RC Regional Coordinator	HH Household

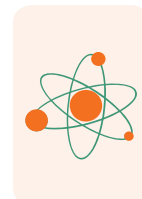
BECOMING FAMILIAR WITH THE ICONS



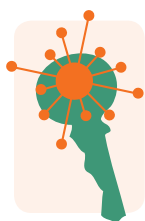
Facilitator's Note



Group Activity



Use of Energizers



Key Concept



Question & Answer



Time Management Guideline

SECTION A: INTRODUCTION

CHAPTER 1: PURPOSE AND AIM OF THE 2015 TRAINING MANUAL

The following can use this manual

1. Uwezo 2015 ToTs
2. Uwezo 2015 District Coordinators

This manual has been designed to equip you with the necessary knowledge and skills that will enable you to effectively train Uwezo trainers, coordinators, and volunteers to conduct the 2015 Annual Assessment. The manual has three sections: Section A covers general information for the facilitators; Section B covers pre-assessment activities while Section C covers assessment activities. The manual will enable you to:

1. Ensure that all preparations are in place prior to the training event.
2. Effectively introduce Uwezo to trainers and volunteers.
3. Master the various methods of carrying out the Uwezo National Assessment.
4. Integrate the process of carrying out the Uwezo National Assessment.
5. Provide instant feedback to parents/guardians.

1.1 ABOUT THE UWEZO 2015 ASSESSMENT

Uwezo has been conducting the national annual learning assessment from 2009. The 2015 national assessment shall be the sixth assessment in Kenya. The 2015 assessment shall cover all the 158 districts that participated in the Census in 2009.

Uwezo Assessments are cyclic and shall continue until 2018.

Among the most important milestones on the Uwezo Calendar, include:

1.1.1 PRE-ASSESSMENT PHASE

This phase includes the following

1. **Sampling** – Sampling of the enumeration areas. The Kenya National Bureau of Statistics selects the EAs that participate in the assessment
2. **Tools Development**- This activity includes developing the test booklets and other survey data sheets such as the enumeration area, school, and household data sheet. The tools development also includes pilot.
3. **Partner Recruitment**- Uwezo recruits new partners and drops others after partner evaluation. Uwezo also recruits Trainers, Regional Coordinators and host organisations in every district.
4. **Training**- Uwezo conducts cascaded trainings. Uwezo undertakes four trainings as demonstrated in the following table:

No	Training	Target Audience	Trainers	No of Days
1	Training of Trainers	National Trainers and Master Trainers	East Africa Trainers	3
2	Regional/Zonal Trainings	Regional Trainers, District Coordinators and Village Coordinators	ToTs	3
3	National Conference	District Coordinators	ToTs	3
4	Volunteer trainings	Volunteers	District Coordinators supported by VCs and ToTs	2

1.1.2 ASSESSMENT PHASE

The assessment is national and large scale. It has the following features

1. Visit to all the 158 census districts
2. A visit to 4,740 Enumeration areas across the Country in the 158 Districts
3. A visit to 9,540 Households in the Country
4. A total of 9,480 volunteers
5. A visit to almost 4,740 schools
6. An assessment of over 150,000 children in basic reading skills in English and Kiswahili and Numeracy skills in Math
7. Undertake the assessment over a period of 4 weeks.

1.1.3 POST ASSESSMENT PHASE

The phase shall include the following activities:

1. Data verification, entry and analysis
2. Report writing
3. Feedback process
4. Planning for the 2016 Assessment.

“A GOOD TRAINER MAKES THE LEARNING EASY WHILE A GOOD FACILITATOR MAKES THE PROCESS EASY. BUT THE BEST TRAINER MAKES BOTH THE LEARNING AND PROCESS EASY!”

1.2 PLAYERS IN THE 2015 ASSESSMENT

The following players shall participate in the 2015 assessment process

No	Player	Role
1	Secretariat	<ol style="list-style-type: none"> 1. Overall coordination, monitoring and quality assurance 2. Development and procurement of survey material 3. Data entry and analysis 4. Report writing
2	District partner organization	<ol style="list-style-type: none"> 1. Coordinate Uwezo activities in the District 2. Contract volunteers and Village Coordinators 3. Pay volunteers 4. Maintain focal link
3	District Coordinator	<ol style="list-style-type: none"> 1. Introduce Uwezo stakeholders at the village and district 2. Recruit and manage Uwezo volunteers 3. List and sample households 4. Coordinate district training logistics 5. Coordinate the assessment 6. Receive survey booklets, verify and submit to Secretariat for data entry 7. Train the Volunteers 8. Participate in other processes upon request
4	Regional Coordinators	<ol style="list-style-type: none"> 1. Support secretariat in coordination of districts 2. Process monitoring and reporting
5	Trainers (EAT, National, Master Trainers)	<ol style="list-style-type: none"> 1. Validation of training manuals 2. Participate in process monitoring as scheduled 3. Training DCs, VCs and volunteers 4. Participate in other processes as requested
6	Village Coordinators	<ol style="list-style-type: none"> 1. Support DCs to perform functions in the designated areas 2. May participate in process recheck
7	Volunteers	<ol style="list-style-type: none"> 1. Conduct the School Survey 2. Conduct the EA survey 3. Conduct the household survey and assess children in all sampled households 4. Communicate the 2013 results

1.3 UWEZO TRAINERS

Is there any difference between a Trainer and facilitator?

Yes, but in most cases, a good trainer combines the training skills with facilitation skills.

A Facilitator is a process expert, a guide or “discussion leader” for the group; someone who helps a person or organization do something more easily or find the answer

to a problem, by discussing things and suggesting ways of doing things, enabling other people to work in the way that suits them best.

The process of **facilitation** is a way of providing leadership without taking the sides. A **facilitator’s** role is to get others to assume responsibility and take the lead to reach the intended destination. Thus moves the participants from Group A to B successfully.

On the other hand, a trainer is:

- 1) A content expert.
- 2) A mentor, a coach, a person who teaches skills to people and prepares them for a job, or implement a specific activity.
- 3) One who applies various training methods and techniques to enable participants obtain the intended knowledge and skills.
- 4) One who also applies some facilitation skills to make the training a success



Note to facilitator

The experiences in a training field have revealed that the success of training depends, to a great extent, on the abilities, skills and personal qualities of the trainer who carries out the training. The most important qualities for a trainer are:

A good Trainer makes the Learning Easy while a good Facilitator makes the Process Easy. But the Best Trainer makes both the learning and process easy!

1.3.1 ATTRIBUTES OF A GOOD TRAINER

1. Excellent understanding of the subject matter of the training and able to work in collaboration with co-facilitator or an expert in the training field
2. Ability to understand your participants- their education levels, learning capacity, cultural background, gender sensitivity in order to accommodate them during the training
3. Ability to prepare and deliver training lessons as per given training manuals
4. Ability to communicate in a language that is well understood by the trainees/ participants
5. Confident and able to speak brilliantly before an audience and to listen to others

6. Ability to apply participatory training methods and techniques, give clear instructions, offer constructive comments and not criticism, motivate participants and give honest feedback (including hard feedback to participants) yet maintain harmony during training

Group Task

Put participants in small groups and ask them to share experience by reflecting on the following:

A: A training session you attended as a participant in the past. What did you like about it? Why did you like it?

B: A Training you attended as a trainer in the past: Do you have a desire to work with people? What were the:

1. *Three things that you did best while carrying out the training?*
2. *Three things that were the weakest in your performance?*
3. *If you are to Train or facilitate a training again:*

What would you do better in the next training?

What would you avoid doing in the next training?

Keep this list, review it before beginning the next training and afterwards, and make the appropriate conclusions about your professional growth

“A trainer will improve with each and every training session he or she conducts”.



1.3.2 ROLES OF AN UWEZO TRAINER

1. Participate in orientation training for trainers (ToT)
2. Liaise and communicate with Uwezo Secretariat to plan for training and prepare the training program
3. Ensure training materials are available,
4. Facilitate and manage regional /national trainings and support district training of volunteers as guided by Uwezo secretariat and contract
5. Conduct quizzes to participants to evaluate and document their strength and weakness and recommend to secretariat ways to strengthen weak trainers for quality training of volunteers
6. Prepare training reports and submit to Uwezo in a timely manner



Note to facilitator

The success of any training depends on good preparation and careful planning of the training session, personality of the trainer, his or her knowledge and practical training experience, clear training content and program, relationship between participants and the trainer, how prepared the participants are, their desire to learn and their need to apply obtained knowledge and skills in practice, as well as the situation in which the training takes place.



Minimize stress!

It is embarrassing to go to a training venue unprepared!

Before going for zonal/ national/ district training communicate with Uwezo in advance to be sure of the following:

1. Training manuals that will inform you of the objectives of the training
2. Training Timetable
3. Organizational matters (such as the venue, equipment, food for participants, transport for participants, accommodation, stationary etc)
4. Preparations for field training practice after theoretical learning in classroom
5. Who are the participants and their levels
6. Training methods and techniques for each session (read training manuals)
7. Any handouts needed or audio visual teaching aid

1.3.3 APPROPRIATE TRAINING METHODS

One of the mandatory conditions of effective training is the balance between the content and the process. Adults digest information better if they take part in the training process. The trainer has to be able to determine at what time the facts should be presented, and when to use methods that allow for the participants to apply the facts and think them over.

Some of these training methods and techniques include:

- Lecture,
- Role plays,
- Group discussions,
- Case studies,
- Critical incidents,
- Demonstrations, and
- Questioning,
- Field practice/ learning visits

Selection of training methods depends on the following factors: goals and objectives of the training, special characteristics and needs of the audience, time, number of participants, and space.

The Don'ts to Trainers

1. Do not judge them in terms of cultural background, or ideology, physical disability, or education level. You are there to support people learn
2. Do not spoon feed the participants and treat them as empty vessels. Give them space to share knowledge and experience for learning
3. Do not discriminate participants according to ideological orientation, and gender
4. Do not entertain bribes or engage in intimate relationships with participants
5. Do not misbehave. Observe peoples culture and traditions e.g. dressing codes, greetings, socialization
6. Do not get in to the training session while drunk!
7. Do not smoke in the session as it may affect others

Uwezo 2015 trainers shall play a crucial role in conducting the assessment. The trainers include the EAT, the National Trainers, and the master trainers. The trainers shall ensure that the District Coordinators and the volunteers are well prepared for the assessment. The district Coordinators shall by default be district trainers.

This manual offers opportunity for the trainers to acquaint themselves with the Uwezo processes.

1.4 TEN QUALITIES EXPECTED OF THE 2015 TRAINERS

1. Deep knowledge of the Uwezo Processes- the trainers should demonstrate depth in understanding the assessment cycle, processes and rationale behind every aspect and process.
2. Persons of integrity: The assessment in anchored in the research philosophy. It is only fair that Uwezo trainers conduct themselves ethically.
3. Role model: Uwezo expects the trainers to cascade exhibiting the Uwezo process. Uwezo believes in rigor in data collection.
4. Dynamic and flexible: Uwezo undertakes the assessment over a fixed time. The process is not only energy sucking but demanding too. Uwezo expects the trainers to be flexible.
5. Masters of training skills and methods: Although the manual shall provide sample methodologies, Uwezo expects the trainers to flex other methodologies that should be appropriate. For instance, although the training of DCs shall take three days, the volunteer trainings shall take 2 days.
6. Ability to play multiple roles: a facilitator, actor, lecturer, teacher, organiser, leader, manager, diplomat, and specialist.
7. Have strong mental and emotional composure: Training is a demanding profession. It requires constant energy output. If you tire quickly, become discouraged easily, or become frustrated if things do not go according to plan, training may not be for you).
8. Ability to cope with constant logistic problems. A good trainer takes full accountability for ensuring that all logistics of a training program are in order even though it may be someone else's responsibility to make training logistics arrangements. He will consult responsible people for solution without disclosing to participants.
9. Accepts to maintain calmness during training session, accepts criticism and challenges by participants as a means for further learning than defending him/herself.
10. Aware of group dynamics and able to manage "challenging participants" in a positive manner, and flexibility and ability to easily adapt to the needs of the group.

1.5 TIPS FOR SUCCESSFUL TRAININGS

1. **Read and understand thoroughly the Uwezo Manuals and survey tools.** The trainer should have all the details by the fingertips. The trainer should understand the survey tools in details.
2. **Know ahead of time details of the trainings.** The details should include the audience, the venue, the programme, and colleague trainers.
3. **Confirm that all logistics are set before commencing the training.** Confirm the appropriateness of the venue and most importantly the field practical. Ensure that all the materials for the training have arrived in the right quantity. Arrange the hall an evening before the training happens.
4. **Hold briefing and debriefing sessions each day.** The training team should agree on roles and evaluate if they have achieved the training objectives.
5. **Be in the right frame-** avoid any situation that might distract you from training. Dress appropriately and arrive on time.
6. **Define Roles and follow them through the training.** It is important that the host and the trainers agree on the roles. Although the trainer might not get all the welfare details, it is important to establish that the trainees are comfortable and set for the training.
7. **Continually evaluate the participants:** It is important that the trainer carry along all the participants. Take care to address individual needs throughout the training. It is important to clarify expectations at the start of the training and continually evaluate if you are meeting them.

1.6 OBJECTIVES OF THE 2015 TRAININGS

This trainer's manual is appropriate for the different trainings.

The objectives for the trainings are listed below.

1.6.1 REGIONAL TRAININGS

1. Equip the Regional Coordinators, District Coordinators, and village coordinators with the Uwezo household Sampling technique
2. Prepare the DCs and VCs to undertake volunteer recruitment
3. Orient the participants on the volunteer training process
4. Deepen the participants' understanding of the Uwezo Assessment process

1.6.2 NATIONAL CONFERENCE

1. Report on the progress made in preparing for the assessment.
2. Deepen the understanding of the Uwezo process to the DCs to train the volunteers.
3. Deepen the understanding of the Uwezo process to the Regional Coordinators to monitor the assessment.

1.6.3 VOLUNTEER TRAININGS

1. Orient the volunteers on the Uwezo processes
2. Equip the volunteers with appropriate skills to conduct the assessment
3. Equip volunteers with skills to conduct instant feedback at the household
4. Prepare volunteers to share Uwezo Communication material with the household
5. Equip volunteers with skills to appreciate the role of citizen action in improving learning outcomes in their communities.

SECTION B: PRE-ASSESSMENT ACTIVITIES

Note: This Section is appropriate for the Regional Training

CHAPTER 2: INTRODUCTIONS AND PRELIMINARIES



25 Minutes

RESOURCES

Training Manuals, Training Programme

2.1 INTRODUCTIONS, EXPECTATIONS AND GROUP CONTRACT

2.1.1 REGISTRATION OF TRAINEES

Registration of trainees will allow you to know which districts/regions/EAs are represented in your training and identify if there are any gaps (any trainees who have

failed to attend). Registration is also a time to link up the participants from the same district/EA, in case they do not already know each other.

2.1.2 OBJECTIVES OF INTRODUCTIONS

You will get to achieve the objectives of the pre-assessment training if participants get to know each other at the beginning of the training. There are many methods of helping participants know each other, or icebreakers. You may use a short game can be used to facilitate introductions and create a friendly environment. The trainer is responsible for facilitating the icebreaker games. Here are a couple of suggestions:

Paper airplane game	Using one piece of paper per trainee, each person makes a paper airplane and writes their name, their hobby, and an interesting fact about themselves. On cue, everyone throws their airplane around the room. If you find an airplane, pick it and keep throwing it for one-two minutes. At the end of the time, everyone must have one paper of the airplane. This is the person they must find and introduce to the group.
The interview game	Break the group into two person teams (have them pick a partner they know the least about). Have them interview each other for about ten minutes (you can also prepare questions a head of time or provide general guidelines for the interview). They need to learn what each other likes to do in their spare time, what they are passionate about, which village they come from and what their dream jobs would be (other suggestions can be included). After the interviews, reassemble the group and have each team introduce their team member to the group.

1. Agree on roles- secretariat and timekeeper
2. Agree on the timetable- if any adjustments need to be made
3. Create a parking lot where any issue can be posted

CHAPTER 3: INTRODUCING UWEZO AND THE UWEZO PROCESS



30 Minutes

METHODOLOGY:

- Plenary
- Q&A

RESOURCES

Flip Chart & Marker Pens, Projector

By the end of this session, participants should confidently and accurately share information regarding:

1. The origins of the Uwezo initiative and importance in the National, Regional and International contexts
2. The social impact that Uwezo seeks to achieve
3. The process through which Uwezo aspires to create lasting change in East Africa
4. Uwezo's affiliation or lack thereof.



Note to facilitator

- *Pose a question on what is Uwezo to the participants in the plenary. The old participants should share their responses. Expect the responses to include the Uwezo process, activities, objectives*
- *Write the main points on what Uwezo is on the flip chart*
- *Guide the participants to generate a simplified definition that is easy for all to grasp. The sections below present a broad range of aspects that make up Uwezo. Write the working definition on the flip chart and stick it at the parking lot. Underline the key concepts such Uwezo is an initiative of Twaweza, concerned with improving learning outcomes, asks the question-Are our Children Learning?*

3.1 WHAT IS UWEZO?

Uwezo is

- A Kiswahili word meaning 'capability'
- A citizen- driven initiative of Twaweza East Africa
- Working across East Africa (Kenya, Tanzania and Uganda)
- Assessing children in basic literacy and numeracy skills
- Collecting information from schools and households
- Implemented by citizens in communities
- Inspiring citizens to take action to improve the learning levels of their children
- The primary focus of Uwezo is the learning outcomes and the question we always ask is: Are children just going to school or are they learning?






3.2 KEY COMPONENTS OF UWEZO

The Uwezo National Assessment has the following SEVEN components:

1. Household based assessment
2. National scale
3. Uses simple tools
4. Citizen driven - Uses volunteers to assess the children
5. Instant feedback is given to the child and parent
6. Focuses on basic skills in literacy and numeracy
7. Results of the assessment are shared widely.

3.3 WHAT UWEZO IS NOT

Uwezo is NOT:

-  Funded by the government
-  A think tank
-  A lobby group
-  A fund
-  A project



Group Task

Let the trainees work in small groups to role play introducing Uwezo in their local language. For each of them, assess the number of key components that appear in their introduction, and mark them out of 7.

In sharpening their introduction, anchor their statement on the key tenet of Uwezo: *We know that children are in school, but are they learning?*

Uwezo is an initiative of Twaweza East Africa that promotes citizen-driven change in Kenya, Uganda and Tanzania

3.4 WHAT ARE THE OBJECTIVES OF UWEZO?

Uwezo Seeks To:

1. Assess children's competences in literacy and numeracy across Kenya, Tanzania and Uganda.
2. Annually obtain reliable and comprehensive data on literacy and numeracy levels
3. Collect data that is generalizable at national/regional/district levels
4. Communicate their findings widely – to citizens, parents, teachers and the government.
5. Stimulate citizens to take action to improve learning levels of children in their communities.

Note to facilitator



- *Within your training group, participants may speak different mother tongues*
- *Write the name of each different language at the top of a large sheet of paper and pin to the walls of the training room.*
- *Ask the trainees to work together in their mother tongue groups to translate everything that this section has covered into their mother tongue.*
- *Ask one representative of the group to explain what they have written back to the larger group.*

Group Activity



In order to help consolidate what the participants have learnt in this session, the Ball Toss Game can be used to energize the trainees and help them reflect on the previous session. The Ball Toss Game is a semi-review and energizer exercise.

1. *Ask everyone to stand up and form a circle. All trainees should face inwards, looking at each other*
2. *Throw a small paper ball or a light object to a person in the circle*
3. *Whoever catches the ball has to tell the group one thing that they have learnt from the session*
4. *They then toss the ball to someone else.*
5. *That person then explains what they learnt from the session*
6. *Continue the activity until everyone has caught the ball at least once and had the opportunity to participate.*

The level of knowledge of village coordinators about the Uwezo initiative is at the same level as other volunteers, limiting their capacity to answer many of the questions schools and parents ask them. The

purpose of this section is to expand their current knowledge about Uwezo and the Uwezo process.

3.5 WHAT ARE THE ORIGINS OF UWEZO?

- Uwezo is an initiative operating in Kenya, Uganda and Tanzania, that began in 2009, inspired by the Annual Status of Education Report (ASER) in India.
- Citizen-led assessments of children's learning like ASER and Uwezo are carried out every year in three continents and 9 countries around the world; Kenya, Uganda, Tanzania, India, Pakistan, Mali, Senegal, Nigeria and Mexico.
- These independent initiatives work together like a family to gather and share evidence about children's actual competencies in literacy and numeracy.
- They not only share information with each other, but with citizens, locals and national governments and with important organizations around the world interested in improving children's learning.
- To date these initiatives have assessed more than one million children around the world. In East Africa alone, they reach almost 350,000 children every year.
- Hundreds of thousands of volunteers each year. In East Africa, over 20,000 volunteers visit households each year.
- You are part of this initiative of citizens doing something to address the learning crisis facing our children.

3.6 UWEZO IS PART OF A LARGER GROUP

- Uwezo is an initiative of Twaweza East Africa
- Twaweza works to provide practical information to citizens so that they can make change happen in

their communities, and demand responsiveness from authorities

- Twaweza is present in Kenya, Tanzania and Uganda.

Group Activity (Insert a Group Activity Icon)

Give trainees the opportunity to absorb this information which may be new to many of them. Ask them to fill out the activity in the workbook for this section, individually or in pairs. The purpose of the activity is to reinforce their learning of this section by comparing "what I should think" to "what I know."

3.7 HOW DOES UWEZO WORK?

Before you explain the process illustrated in this section, begin by asking trainees what is the big social change that Uwezo wants to achieve?

You may get some of the following answers:

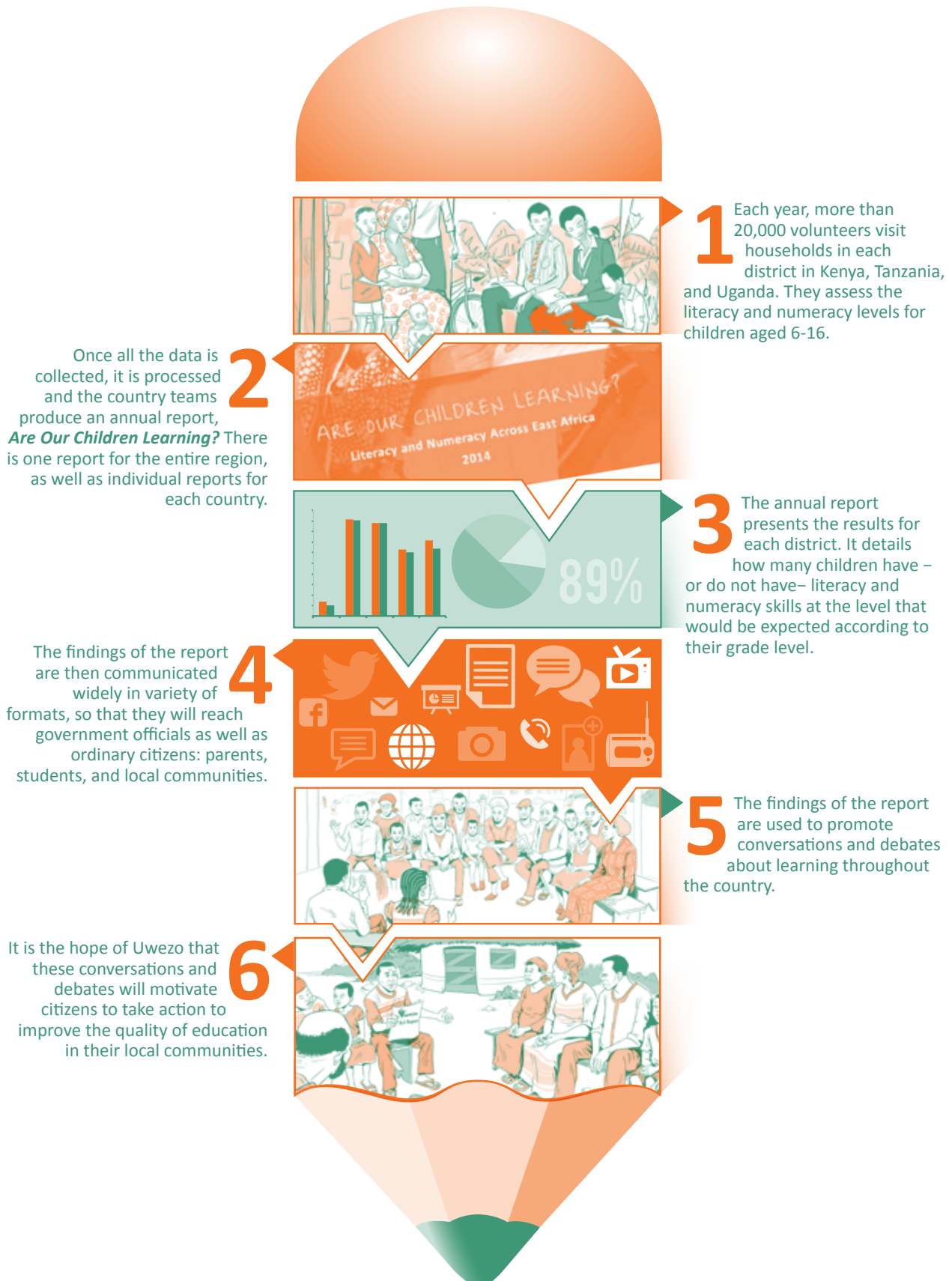
- To improve the quality of education in Kenya
- To improve learning outcomes in Kenya
- To collect evidence about learning outcomes in Kenya
- To create awareness about learning outcomes in Kenya
- After you have collected some ideas, write down the correct answer on the board: *Uwezo's long term social change goal is to focus attention on learning outcomes by using actual evidence of children's capabilities in basic literacy and numeracy.*

Explain to trainers and trainees that answers like "collect evidence" and "create awareness are steps toward that goal, but not the final aim of Uwezo. However they are an important part of the Uwezo process to achieving its intended goal. Now you are ready to explain the process.



Note to facilitator

You may want to bring copies of a regional and national Uwezo report from previous years to use as props for explaining the following process:



**Q/A**

It is possible that the above explanation will spark discussion among trainees, who will have many follow up questions and comments.

3.8 TIPS FOR FACILITATING THE DISCUSSIONS

Manage time so that the discussion does not extend beyond 10 minutes. Answer questions to the best of your ability, making sure that you convey the following key ideas to the village coordinators:

1. The process is how Uwezo believes its long-term goal can be achieved.
2. This process is the innovation, or new idea, behind Uwezo. Rather than wait for change to happen from the top-down (government), it is citizens themselves who will effect change from the ground up.
3. Before Uwezo annual easily accessible evidence on learning outcomes in East Africa did not exist. Collecting and sharing evidence that anyone can understand about learning levels is a very important achievement of Uwezo, year after year.
4. Before Uwezo learning levels of children were not a frequent topic in the news and media. Uwezo has taken important strides toward shifting the focus of the education toward learning outcomes.

**Note to facilitator**

Motivate trainees to share success stories from the field that show that change is possible by following the Uwezo process. Have they noticed concrete cases of increased awareness about learning outcomes? Do they know of any citizen initiatives to improve education quality in communities?

3.9 FREQUENTLY ASKED QUESTIONS ABOUT THE UWEZO PROCESS

Q: After volunteers collect data, where does it go? What happens to it?

A: The data is recorded in a survey booklet for processing. Many experts in statistics including from the Kenya National Bureau of Statistics analyse the data. The Country Manager and the Regional Office have the primary responsibility in managing the report writing process. There is one regional report and one report for each country. The reports get published and communicated widely through each of the Uwezo country offices.

Q: After the results are published, how does Uwezo work with the government and with the Ministry of Education?

A: Although Uwezo shares the results of the assessment with local and national governments, it does not advise the government or coordinate any of their actions.

Q: If it does not advise the government, what does Uwezo do?

A: The aim of Uwezo is to shift the discussion about education both at the national and at the local community level. Rather than ask how many classrooms built, teachers recruited, and books supplied, it asks the simple question, “Are Our Children Learning?” Uwezo communicates information about learning levels to create awareness and motivate those who care about children’s learning to do something about it.

Q: How does Uwezo benefit from what it does?

A: Uwezo receives no financial gain from the assessment. Uwezo believes that informed and motivated citizens are the most powerful agents of change. Informing and motivating citizens to act to improve education in East Africa is Uwezo’s best reward and interest.



Energizer and Reflection

In order to help consolidate what the participants have learnt in this session, the Ball Toss Game can be used to energize the trainees and help them reflect on the previous session. The Ball Toss Game is a semi-review and energizer exercise.

1. Ask everyone to stand up and form a circle. All trainees should face inwards, looking at each other.
2. Throw a small paper ball or a light and soft object to a person in the circle.
3. Whoever catches the ball has to tell the group one thing that they have learnt from the session.
4. They then toss the ball to someone else.
5. That person then explains what they have learnt from the session.
6. Continue the activity until everyone has caught the ball at least once and had the opportunity to participate.

ALTHOUGH UWEZO SHARES THE RESULTS OF THE ASSESSMENT WITH LOCAL AND NATIONAL GOVERNMENTS, IT DOES NOT ADVISE THE GOVERNMENT OR COORDINATE ANY OF THEIR ACTIONS.

CHAPTER 4: PRE-ASSESSMENT VISIT TO THE ENUMERATION AREA



Time: 3 Hours

RESOURCES

1. Maps for the EAs to be visited for field practical
2. Instruction on the household election
3. 2014 Sample Household Lists
4. Flip Charts and marker pens
5. 2015 Call for Volunteers Poster
6. 2015 Uwezo Permit
7. 2014 Household Listing Booklet
8. A blank household Listing booklet for 2015



Note to facilitator

This session should help the participants appreciate the importance of the initial visit to the selected EAs. You may ask participants to narrate the experiences of visiting the EAs ahead of the assessment

The pre-visit to the village shall aim at achieving the following:

1. Acquaint the DC/VCs with the assessment areas
2. Introduce Uwezo to the Village elders
3. Recruit the Uwezo volunteers
4. Verify the EA map and identify the EA boundaries
5. List the households
6. Select the school for the assessment
7. Collect any meaningful information such as distance to the possible destination, logistical challenges and transportation

4.1 PREPARING FOR THE PRE-ASSESSMENT VISIT

It is important that you use the experience from the participants to list what is necessary for undertaking the pre-assessment visits. Participants should list the material and resources needed to carry out the pre-visits. The following aspects should come from the responses of the participants:

1. The pre-Assessment visits should be immediately made after the zonal training
2. The coordinators should obtain and verify that they have the right maps
3. The visit requires the call for the volunteers to be dispatched ahead of the visit
4. The coordinators (DC and VCs) should create a schedule of visiting the 30 EAs
5. The visit might take up-to a whole day. The village elder might have to sign the maps to confirm the completeness of the maps and the lists
6. The visit should include listing and recruiting the volunteers

4.2 INTERPRETING THE EA MAP

Note to facilitator

What is a map? A map is a representation of the earth on paper that is drawn to scale. It contains both the natural and man-made features

Important features on an EA Map:

1) Map Title

Each map must have a title

2) The North

The North helps the user to identify the directions on the map. To identify your north, direct your right hand to the direction of the



sunrise. You are now facing the north while your right hand is facing east. Your back is on the south. You can use the following codes to identify an EA

No	Administrative Unit	No of Digits
1	Province	2
2	District	2
3	Division	2
4	Location	2
5	Sub-Location	2
6	Constituency	2
7	Ward	2

Understanding the EA Code: 04 23 03 02 01 67 07

04 for Province 23 for district 03 for division 02 for location 01 for sub-location 67 for constituency and 07 for the Ward

For example

No	Administrative Unit	No of Digits	Codes	Area Name
1	Province	2	04	Eastern
2	District	2	23	Yatta
3	Division	2	03	Yatta
4	Location	2	02	Matuu
5	Sub-Location	2	01	Matuu
6	Constituency	2	67	Yatta
7	Ward	2	07	Central

Group Activity

- Group the Trainees into teams of 4-5 participants
- Give them sample of EA maps.
- Ask them to practice reading the map by identifying the North, boundaries, common features and the EA Number with 12 digits- what does the number represent
 - a. Scale;
 - b. Key;
 - c. Additional Instructions.

4.3 SAMPLING THE HOUSEHOLDS

4.3.1 OBJECTIVES

By the end of this session, trainees should understand:

- The Uwezo Sampling Units (Enumeration Areas)
- Selecting Enumeration Areas (EAs), households, and children are selected for the assessment each year
- Generating the Household List
- Recruiting volunteers

Note to facilitator

There are two main reasons why this section is included in the training.

- 1) *District Coordinators, Village Coordinators and volunteers encounter persistent questions about the criteria behind the selection of EAs, schools, and households for the annual survey and assessment. There is need for District Coordinators, Village Coordinators and volunteers to have enough information to answer these questions effectively. On occasion, the questions come out of distrust from teachers and parents about the transparency of the Uwezo sampling method. There are also instances of teachers who are frustrated about not being included in the survey.*
- 2) *District Coordinators, Village Coordinators and volunteers are involved in the verification of the EA map and with the creation (or amendment) of the Household Listing. Therefore, they need a refresher on how to carry out these tasks correctly.*



4.3.2 UWEZO SAMPLE AND SAMPLING DESIGN (THEORY)

The first part of the training session for this chapter will focus on helping trainees grasp the following key concepts and their importance in the Uwezo assessment.

- Random sampling
- Representative sample
- Probability proportional to size

It is recommended that you use examples to explain these concepts. Bring a large set of cards, chips, balls, or any other item with which you can illustrate “sampling,” “random sample,” “representative sample” and “probability proportional to size”.



Note to facilitator

The purpose is for participants to know just enough about the Uwezo sampling methodology to answer questions from the field with confidence. Make sure you keep explanations simple; there is no need to go in-depth.

4.3.3 WHO IS TESTED AND SURVEYED EACH YEAR?

The Uwezo assessment and survey is carried out on a nationally representative, random sample of children aged 6-16.

Q: What does sample mean?

A: A sample is sub set of things or individuals from within a larger group. In the case of Uwezo each year, it means that not every single child in the country is assessed, but only a portion of all children.

Q: What does random sample mean?

A: It means that each child within the sample of children to be assessed was selected blindly and by chance, like winning the lottery.

Q: What does nationally representative mean?

A: It means that although not every single child aged 6-16 is tested, enough children are tested to accurately represent the reality of the learning levels of children in the country.

4.3.4 WHAT IS THE SAMPLING METHOD OF UWEZO?

The sampling method is the procedure used for selecting EAs, households, and children for the Uwezo exercise.

- All the 158 Census districts in Kenya shall participate in the 2015 survey
- Thirty Enumeration Areas are randomly selected from each district. However, EAs with a higher population in terms of households have a higher probability of being selected for the survey.
- Then within each EA, 20 households are systematically randomly selected to participate in the survey.

Note to facilitator

Quickly review with trainees the political organization in Kenya; ideally through a diagram drawn on the board. It should be clear to them that the larger political unit is the district which is composed of several or many EAs, which are the smallest units.



4.3.5 WHAT IS AN ENUMERATION AREA (EA)?

Kenya is divided into several administrative units by the government through the Kenya National Bureau of Statistics (KNBS). An Enumeration Area (EA) is primarily created for the purpose of the National Census. It can consist of either one complete village, part of a village, or more than one sub-village in the sub-location.



Group Activity

- *Trainees will now have an opportunity to put into practice what they have learned in the preceding sections.*
- *Ask them to do some role-play in pairs for about 10 minutes. One of them will be a teacher or a parent and one of them a Village Coordinator.*
- *The one who plays the teacher or parent will ask some of the typical questions from schools and communities about the Uwezo sampling method, and the other one will have to reply using the information they have just learned.*
- *Below are a few examples of those questions, but trainees are encouraged to come up with their own, based on their experience in the field.*
 - *Why does Uwezo keep coming back to this school/EA if the selection is random?*
 - *We want to be assessed, why will Uwezo not come to our school/EA?*
 - *Why does Uwezo only collect data from only a few households in the EA?*
- *Circulate amongst the teams to observe if they have adequately learned the new information. Answer any questions teams may have and make mental notes about any lessons you may need to review once the exercise ends.*



Q/A

Once the exercise ends, ask trainees if they have any questions. Even if there are no questions, go back and review those concepts you observed that were difficult for trainees.

Note to facilitator



Village Coordinators will assist the District Coordinators in verifying the Enumeration Area map and in creating the Household List. Both the map and the listing will be the basis of the work of volunteers when they conduct the survey and the assessment, so they must be done correctly.

Group Activity



To make sure trainees are able to pay very good attention during this section, play a short energizing game to help them feel refreshed before continuing with the training. You may come up with a game of your own or ask the trainees to propose a short energizing activity.

4.3.6 VERIFYING THE ENUMERATION AREA MAP (THEORY)

The Kenya National Bureau of Statistics (KNBS) has sampled and produced maps before the DCs and VCs visit the enumeration areas. The VCs and DCs shall be given a map to guide them on the boundaries of their EAs. **Each EA must have a map.** The District Coordinator will visit the District Education office to introduce Uwezo and get authorization. They will also visit the District Commissioner for courtesy call. There after the DCs and the VCs shall visit the selected EAs and undertake the following activities:

1. Visit the Village elder of the village where the selected EA is and present the letter of introduction.
2. Show the Village elder the map of the EA. Ask the Village elder if they will accompany them through the EA to verify the details on the map, including the boundaries.
3. Add any missing details to the map e.g. change of EA name etc. in order to inform Uwezo secretariat.

4. List all the households in the EAs. The listing of the household should start at the chief's /central point in the village clockwise until all the households are listed. The Uwezo personnel should not use existing lists.
5. Identify the most popular primary school in the EA
6. Confirm all the basic details for all the households in the EA

4.3.7 WHAT IS A HOUSEHOLD?

A household is a group of people who are living within a house on a regular basis. These people must also be cooking and eating out of the same pot to be considered as one household.

Note: *the head of a household is not necessarily a man. There are households headed by women and children. These households should also be included in the households' list.*

4.4 CONDUCTING THE HOUSEHOLD LISTING

Once DCs and VCs have verified the map of the EA, they will divide the EA into 4 sections and start listing the households.



Note to facilitator

As you go over this section with trainees, make sure you emphasize that they should divide the EA into 4 parts in order to work systematically. This way, they will work more efficiently and ensure that they have fully listed all households in one section before they move on to another.

1. Ask the Village elder to help them make a list of all household heads of the sampled EA.
2. Where the number of households is unknown, they will enter the dwellings and take a thorough walk of the EA to determine the number of households in each dwelling.

3. All households should be listed whether they have children or not

The following scenarios are possible for households:

1. Where people are sharing a room or a house, but have different cooking arrangements, will list the people as separate households.
2. Households where the inhabitant is a single man or woman so long as they eat from their own kitchen
3. For a polygamous family or a homestead with multiple kitchens, list the kitchens as separate households.
4. List the head of the homestead as head of only one of the households. All the other households shall be listed under the names of the other wives or whoever heads those households.

Q/A

Once you have finished the overview of how to do the verification of the EA map and Household Listing, ask trainees if they have any questions before you move on to the next section, Selection of Households. If there are no questions, then you should ask your own questions to test their understanding.



HOW ARE HOUSEHOLDS SELECTED FROM THE HOUSEHOLD LIST?

- Remember: only 20 households are to be sampled in each EA. In order to select the 20 households randomly, you will first have to define the interval at which you pick households. Do you survey every 2nd household, every 3rd household etc.? This is the nth number.
- To define the nth number, divide the total number of households in an EA by 20.

For example:

- ✓ There are 317 households in EA 1. Divide 317 by 20. ($317/20=15.85$)
 - ✓ Round off the result to the nearest whole number ($15.85=16$).
 - ✓ For EA 1, 16 becomes the nth number. Select every 16th household from the EA list to be sampled for the survey. Continue to do this until you have 20 selected households.
- To determine the starting point, number 16 sheets of papers with the numbers 1-16. Place them face down and pick one. This becomes household number one. Every household listed between one and the nth therefore gets an equal chance of being selected to be part of the survey.
 - If an EA has 20 or less than 20 households, all the households shall be selected

Group Activity

After explaining how households are selected for the survey and assessment, it will be useful to review the process with a 2014 household listing booklet



Go through the entire process of definition of the nth number. Do not lecture, allow participants to say which the next step is, and which is the next household that should be selected. Encourage trainees to ask questions at any point if they do not understand.

Once this activity is finished, allow participants to do the following test individually (10 minutes). Then go over the questions and answers as a group. This will be an opportunity to review the lesson one more time.

Test

	Now test yourself on how much you learned	True	False
1	Households included in the survey are selected by experts from the National Bureau of Statistics		
2	Visited EAs receive funds and scholarships from Uwezo		
3	The District Coordinator is in charge of drawing the map of the EA		
4	Each year, Uwezo conducts its survey in 20 districts, in 30 EAs within each district, and in every household in the selected EAs		
5	People who live together but have different cooking arrangements are considered part of the same household		
6	A cousin who stays in her own household because the school she attends is in that village but goes to her own village every weekend to see her parent. We should record her.		
7	A child who came back from a boarding school sick, last evening. We should record him.		
8	A mother who is aged 16 years and has a baby. We list her.		
9	Two EAs have similar names. The VC should randomly pick any one of them for listing.		
10	A household in which an elderly lady lives alone. This Counts as an assessment household?		
11	EA boundaries are not known in this EA. The VC should use his/ her discretion to draw an EA map and list the households.		
12	A household has migrated to a new location and another has moved in the same Manyatta, the VC should list the new HH to replace the one that migrated.		
13	One of the sampled HHs is headed by a 17 year-old lady whose husband is working in Dar es Salaam. We should not list it.		

4.5 RECRUITING UWEZO VOLUNTEERS

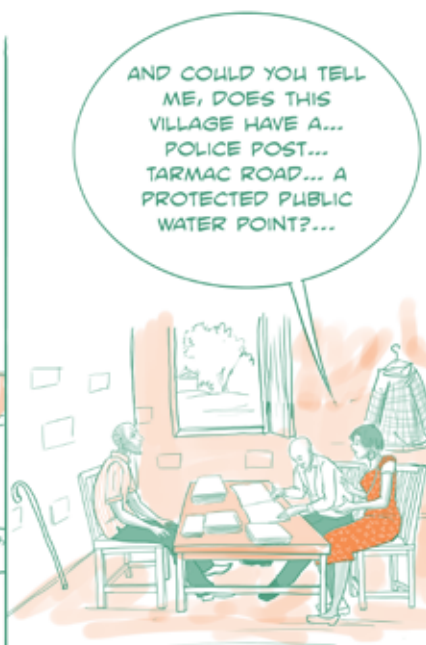
Before you arrive at the EA, it is expected that you will have completed the following three steps:

1. Sent the call for Volunteer posters to people you know in the sampled EAs, with request that they put them up in public places such as Chief's Office, Shopping Centre, Church/Mosque etc.
2. Received applications and short listed the candidates. Your candidates should meet the following requirement:
 - i. Can speak, write and read in English and Kiswahili and a local language spoken in the area they shall conduct the assessment
 - ii. Can pass the Uwezo literacy and numeracy tests.
 - iii. Has graduated from Form 4 and above.
 - iv. Has access to a mobile phone.
 - v. Comes from the village where the assessment shall be conducted. Where this is not possible, a volunteer should be sourced from the neighbouring village.
3. Receive calls or visits from prospective candidates and create a list of interested persons. If they are more than 6, create a shortlist of male and female candidates that you consider best suited to the criteria specified in the poster
4. Communicate to the candidates you want to interview before you go to the village, so that they wait for you on the day of visit for an interview. Note that:
 - Each village shall have 2 volunteers; one female and one male. A call for volunteers specifying the eligibility shall be distributed in the districts and villages where the assessment shall be conducted
 - Each volunteer should formally apply.
 - The DC/Village Coordinator shall work closely with the local administrative leaders to interview and select the volunteers.
5. Request the candidates to present to you their Identification materials and O level education or equivalent certificates. Confirm their identity and qualifications. Ask the candidates several questions to get to know them a little bit more, and confirm their qualification, interests, and availability for the Uwezo assessment.

At the School



At the Village Elder's office



At the household



SECTION C: ASSESSMENT ACTIVITIES

This section of the manual has been specifically designed to equip you with the necessary knowledge and skills that will enable you to effectively train Uwezo volunteers to conduct the 2015 Annual Assessment. Section C of the manual will enable you to:

1. Adequately prepare for the training event
2. Integrate the process of carrying out the Uwezo National Assessment
3. Master the various methods of training volunteers to conduct the Uwezo Assessment
4. Provide effective instant feedback to parents/guardians.

CHAPTER 5: PREPARATION FOR VOLUNTEER TRAINING

Resources

1. 2015 Assessment Checklist
2. Volunteer Training Manual

5.1 REFRESHER ON THE ROLES FOR THE DISTRICT COORDINATOR AND VILLAGE COORDINATORS

Conduct a refresher on the roles of the District Coordinator and Village Coordinators

5.1.1 DETAILED ROLES FOR THE DISTRICT COORDINATOR

No.	Activity	Objectives
1	Attend the National Conference	<ol style="list-style-type: none"> 1. Ensure adequate preparation for the training of the volunteers 2. Obtain list of materials required for volunteer training 3. Submit details of the training venue 4. The secretariat will confirm the sampled households for each Enumeration Area
2	Plan for Volunteer training	<ol style="list-style-type: none"> 1. Book the training venue 2. Make all preparations for training including identifying venues for training field visits 3. Invite volunteers to training 4. Identify and invite the guests to participate in training
3	Facilitate Volunteer training	<ol style="list-style-type: none"> 1. Train volunteers for the agreed number of days, and ensure training field visits are done. 2. Dispatch volunteers to respective EAs 3. Maintain all accounts as per Twaweza procedures
4	Visit to the school, EAs and Households	<ol style="list-style-type: none"> 1. Oversee collection of data at the sampled school 2. Oversee the visit to the EA, verify the household lists with the village elder 3. Oversee the visit to the 20 sampled households
5	Collect the survey material and pay the volunteers	<ol style="list-style-type: none"> 1. Receive completed booklets 2. Verify completeness of data 3. Issue certificates to volunteers 4. Pay the volunteers

5.1 DETAILED ROLE OF THE VILLAGE COORDINATOR

1. Attend a three day regional training.
2. Assist the District Coordinator to do EA mapping, household listing and volunteer recruitment and introduce Uwezo to the Chiefs and Village Elders as per instructions.
3. Assist coordinating a two day training of volunteers.
4. Support the implementation of the assessment in designated EAs.
5. Assist in collecting and verifying survey booklets.
6. Communicate the results back to schools.

5.2 PREPARATION FOR VOLUNTEER TRAINING

The preparation should involve the following activities

5.2.2 OBTAINING THE TRAINING VENUE

The District Coordinator shall liaise with the Regional Coordinator to identify a suitable venue within the budgetary limitations. You will be given guidelines to source an appropriate place within the set rates. All volunteers should be accommodated at the training venue, or anywhere nearby. If other arrangements need to be made, the regional coordinator MUST be consulted.

5.2.3 ARRANGING VOLUNTEER TRANSPORT

All transport will be by public means to the training venue and paid on reimbursement basis. No private transport will be reimbursed. Volunteers will be reimbursed for their transportation costs by their host institutions.

5.2.4 STATIONERY AND TRAINING MATERIAL

Stationery and training material shall be received at least one week before the training. The DC shall ***check the received materials to ensure they are sufficient.*** Where not sufficient, this needs to be communicated to the Regional Coordinator at least 5 days before the first day of training.

5.2.5 FACILITATION OF THE TRAINING AND FIELD PRACTICAL

1. Agree with the secretariat on the training logistics including venue and dates
2. Set up the district training teams including the master trainer/partner trainer and Village Coordinators
3. Confirm the appropriateness of the venue- check on the training hall size, desks/chairs, ventilations, meals, accommodation rooms. The venue should be ready an evening prior to starting the training.
4. Allocate responsibilities among the training team- the team should meet the evening before the training starts to allocate responsibilities and confirm that all the materials are intact. The team should study the programme in details and develop an understanding on the training methodology.
5. Confirm with the volunteers that all is set for the training.

Confirm the villages and schools for the field practical training.

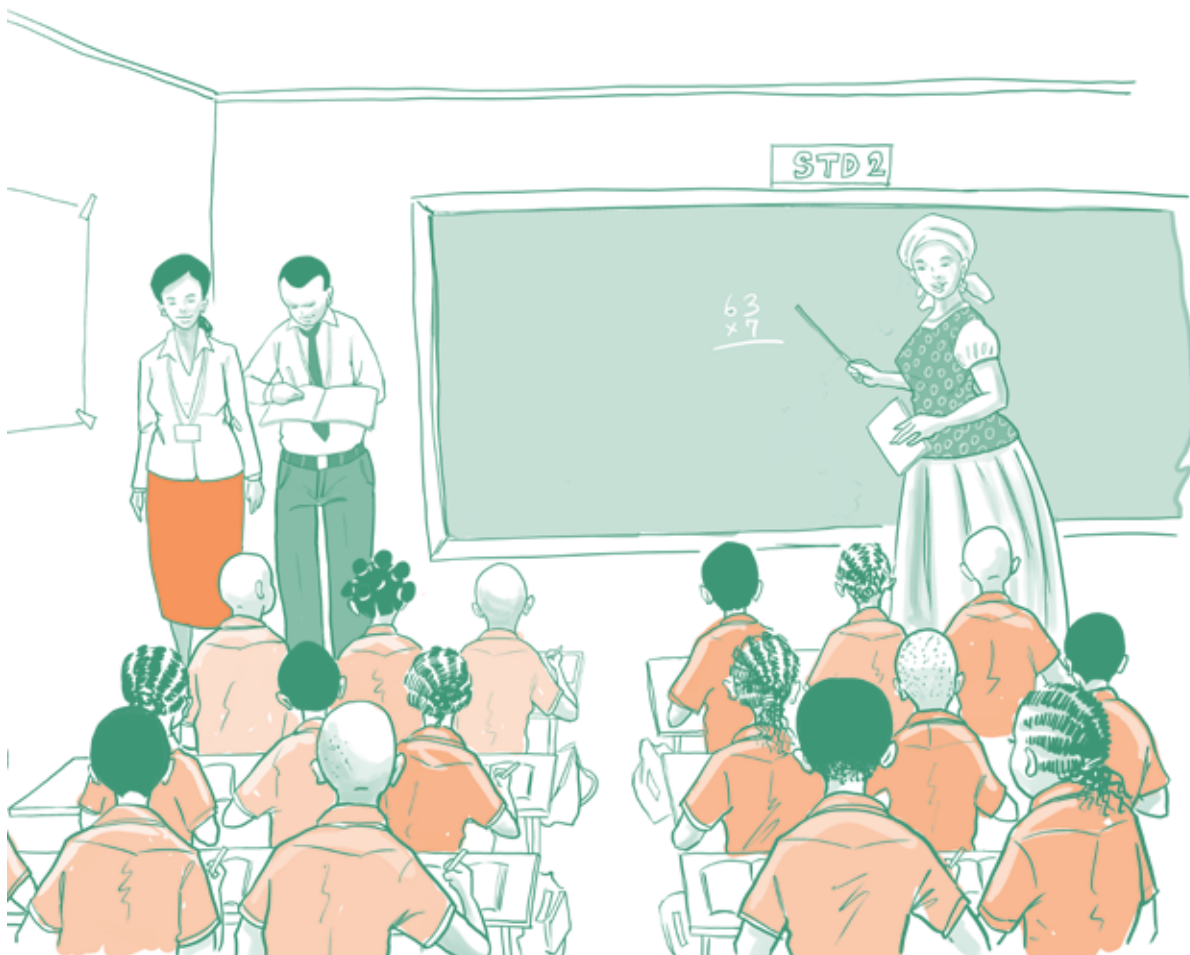
Note to facilitator

The EAs used for the training field visit must be adjacent to the training venue, but not among the 2015 sample of EAs. They should preferably be within a walking distance with minimum expense incurred to pay for volunteer transport.



5.3.5 SEVEN TIPS FOR SUCCESSFUL TRAINING OF VOLUNTEERS

1. **FOLLOW** the guideline provided to you by the Uwezo secretariat on training venues to avoid delays and be more efficient.
2. **COMMUNICATE** details about the training venue and arrival time to the volunteers well in advance of the training.
3. **READ** your training manual and the volunteer workbook 3 times before the training. Be familiar with both.
4. **INVOLVE** all the volunteers in the learning process. Emphasize that all volunteers are equal.
5. **PRACTICAL** sessions consolidate the theory. Ensure all volunteers participate in the training field visits and experience how to carry out the Uwezo National Assessment.
6. **LOOK OUT** for volunteers who may need extra help or guidance from you during the training or assessment, or even a need for replacement if the volunteer proves to be very weak to carry out the assessment.
7. **INVOLVE** the Village Coordinators and use them to support the training process.



5.3 TIMETABLE FOR VOLUNTEER TRAINING

The volunteer training shall take the form listed below

Note: It is important that you take the participants through the volunteer training timetable. You should focus on exploring the methods that the participants shall use in training the volunteers. You should include practical discussions on what should be done with the possible delays that come with late arrivals.

Time/Date	Topic
Day 1	
7:45 am – 8:00 am	Registration
8:00 am – 8:30 am	Introductions, Expectations & Group contract
8:30 am – 9:00 am	Introducing Uwezo (Theory, group work & role plays)
9:00 am – 9:30 am	Explaining the survey process (Theory) <ul style="list-style-type: none"> ● Ethical Issues in the Uwezo Process
9:30 am-9:50am	Visit to the EA (Theory)
9:50 am -10:20	Filling in the EA survey form
10.20-10:50 am Tea break	
9:50 am -10:20	Household Visit (Theory)
10.20-10:50 am Tea break	
10:50am – 01:00 pm	Testing Children <ul style="list-style-type: none"> ● Literacy Assessment explained (Reading ALL loud Four Samples of English and Kiswahili Tests as applicable) ● What is A mistake and What is not A mistake in reading ● Ethical Issues in Assessing Children
1.00 - 2.00pm Lunch break	
2:00 – 4:50 pm	Numeracy Assessment explained (Doing all the sums in all samples) and Bonus question
4:50 – 3:20 pm	MUAC Testing
3:20-3:40pm	Instant feedback (child performance, MUAC status)
3:40 – 4:10 pm	Compilation of EA sheets
4:10 – 4:30 pm Tea and Logistics	
4:30 – 6:30 PRACTICALS – HOUSEHOLD VISIT	
Day 2	
8:00am – 9.30 am	Feedback and Questions from Household visit
9.30am – 10:15 am	The School Visit (Theory) – <ul style="list-style-type: none"> ● Filling survey sheets ● Communicating 2013 Assessment Results
10.15 -10.45 am Tea and Logistics	
10:45 AM – 1:45 PM VOLUNTEERS CONDUCT SCHOOL VISITS	
1:45 – 2:30 pm Lunch	
2.30pm – 3:20 pm	Feedback and Questions from School visit
3:20pm –3:35 pm	Process Ethical Issues
3:35pm:4:45pm	Assessment Logistics
4.45 pm Tea Break & end of day 2	
Day 3	
8:00 Tea and Departure	

CHAPTER 6: ACTUAL SURVEY PROCESS

6.1 OVERVIEW OF THE SURVEY PROCESS

6.1.1 OBJECTIVES

By the end of this session, volunteers should be able to explain:

- Where to collect the required information
- In what order the required information must be collected
- How to correctly enter a school and a household
- The different family scenarios they may come across and which children will need testing.

6.1.2 BRIEF OVERVIEW OF KEY ACTIVITIES

- Ensure you provide a brief overview of the key activities in the Uwezo Assessment Process
- Ask for any questions after you have finished your brief overview and explanation of what the volunteers will be doing.
- If there are no questions, ask your own questions to test the understanding of the volunteers.

6.1.3 EXPLAINING THE DIFFERENT DATA SHEETS

- Training should commence with familiarizing the volunteers with the materials for the assessment. Volunteers should have a correct mental picture of the materials. This will help them visualize the data collection process as the training proceeds.
- Pass the survey booklets around for volunteers to share.

Note to facilitator

During volunteer training, households' visit will come BEFORE the school visit. This is because the household visit must occur in the afternoon of the first day of training. The school visit will not occur until the second day of training.



However, volunteers must understand that when they are conducting the Uwezo Assessment in their village, the order of visits must be as follows:

1. Visit to the village elder/chief to complete the EA Information sheet
2. Visit to the school to complete the school survey sheet
3. Visit to the Households to complete the Household Data Sheet and test the children.

Note to facilitator

Explain to the volunteers that they will be expected to input data into three different forms during their training field visits. The first sheet is the village or Enumeration Area Data Sheet. Second is the school Data Sheet. The final sheet is the Household Data Sheet. Test results for each child in the household will also be recorded on the household sheet.



6.2 THE VISIT TO THE ENUMERATION AREA

The visit to the village elder/Chief is to be made by the volunteers on the first day of the assessment, before any house hold visits are conducted. The volunteers must introduce themselves to the Village elder/Chief present the letters of introduction and ask for time to conduct an interview and complete the enumeration area information sheet.

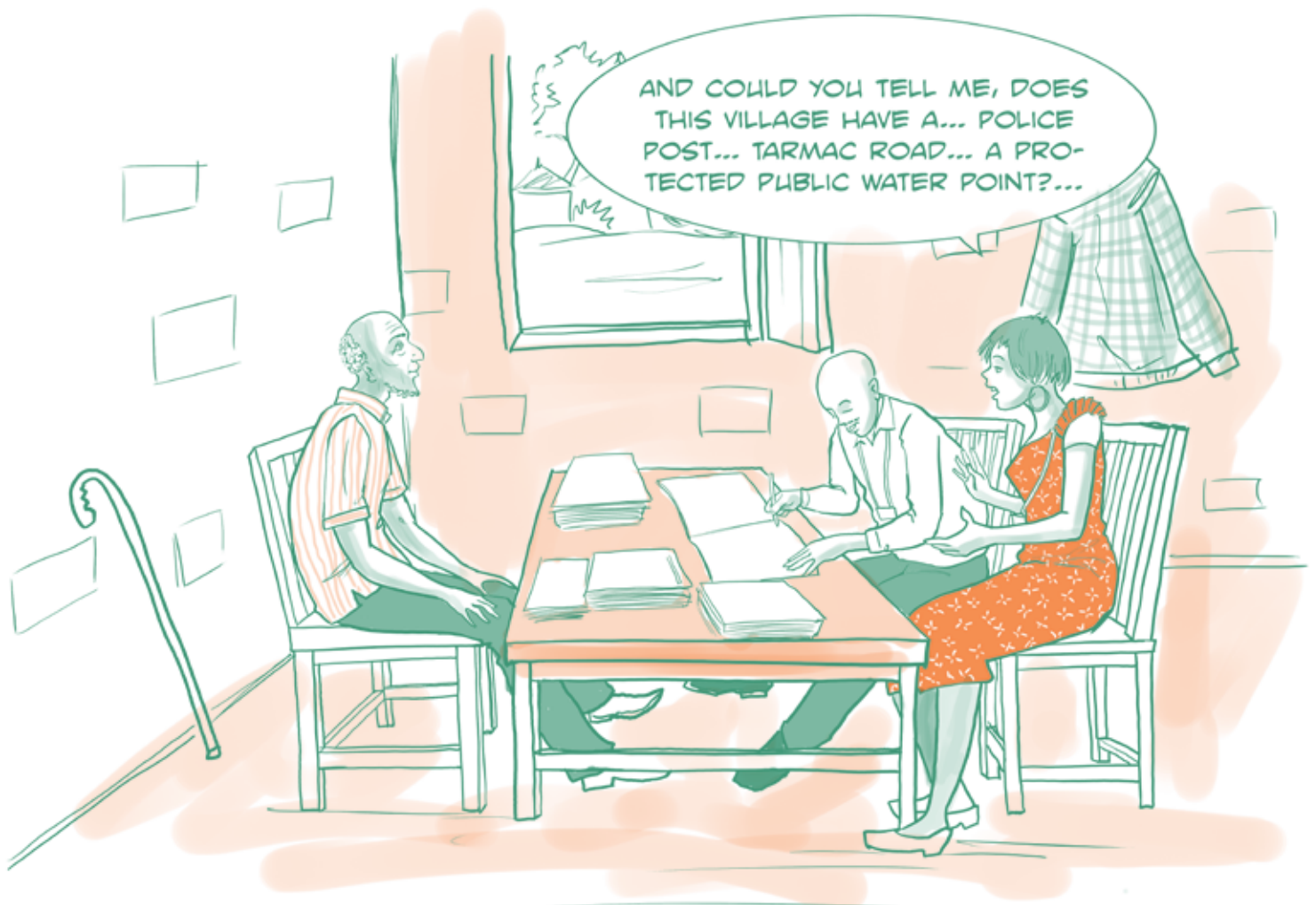
6.2.1 OBJECTIVES

The session will be brief, as the volunteer will not spend much time collecting the information for the Enumeration Area/Village Sheet. This session is aimed at enabling volunteers to:

- Be confident in visiting the office of the chief
- Be able to introduce themselves, and Uwezo, confidently to the chief
- Understand the key activities/steps of data collection in the EA
- Familiarize themselves with how to complete the EA Information Sheet

6.2.2 VISITING THE OFFICE OF THE CHIEF/VILLAGE ELDER

1. Once the volunteers have reached the chief's office, they must first introduce themselves, and then they must introduce Uwezo (according to what volunteers learnt in Chapter 3 of this manual)
2. Volunteers must confirm the name of the region, district, location, sub-location, village and constituency and write them down on the survey booklet
3. Volunteers must then interview the chief/village elder and complete the EA information sheet.



6.3 THE SCHOOL VISIT (THEORY)



One Hour

RESOURCES

A3 size School Data Sheet, Marker Pen and flip charts

METHODS

Plenary – Q&A, Lecture, role-play, demonstrations



Note to facilitator

Share the A3 Booklets to all the participants. Ask them to peruse the school data sheet in 3 minutes. Go through the 4 steps in the school data sheet guiding them on filling each question. Clarify any question that may arise.

Head teacher is not in, then they must ask to speak with the Deputy Head teacher or the teacher left in charge. They should present the permit and introductory letters from the District Education Office to the head teacher. The volunteer must explain the following:

Uwezo samples EAs from selected districts across East Africa. This school has been chosen because it falls within the sampled EA. Twenty households in the EA will also be visited today and tomorrow and in those households, children aged 6-16 will be assessed using Class 2 level tests.

We all agree that many of our children are enrolled in schools today. We are gathering data that will help us answer the question “Are Our Children Learning?”

Note to facilitator

You can now allow the trainees to role play introducing Uwezo at the school.



The volunteers should visit the schools on the first day of the assessment. School visits shall precede the household visits. The volunteers will visit the office of the head teacher first. They will talk to the head teacher or deputy head teacher, or the teacher left in charge. Volunteers must explain the mission and nature of the research, and present letters of introduction. Then the volunteers may proceed with an interview to collect school data.

6.3.1 OBJECTIVES

This session aims at enabling volunteers to:

- Understand how to introduce Uwezo to the school
- Understand the key activities/steps of data collection at the school
- Familiarize themselves with how to complete the school survey sheet.

6.3.2 SCHOOL INTRODUCTIONS

The volunteers should ask to see the Head teacher once they arrive in school. If the

6.3.3 SCHOOL VISIT PROCESS

1. Volunteers must have the school survey sheets in front of them
2. If there are not enough sheets for one each, the volunteers may share
3. The session should be introduced through a brief lecture on the key steps
4. The most crucial part of this training will then be guiding the volunteers step by step on how to fill the survey booklet.

In the school visit, the volunteers will:

1. Start at the head teacher’s office
2. Visit and observe one standard 2 classroom
3. Do head count of all pupils in all classrooms
4. Observe the school
5. Share the 2013 assessment results
6. Thank the head teacher

You can then divide the volunteers into groups (maximum of 6 groups of 10

volunteers) for brief role plays (5 minutes) from entry into the school to school observation. In groups the volunteers should practice the following:

1. Introducing themselves
2. Introducing Uwezo
3. Explaining why the school has been sampled and the nature of the research

The volunteers while in groups should practise gathering and completing information from the following sections:

- The Head Teacher's office
- Class2 classroom
- School observation

You should emphasize a question and answer session after each role play to capture the main issues or concerns about the visit to the schools



By the end of this lesson, participants should:

- Know the steps for presenting results of Uwezo 2013 to schools
- Be able to read, interpret, and explain the summary of results
- Be able to read, interpret and explain the district ranking
- Be prepared to answer difficult questions from schools and the community regarding *the results of Uwezo 2013*.



6.3.4 COMMUNICATING THE RESULTS OF UWEZO 2013



Time: 15 Minutes

RESOURCES:

2013 Ranking Sheet



Note to facilitator

Take the volunteers through the sample report card asking them what they interpret of the report.

Take them through the 3 facts on the report card

How to Answer Questions from the Head Teachers

Once Village Coordinators present the Summary of Results and the District Ranking, the Head Teacher will surely have many follow up questions. Below are some suggested answers to the difficult questions they may have to answer.

Q: Does the District Education Officer or the Ministry of Education have access to these results? Do they have information about this school?

A: The result of Uwezo for all the years are available to anyone who wants to review them, be they a government official or a citizen. They are available in print and on the internet. Uwezo is also communicating results widely through many channels. However, Uwezo only publishes results by district. The results of each school and EA are strictly confidential. Not even government officials have access to that information.

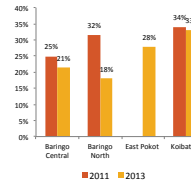
Q: What will Uwezo do with this information? Is Uwezo working with the government?

A: Uwezo shares the results of its assessment widely because it believes that positive changes cannot be brought by one

BARINGO

COUNTY RANK	29	COUNTY AVERAGE	26%	NATIONAL AVERAGE	32%
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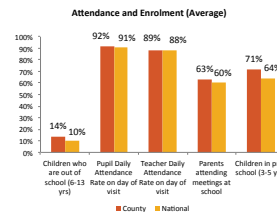
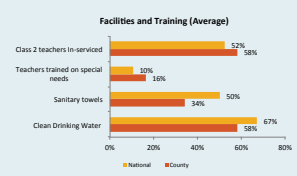
Class 3 pupils who can do Class 2 work



BARINGO	Class 3 pupils who can read Class 2 English Story (average %)		Class 3 pupils who can read Class 2 Kiswahili Story (average %)		Class 3 pupils who can do Class 2 Division (average %)	
	2011	2013	2011	2013	2011	2013
District						
Baringo Central	21%	20%	28%	27%	25%	18%
Baringo North	29%	15%	35%	21%	31%	17%
East Pokot	23%	23%	27%	27%	33%	33%
Koibatek	29%	30%	40%	40%	33%	30%

- 1 Overall only 1 out of every 4 children in Class 3 was able to do Class 2 work.
- 2 The learning levels in Baringo County were below the national average.
- 3 The best performing district in the county was Koibatek where 1 out of 3 children in Class 3 could do Class 2 work.

- 1 Class 2 teacher in-service training and training for those teaching students with special needs were both higher than the national averages.
- 2 The average number of schools providing sanitary towels was lower than the national average.
- 3 The average number of schools with clean drinking water was lower than the national average.
- 4 Best performing districts: clean drinking water - Koibatek, provision of sanitary towels - Baringo Central, teachers trained for special needs - Baringo Central, in service training for Class 2 teachers - Baringo Central.



Best Performing Districts	
Children who are out of school (6-13 yrs)	Koibatek
Pupil Daily Attendance Rate on day of visit	Koibatek
Teacher Daily Attendance Rate on day of visit	Koibatek
Parents attending meetings at school	Baringo North
Children in pre-school (3-5 years)	Koibatek

Baringo's performance was in line with the national average for all enrolment and attendance indicators although the county had a higher proportion of children attending pre-school.

entity alone, like the government. Everyone has an interest in the quality of children's learning should play a role in creating change. Uwezo shares information but will not coordinate any actions to be undertaken by other groups.

Q: What will Uwezo do to help us improve the results of our children?

A: The objective of Uwezo is to communicate the results so that the government, as well as the community, becomes aware of the actual learning levels of children. We share suggestions and tips on actions that could improve learning. However, we do not support any actions the community decides to take.

Q/A

After you have reviewed this section on how to adequately answer questions from schools, ask trainees if they have any questions of their own. If they do not have any, ask your own to test their learning of this section.



6.5 HOUSEHOLD VISITS



One Hour

Resources

1. Household survey sheet
2. Test Booklet
3. Marker pen and flip chart



Note to facilitator

Recap on what is a household. Ask the trainees to peruse the household survey sheet in 3 minutes. Go through all the questions in the household survey sheet explaining how to fill each question.

The visits to the household must only be made once the EA information and School

data sheets have been completed. The volunteers should introduce themselves to the household head and then complete the Household survey sheet.

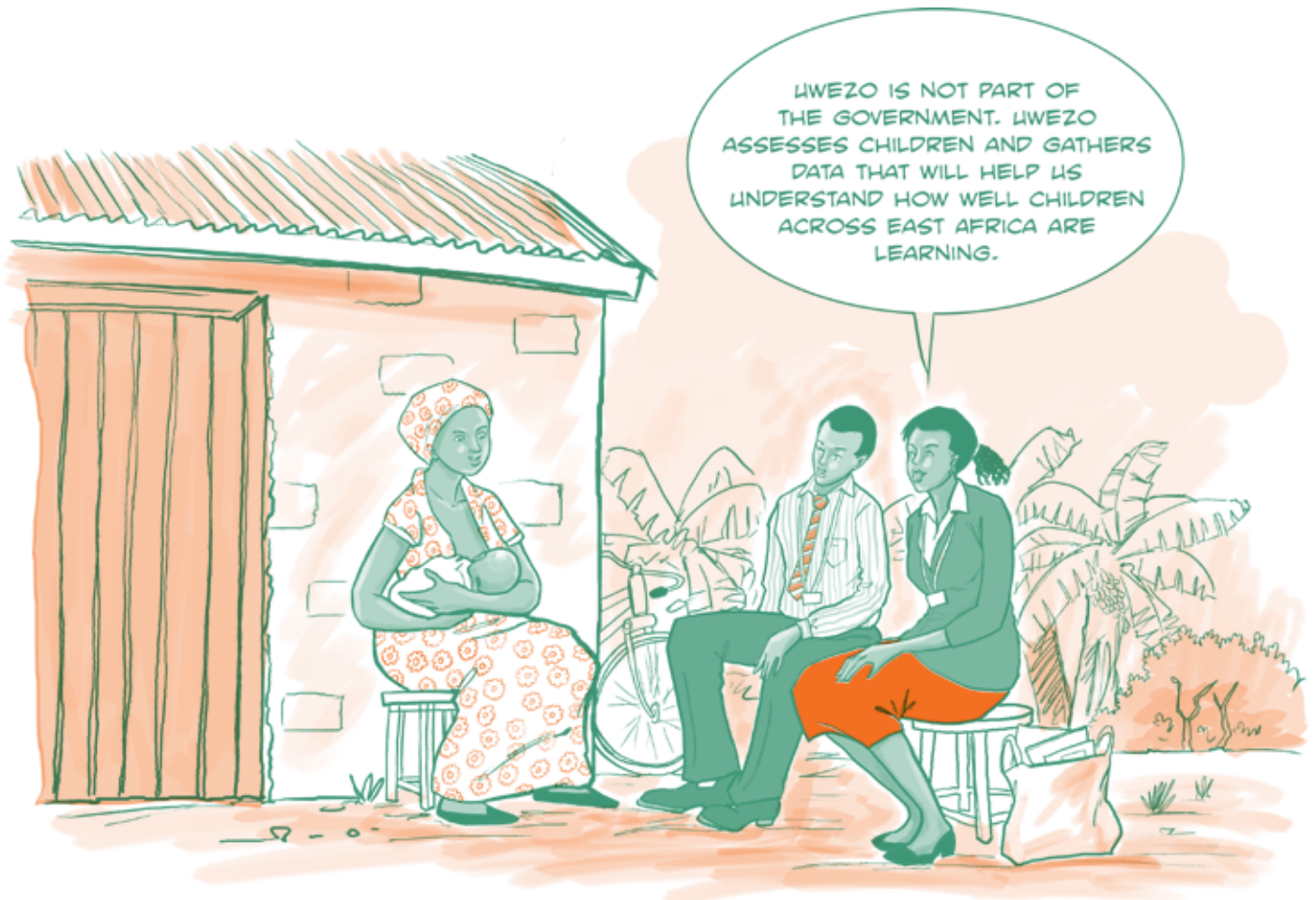
6.5.1 OBJECTIVES

This session aims at enabling volunteers to:

- To introduce Uwezo to the household
- Follow the key activities/steps of data collection in the household
- Familiarize them with completing the household Survey Sheet.

6.5.2 WHAT IS A HOUSEHOLD?

A household is a group of people who are living within a house on a regular basis. These people must also be cooking and eating out of the same pot in order to be considered as one household.



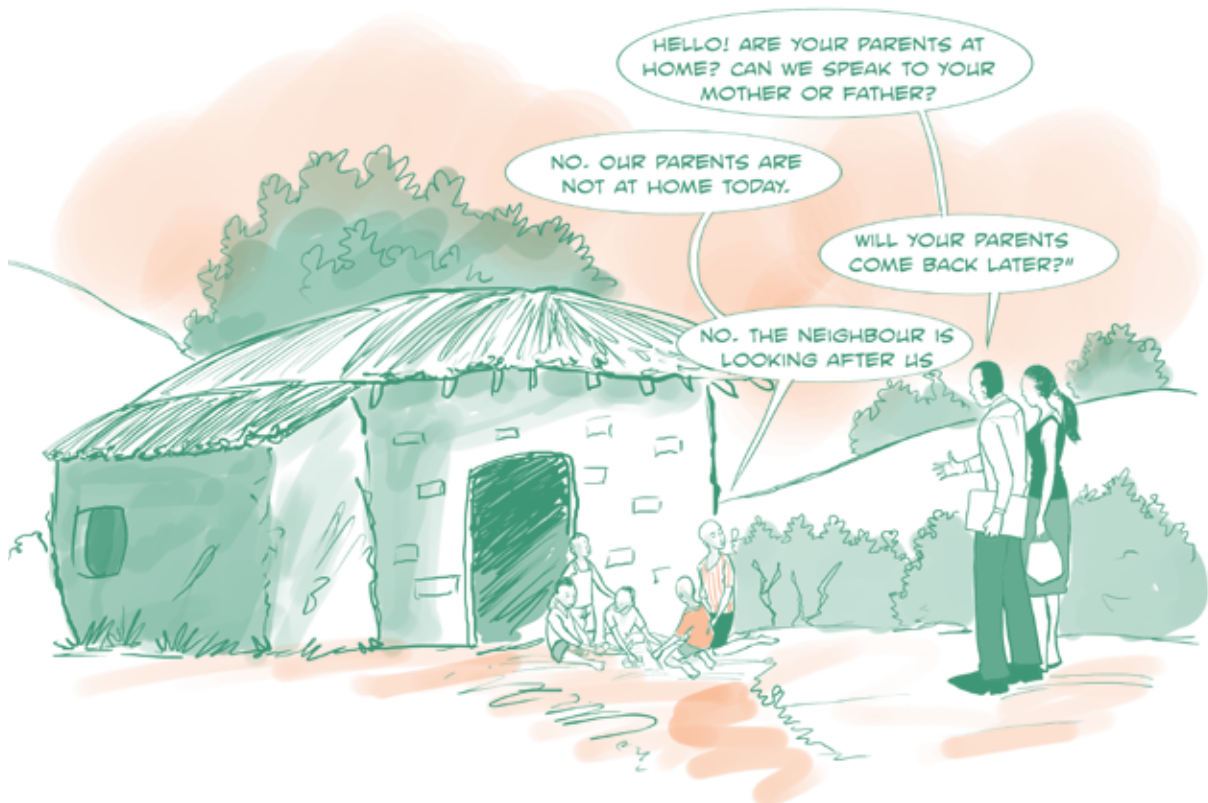
Volunteers must do the following upon entering each household:

1. Confirm it is the correct household
2. Introduce themselves to the head of the household. They may or may not be invited inside
3. If volunteers are not invited inside, they must look for a comfortable place outside to sit
4. Introduce Uwezo and explain the reason for their visit.
5. Answer any questions the household members may have.
6. Ask for permission to survey the household. It is only after permission has been granted that the survey can begin
7. Stress that it is important for the parents to observe the entire assessment process as they will give them feedback. (This is very important).
8. Conduct the survey and assess all children aged 6-16 years on literacy and numeracy ;
9. Conduct the MUAC assessment for all children who are from 6 months to 14 years
10. Give honest instant feedback on the children's learning levels
11. Thank the household members when they have finished the survey

6.5.4 HOUSEHOLD VISIT PROCESS

Note to facilitator

- *Volunteers must have the household survey sheets in front of them*
- *If there are not enough sheets for one each, the volunteers may share*
- *The session should be introduced through a brief lecture on the key steps*
- *The most crucial part of this training will then be guiding the volunteers step by step on how to fill the survey booklet.*



1	Households that count in the survey	Households not to be included in the survey The volunteers should immediately report to the District Coordinator should they encounter the following households
2	Households with no children between the ages of 3-16 years. (information about head of household should still be collected)	Households that are closed because members have moved away from the area or will not be returning later that day The household should be recorded as no response
3	Household with a single man or woman eating from his/her own kitchen	Households that refuse to participate in the survey. Such households should be marked as “no response”
4	Household that is closed or no one is at home but they will be returning later	Houses where there are children but there is no adult to give consent for the children to participate in the survey- Count as no response

6.5.6 REPLACING A HOUSEHOLD

Note: Volunteers shall not replace any household on the list. They should immediately contact the District Coordinator in the event that they are unable to access any household.

6.5.7 FREQUENTLY ASKED QUESTIONS ABOUT THE HOUSEHOLD VISIT

Q: How many households will be assessed in a village?

A: Twenty households

Q: Can volunteers choose the household that they visit?

A: No. the twenty households will have already been chosen by the district coordinator. The volunteers will be provided with a list of sampled households to visit.

Q: What happens if a household refuses to participate in the survey?

A: You will have the household. You will call the District Coordinator and document the reasons.

Q: If the members of the household are not at the house, but will be back later, can volunteers replace the household?

A: No. if the members of the household are returning later that day or the following day, volunteers must proceed to visit the other households in the list first, before returning to the household once the household members are at home.

Group Activity

After training the volunteers on how to fill in the Household Survey Sheet, organize volunteers into groups of four to role-play. They should practice:

- Approaching the household
- Introducing themselves
- Introducing Uwezo
- Asking permission to survey the household, and requesting permission to test the children
- Practice completing the survey booklet.



The Volunteer Training workbook has a section for volunteers to test themselves on whether or not they should collect data from the following household situations:

- A cousin who stays in the household because the school he/she attends is in that village but goes to his/her own village every weekend to see his/her parent. Do we record him/her and give the test? **Yes/No**
- A child who came back from boarding school sick. Do we record him/her and give the test? **Yes/No**
- A mother who is aged 16 years and has a baby. Do we assess her? **Yes/No**
- A household in which an elderly lady lives alone. Do we count it as an assessment household? **Yes/No**
- LIST all household members aged below 16 years
- TEST ALL household members between the ages 6-16 years
- When children are not at home (they may be in the village or in the field) take down the information about the child-name, age and schooling status. Ask the family member to call the child so that you can speak with him or her directly. If h/she does not come immediately, mark that household and revisit it once you are done with surveying the other households.

THINGS TO NOTE:

Complete the household details in the survey sheet before testing any children in the household.

- Count the total number of household members and record the number in the total box.
- Do NOT list every household member. Parent's names will already have been recorded in the top section of the household survey sheet.

Q/A

You should ask for any questions after the session. If there are no questions, then you should ask your own questions to test the understanding of the volunteers.



CHAPTER 7: TESTING THE CHILDREN



2 Hours

RESOURCES

1. Test Booklet
2. Household Survey Booklet
3. Writing Material
4. Voice Clips on reading

Give each trainee a copy of the Test booklet. Allow the trainees to peruse through the test booklet for 3 minutes. Ask general questions about the test booklet ensuring that you bring out the structure of the test booklet- skills being tested and each level, class 2 tests etc.

7.1 OBJECTIVES

By the end of this session, volunteers will be able to:

1. Identify the criterion for selecting the children to test
2. Follow the correct steps in administering the tests
3. Accurately place the children at their learning levels
4. Appreciate developing a friendly testing environment
5. Provide adequate instant feedback to the parents/guardians

7.2 KNOWING WHAT TO DO WITH THE CHILDREN IN THE HOUSEHOLD (15 MINUTES)

The households shall probably have four categories of children. The table below presents the summary of four categories:

Age of child	What information to record	Administer the test?
Below 6 Months	<ul style="list-style-type: none"> ● Do not list them, nor take any details ● Count them in the number of household members 	<ul style="list-style-type: none"> ● Do not test them
6 Months- 5 Years	<ul style="list-style-type: none"> ● List and take bio-details ● Include them in the number of household members ● Measure for MUAC ● For 3-5 years, record their pre-school status 	<ul style="list-style-type: none"> ● Do not test them
6-16 year olds who are in school	<ul style="list-style-type: none"> ● Full name ● Bio data ● Schooling status 	<ul style="list-style-type: none"> ● Yes. Administer the test to all 6-16 year olds if they are currently in school even if they had previously dropped out
6-16 year olds who are drop outs	<ul style="list-style-type: none"> ● Full name ● Bio data 	<ul style="list-style-type: none"> ● Yes. Administer the test
6-16 year olds who never enrolled in school.	<ul style="list-style-type: none"> ● Full name ● Bio data 	<ul style="list-style-type: none"> ● Yes. Administer the test even if the child has never been enrolled in school
Over 16 years	<ul style="list-style-type: none"> ● Do not list ● Do not take their bio data ● Include them in the total number of household 	<ul style="list-style-type: none"> ● No. do not administer the test to any children over the age of 16, even if they are still enrolled in school



Note to facilitator

Divide the trainees in groups of 3s and ask them to role-play introducing Uwezo at the household and demonstrate filling details of the children at the household.

All children from selected households must be assessed at home. Under no circumstances must children be tested in their school environment.

Children out of the EA: There may be children from the household that have gone to boarding school or to visit a relative. Do NOT list them. Do NOT include them in the total number of the household.

Visiting children: Do NOT survey or test children who are visiting their relatives or friends in the sampled village or household. Do NOT test children who are not regularly living in the household, even if they request to be tested.



Group Activity

- Ask volunteers to get into groups of three or four, to take in turns to read the literacy test loudly to each other until they can clearly distinguish the different reading levels.
- Let volunteers keenly listen to the recordings and identify the mistakes made by the children
- Ask the volunteers to mark on the household survey sheet the various levels of the test
- Ask each group to look at the numeracy tests and practice solving the sums. This will help familiarize them with the tests.
- Under no circumstances should the volunteer give different tests or construct their own sums. All the work given to children must be from the test booklet.
- Explain to the volunteers the reasons behind having four different samples of each of the tests.
- You should read through all the tests practising on the sounds and letters in English and all the numeracy tasks in all the 4 sets of the test booklet.

7.3 ASSESSING CHILDREN

2 Hours



Go through the Test booklet to familiarise with the test items. Demonstrate the seating arrangement during the testing

We are not going into the villages to “examine” the children, or to be evaluators. We are going to find out what children can do COMFORTABLY in terms of reading and numeracy.

- When we administer test to children, we are not simply waiting to catch mistakes. We must appreciate and understand the attempt the child is making.
- It is essential that children are relaxed and not worried about how they are going to perform. A friendly chat with the child prior to testing may help to create a relaxed atmosphere.
- Often, family members and neighbours will gather around to watch what the child is doing. Speaking to the child in a friendly way will help the child to be more relaxed.
- It is important to be patient, smile and encourage the child by giving him/her ample time to read, think and solve problems.

The purpose of the Uwezo survey is to obtain the HIGHEST LEVEL at which the child can complete the entire task. Volunteers may need to take a child through a series of tasks until they can decide the highest level achieved.

Q/A

You should ask for any questions after the session. If there are no questions, then you should ask your own questions to test the understanding of the volunteers.



7.4 ASSESSING LITERACY



One Hour

7.4.1 OBJECTIVES

By the end of the session, volunteers should be able to:

- Understand the steps taken for assessing literacy competencies in English and Kiswahili
- Understand where to begin and how to move from one level to another as one tries to place the child at the correct level
- Correctly grade the child on the survey sheet.

Note: the most crucial part of this training will be guiding volunteers step by step on how to administer the tests and how to correctly grade the child at the appropriate level on the survey sheet.

- Give the participants a few minutes to familiarize themselves with the tests.
- Ask them to read out the passages in English and the relevant local language and to go through the sums. This will help them familiarize with the test items.
- Explain to them the reason behind having four different samples of the tests in English, Kiswahili and Math.
- All tests shall start at the lowest level moving to the highest level a child can do.
- Emphasize that the rules must be followed to the letter and under no circumstances should the volunteer give a different tests or construct their own sums. All the work given must be derived from the Test Booklet.
- To make the testing and scoring clear, ask the volunteers to mark on the sample sheets the different levels of testing.

Note to facilitator



Go through each item in the literacy items identifying the right pronunciation. Help the trainees to identify what is a mistake and what is not a mistake. Play the clips available. Let the trainees record the type and number of mistakes made. Review the responses as you guide on what is a possible mistake. Trainees can also practice reading different samples of the literacy test.

7.4.2 GENERAL INSTRUCTIONS ON ADMINISTRATION AND GRADING

1. To avoid any perceived 'familiarity', a different set of tests shall be administered to each child within the household. To ease administration, each sample shall consist of the literacy and numeracy component.
2. At each level, a child shall be given 2 chances to make attempts to exhibit the highest competency.
3. Volunteers shall maintain a child friendly environment while testing the children. The child should hold the test booklet while undertaking the test. The volunteers should encourage a relaxed environment by explaining the purpose and procedure of the test.
4. The test administration shall always start with the lowest level progressing till the child reaches the highest level they can either read or do math.
5. The child shall be graded based on the highest level achieved. The grading instructions shall be standard for all countries, and shall be stated explicitly in the test booklet as follows:
6. The child should be given the test booklet to hold while reading
7. The child should sit comfortable during the assessment
8. Volunteers should not put marks on the children's work to show them whether they have got or not. They should be

familiar with the answers and avoid marking

7.4.3 LITERACY LEVELS

1. Letter name/sound/words/syllable:

The child should be allowed to select and read 5 options. The child should correctly read 4 choices to be considered at this level. The child should be given a second chance to attempt the syllables/ words/sounds not correctly read in the first attempt.

2. Paragraph/Story: Only two mistakes at paragraph level and four mistakes at story level are allowed. *Mistakes include word omission, skipping of words, or reading a sentence as a string of words*



Note to facilitator

- a) If the child makes a third or fifth mistake (as applicable to the level in the respective level), s/he is not considered to be at this level.
- b) Mother tongue influence is not penalized.
- c) If the child cannot read the first sentence, ask the child to read the sentence again. If the child cannot read it on the second attempt, grade the child at the right level and move on.

3. Comprehension: The child should be given two questions to answer only after successfully reading the story. The first question is direct from the text, and the second question seeks inferred meaning from the same text. The child can refer to the text to draw the answer.

Note to facilitator



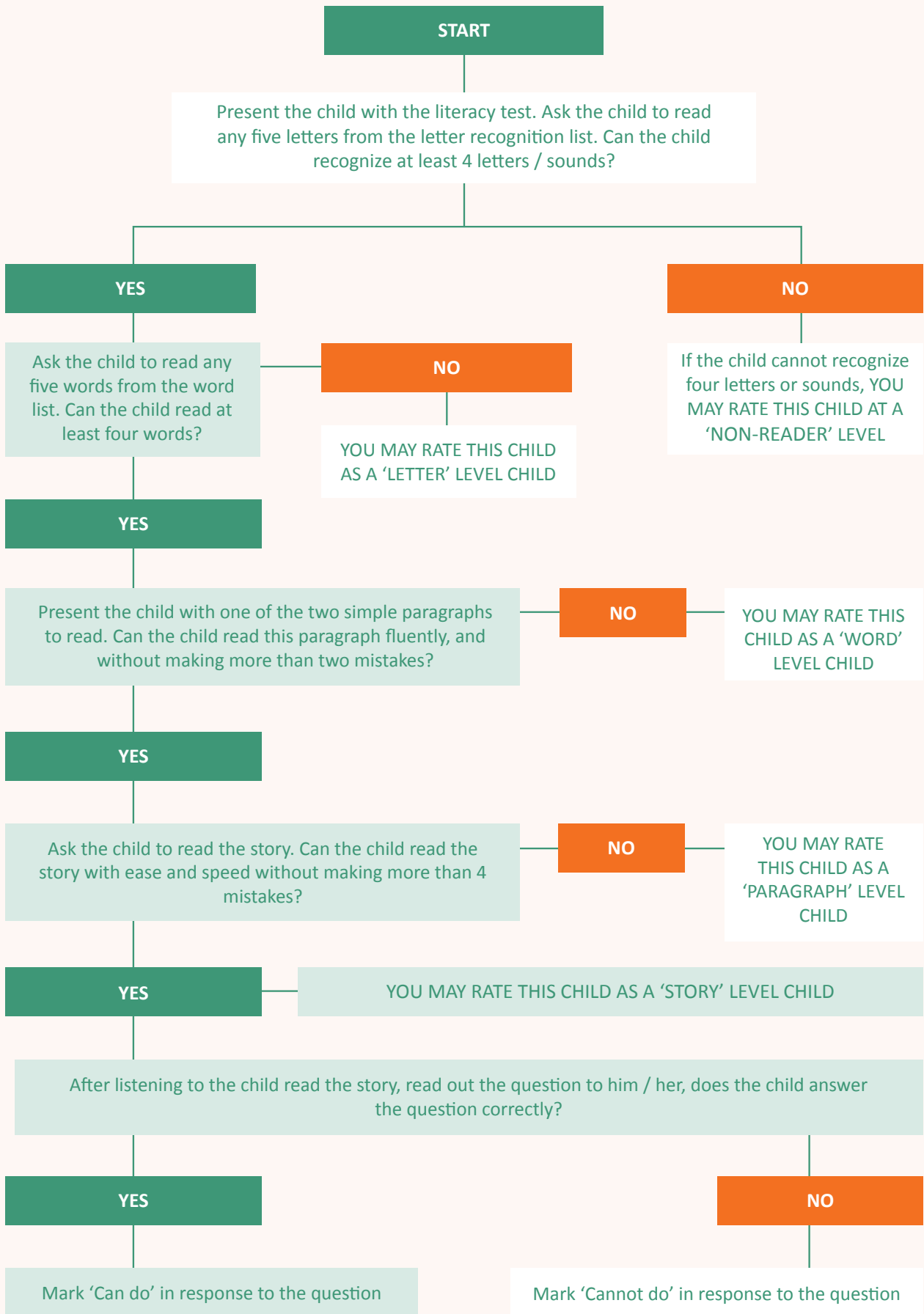
Go through each item in the literacy items identifying the right pronunciation. Help the trainees to identify what is a mistake and what is not a mistake. Play the clips available. Let the trainees record the type and number of mistakes made. Review the responses as you guide on what is a possible mistake. Trainees can also practice reading different samples of the literacy test.

Group Activity



Working in groups of 3, one volunteer will pretend to be the child. One volunteer will play the assessor. The third volunteer will be the observer. The child must start by reading the tests loud starting from the lowest level moving to the highest level a child can do. The observer must determine whether or not a child can read the paragraph confidently and without mistakes. Using the chart below, the group of volunteers must decide which sample of tests to give the child next, and how the child will be graded.

To make the testing and scoring clear, ask the volunteers to mark on the sample sheets the different levels of testing.

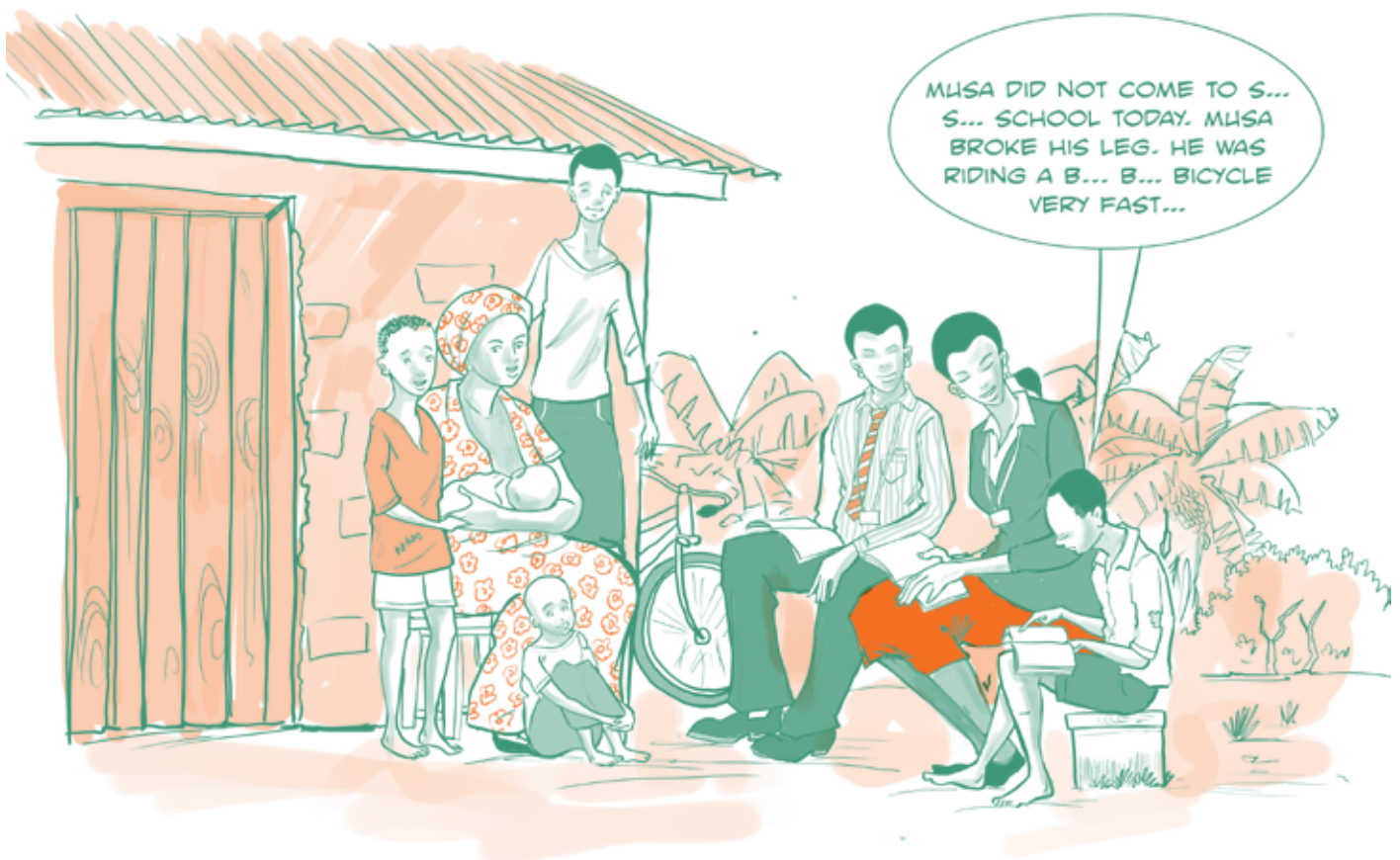


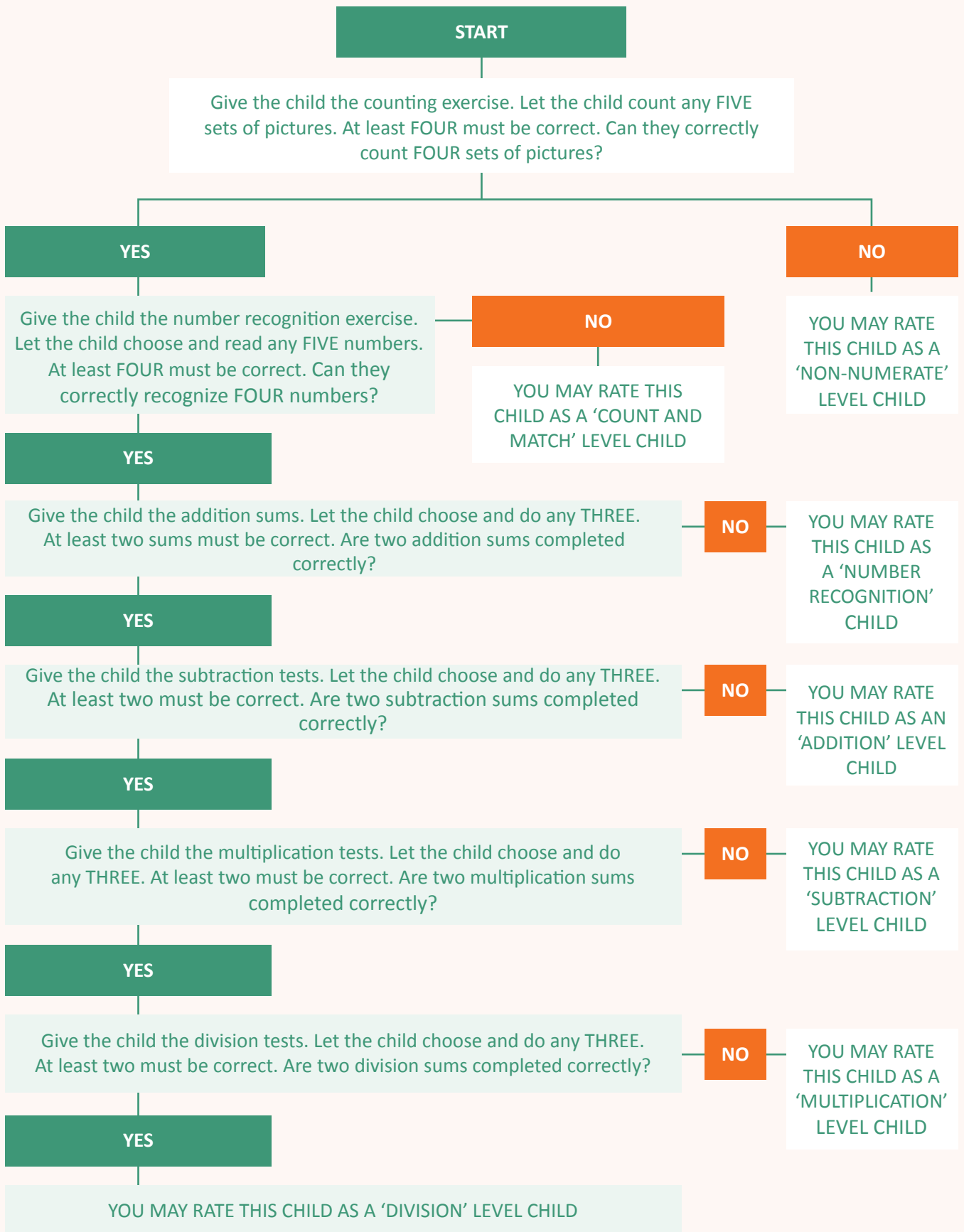
7.4.4 ASSESSING NUMERACY:

1. **Number concept/number recognition:** The child should be allowed to select any 5 options. The child must correctly complete 4 choices to be considered at this level.
2. **Operations:** The child should be allowed to select any 3 options. The child must correctly complete 2 choices correctly to be considered to be at this level.
3. **Ethno mathematics:** All children shall be tested on one question on ethno mathematics (everyday math). The question shall be administered orally in the language the child is familiar with.

Group Activity

Just like the previous group work exercise, volunteers will work in groups of 3, one volunteer will pretend to be the child. One volunteer will play the assessor. The third volunteer will be the observer. The volunteers cannot assume the same role as they did in the previous exercise. The child shall start with the count and match items the given set. The observer must determine whether or not a child can match items and move the child on until the child reaches the highest level.





7.4.5 GENERAL KNOWLEDGE/BONUS QUESTIONS

1. All children shall be tested on one question of general knowledge. The question shall be administered using any language familiar to the child.
2. This is a test for all children in the age group /6-16 years whether **in school** or **out of school**
3. The general knowledge question should be asked in a language that is most comfortable to the child. Similarly the child should be allowed to answer in any language
4. Give to all children age 6-16 years regarding of their reading or numeracy levels
5. Do not help the child or give the child any clues

7.4.6 FREQUENTLY ASKED QUESTIONS

Q: When I listen to a child read, there are variations in pronunciation and tone due to the child's local language /mother tongue. Do I consider these variations a mistake?

A: No. do not consider this a mistake. Ask the child to read again carefully.

Q: When listening to the child read, they may read a word wrong or skip a word. Do I consider this a mistake and grade the child in a lower category?

A: No. as with the case above, ask the child to read again carefully. Either he/she will read correctly or he/she will continue to make the same mistakes. If they do continue to make the same mistakes, miss words out or read a word wrong, then this means that the child is having difficulty reading at that level and must be graded at the lower level.

Q: When reading a paragraph or a story, what happens if the child makes 3 or more mistakes?

A: If the child makes 3 or more mistakes, they are not competent at this level. They must be graded at the lower level.

The most crucial part of this training will be guiding volunteers step by step on how to administer the tests and to correctly grade the child at the appropriate level on the survey sheet.

7.5 MID UPPER ARM CIRCUMFERENCE (MUAC) TEST

7.5.1 WHAT IS MUAC?

MUAC is a measurement that allows health workers to quickly determine if a child is acutely malnourished. This measures the circumference of a child's arm at the midpoint between his or her shoulder and elbow. Uwezo wishes to explore if nutrition levels affect the learning of children in the 2015 assessment in Kenya.

7.5.2 OBJECTIVES

By the end of the session, volunteers should be able to:

- Understand the steps taken for measuring MUAC
- Correctly measure the child's MUAC and record appropriately on the survey sheet and how to correctly place the child on the survey sheet.

The most crucial part of this training will be guiding the volunteers step by step on how to administer the MUAC test.

Group Activity

Just like in the previous group work exercise, volunteers will work in groups of three, one volunteer will pretend to be the child. One volunteer will play themselves (the assessor). The third volunteer will be the observer. The volunteers cannot assume the same role as they did in the previous exercise.

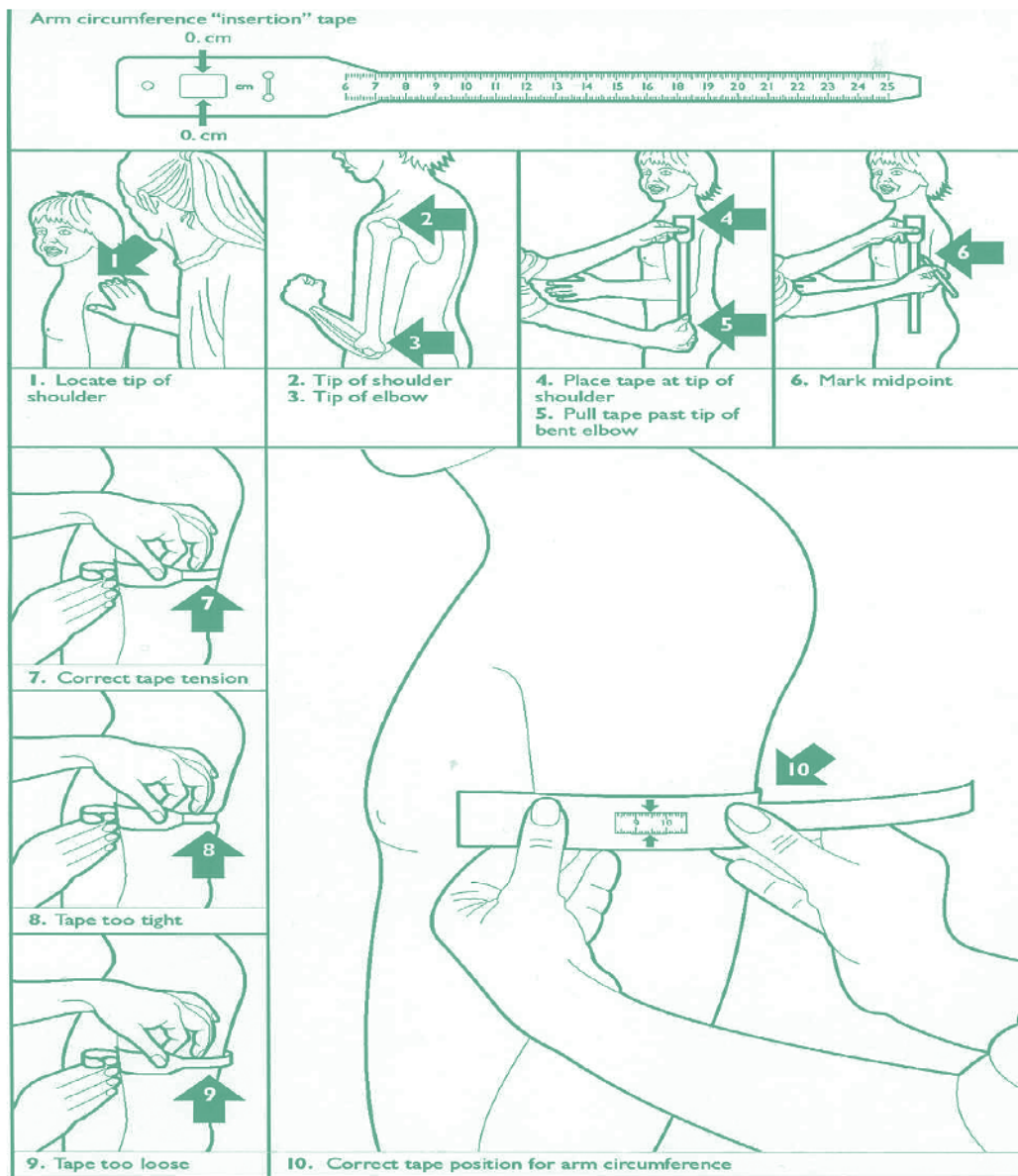
- The 'child' is instructed to free the LEFT ARM of any clothing.
- The volunteer should at this point



explain to parents what they are doing. With the arm folded, the tip of the shoulder and that of the elbow are then located.

- Using the MUAC tape, the mid-point between the tip of the shoulder and the elbow is marked using a pen (zero mark on the tape is at the window where two arrows point inwards).
- The MUAC of the child is then measured while the arm is hanging down the side of the body and relaxed.
- Ensure that tape is touching the skin all rounding, but not tight.
- Read the number that is completely visible in the tape window and record this reading on the survey booklet against the child’s name.

In this part a step by step instruction will be simpler and clearer to volunteers. For example:



Source: How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children, United Nations, 1986.

Figure 1: Demonstrating Measuring MUAC

CHAPTER 8: INSTANT FEEDBACK AT THE HOUSEHOLD

One of the key features and strengths of Uwezo is instant feedback of results. However what the household members are told and the manner in which the results are relayed is important.

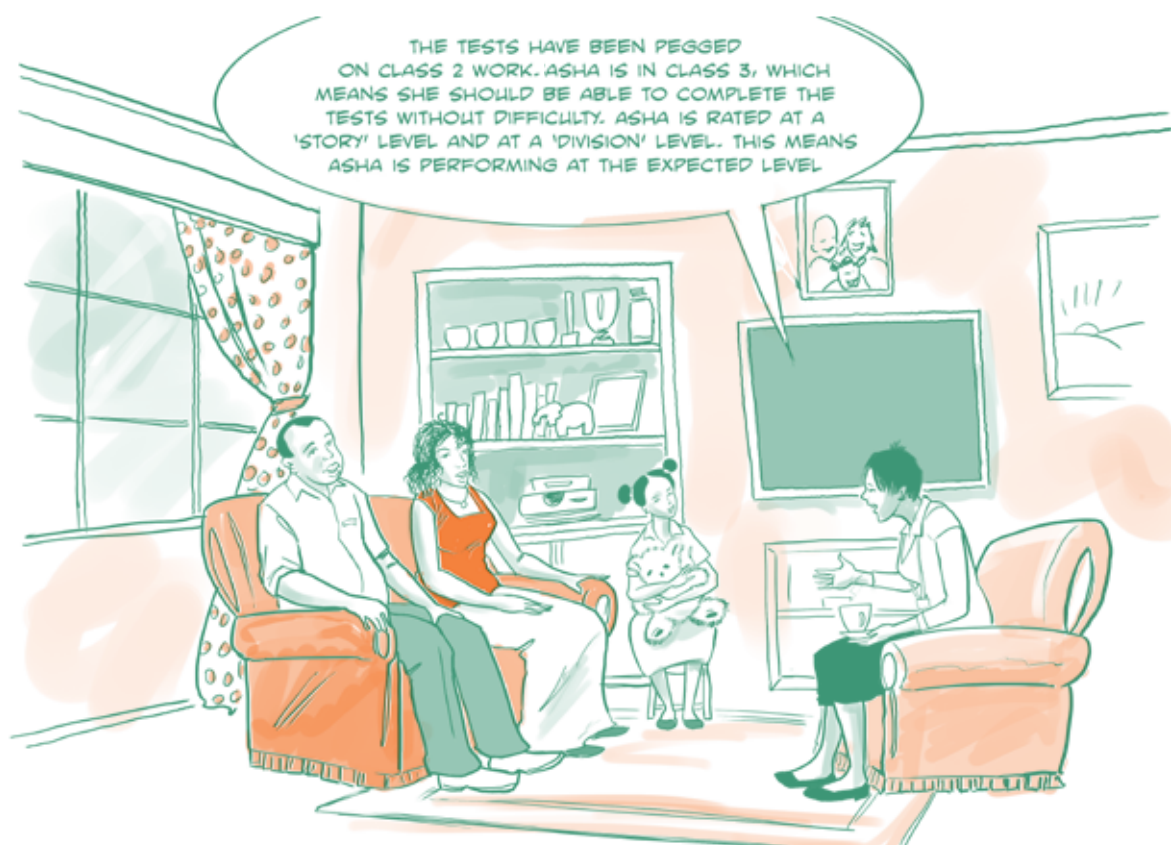
8.1 OBJECTIVES

By the end of this session, volunteers should be able to:

- Understand the need for instant feedback
- Correctly provide this feedback to the parents / guardians in the household
- Identify ways of developing discussions with the parents / guardians regarding suggestions they should consider to support their children's learning and nutrition

8.2 INSTANT FEEDBACK AT HOUSEHOLD LEVEL

- Instant feedback is a key feature and strength of Uwezo. What the household members are told and the manner in which the results are relayed is VERY important.
- Before leaving the household, the volunteer must provide instant feedback on the tests.
- The volunteer must share the honest results of all tests with the parents or guardians of the children. They must give HONEST answers only and not exaggerate the children's learning abilities.
- Volunteers must try and simplify the feedback so that the parents can figure out how to help their children.
- Volunteers must NOT tell parents what to do.





Note to facilitator

IMPORTANT!

There are three steps to follow for feedback at the Household level:

1. **Preparation:** *At introduction, parents should be prepared that their children will be tested and feedback provided*
2. **Assessment:** *Make parents part of the assessment process by encouraging them to observe*
3. **Engagement:** *After the assessment, talk to the parent*



Group Activity

Volunteers will work in groups of three; one volunteer will play the role of the parent. One volunteer will play themselves (the assessor). The third volunteer will be the observer. The assessor will practice giving instant feedback in a number of different scenarios where the children have varying competency levels. The volunteers will each swap around the different roles three times, until each person has had two chances to practice giving instant feedback.

8.2.1 ADVICE ON INSTANT FEEDBACK ON LITERACY AND NUMERACY

- The tests have been pegged on Class2 work.
- Any child who is above Class2 should be able to complete all the tests without any difficulty.
- If a child above Class 2 is able to complete the Class 2 work, it is proper to say that the child has demonstrated to have foundation skills in literacy and numeracy. Is recommended to simply say whether or not the child has basic competencies in literacy and numeracy.
- If they do not achieve the highest levels, then they are weak.
- Volunteers must relay the results of children that are good academically in a simple way and without exaggeration.
- Volunteers MUST not give false promises of any possible assistance coming from Uwezo.

Feedback will be provided based on the nutritional status as measured by the volunteer. Advice as to whether or not medical attention is needed MUST be given to the parent.

“THE VOLUNTEER MUST SHARE THE HONEST RESULTS OF ALL TESTS WITH THE PARENTS OR GUARDIANS OF THE CHILDREN. THEY MUST GIVE HONEST ANSWERS ONLY AND NOT EXAGGERATE THE CHILDREN'S LEARNING ABILITIES.

CHAPTER 9: TRAINING FIELD VISITS



15 Minutes

9.1 DISPATCHING VOLUNTEERS TO TRAINING FIELDS VISITS

- Pair volunteers from each EA in the same group
- Appoint group leaders for each group
- Assign responsibilities to each group leader
- The District Coordinator should have a list of where each group of volunteers in going
- The District Coordinator together with the 3 village coordinators should accompany the weakest groups as identified during the training.

9.2 FIELD VISIT TO THE HOUSEHOLDS

- The District Coordinator should have 6 groups (of 5 pairs of volunteers) already formed before dispatching the volunteers to do the training field visits.
- Each pair should visit at least 3 households. Effort should be made to target household with children so that volunteers can practically test the children.

9.3 FIELD VISIT TO SCHOOL

- There may be few schools available for practical sessions. Make sure you plan early and select schools that are nearby to the training venue.
- No more than 10 volunteers should visit one school

9.4 FEEDBACK ON THE TRAINING FIELD VISITS

- Upon return from the field on both days
- Conduct the feedback session. This should not be rushed.
- Ask the volunteers to present group reports
- Listen to the issues coming out of the field visit reports- pay attention to both similar and unique challenges
- Allow the volunteers to ask questions
- Use the feedback session to gauge the volunteers' preparedness
- Prepare the monitoring and support plan basing on the feedback as

Q/A

The District Coordinator should give ample time for questions so that s/he may clarify all the aspects that need clarification.



CHAPTER 10: DISPATCHING THE VOLUNTEERS FOR ASSESSMENT AND FILING RETURNS AFTER THE ASSESSMENT



15 Minutes

10.1 IMPORTANT NOTES

The District Coordinator should do the following before dispatching the Volunteers to their respective EAs

- Pair volunteers
- Appoint group leaders for each team
- Allocate each VCs a 10 pairs
- Facilitate group leaders/VCs with information including contacts for the village
- Identify the weak team and map out the VCs support plan, and directions to the villages
- Agree on the specific points of collection for the data material

10.2 ENUMERATION AREA COMPILATION

After completing the assessment and before the volunteers return the data to the District Coordinator, they need to compile all the household data using the enumeration area sheet. Follow these steps for filling in the enumeration area sheet:

- Complete the summary for each household. This should be entered at the bottom row of the Household compilation sheet
- Transfer this household summary onto the enumeration area sheet. Enter each household on a different row.

- Complete the summary for the enumeration area. Ensure the totals for the enumeration area are clearly entered in the sheet and hand over the survey booklets to the District Coordinator once completed

10.3 SUBMITTING THE ASSESSMENT RETURNS

The District Coordinator/VCs

1. should meet the volunteers at the designated points
2. Peruse all the survey booklet to ascertain its completeness and accuracy
3. Make decisions regarding the survey booklet- accept it, authorize for resurvey
4. Receive the materials as per the check list
5. Sign against the verified survey booklets
6. Submit the material to the Uwezo secretariat within 2 weeks of conducting the survey
7. Pay the volunteers

Q/A

You should ask for any questions after the session. If there are no questions, then you should ask your own questions to test the understanding of the volunteers.



CHAPTER II: DEALING WITH DIFFICULT SITUATIONS



20 Minutes

11.1 OBJECTIVES

Approaching communities to collect data is a difficult task. People are not always open to participating in the survey and may not understand the purpose of Uwezo. This section covers the four main types of difficult situations that village coordinators will find in the field.

By the end of this session, DCs/VCs should have:

- Understood the correct attitude to take with people in the community
- Acquired specific strategies to adequately deal with difficult situations



Note to facilitator

In contrast with other items of the Volunteer Coordinator training, this particular section will focus on developing soft skills, rather than on expanding the knowledge of participants in a particular area. The purpose of the section therefore, is to suggest attitudes and strategies for dealing with difficult situations.

use the suggestions in the workbook or to add their own. They are also encouraged to apply the lessons from previous sections of the training (about Uwezo, sampling, and methodology, communicating results).

- Once they are finished with the dramatization, they have 2 minutes to summarize the strategies they used to deal with the situation to the rest of the group.
- On the day on which the session for this section takes place, all teams will have an opportunity to present their skit.
- Begin with any of the situations you want, but make sure that all skits that pertain to that situation are presented in the same block.
- After all teams for situation A have presented their skit, facilitate a five minutes discussion with the rest of the group. What were some of the good ideas that were presented? Are there any additional suggestions they have for dealing with these situations? You may want to assign someone to take notes on the board.
- Do the same with the remaining three situations.

11.2 FACING DIFFICULT SITUATIONS

- The training team should ask the participants to develop a short skit to dramatize possible difficult situations that may be encountered in the field
- Each team will have been assigned one of the 4 common situations. Their task is to develop a 3-minute dramatization of the situation, demonstrating how it should be handled. They are free to

1. PARENTS WITH HIGH EXPECTATIONS



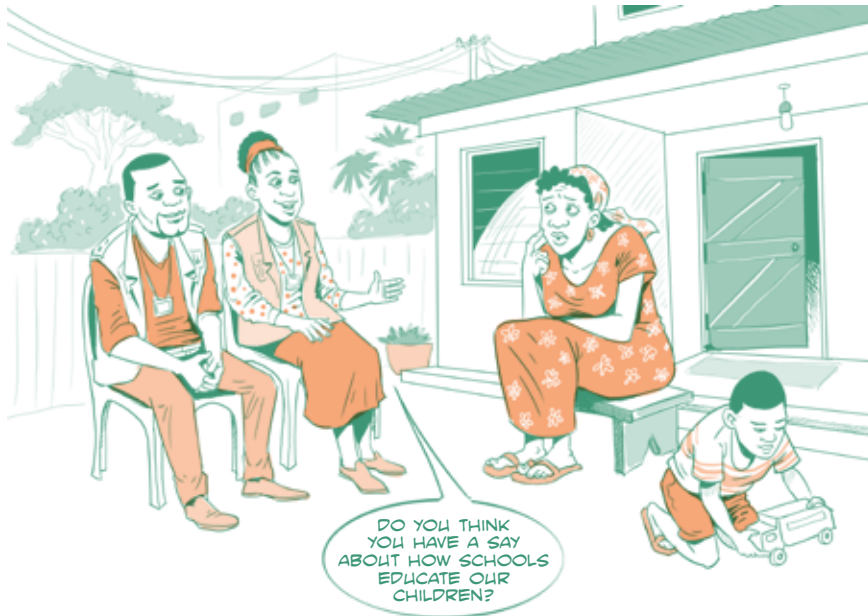
- Always be honest with parents and never promise any help or assistance from Uwezo.
- Help parents understand why it is important to know the learning levels of their children.
- Be patient and caring.

2. MISTRUST FROM TEACHERS AND PARENTS

- Be a good listener and try to understand why the person is being mistrustful.
- Resolve their doubts and fears with clear information about the Uwezo process.
- Be friendly and humble to gain the person's trust.



3. PARENTS FEELING THEY CANNOT DO ANYTHING TO HELP THEIR CHILDREN IMPROVE.



- Be patient and caring – some families live under very difficult circumstances.
- Share tips or stories, based on evidence, of simple ways known to improve the learning outcomes of their child.
- Help parents understand why it is important to know the learning levels of their children.

4. PARENTS PUNISHING THEIR CHILD FOR BAD RESULTS ON THE ASSESSMENT

- Always be polite and respectful with the parents.
- Do not take sides with them or the child.
- Share information on simple ways in which they can help improve the learning outcomes of their child.



CHAPTER 12: ETHICAL STANDARDS AND ISSUES IN UWEZO ASSESSMENT



20 Minutes

OBJECTIVES

12.1: OBJECTIVES

By the end of this session, volunteers should be able to:

- Understand Uwezo core values and expected conduct of a Uwezo volunteer
- Understand ethical issues involved in Uwezo assessments
- Understand frequent mistakes that are made during Uwezo assessments

12.2: UWEZO CORE VALUES AND EXPECTED BEHAVIOUR

As a trainer, village coordinator or volunteer for Uwezo, your behavior in the community should be a reflection of Uwezo's mission and values. Some of the core Uwezo values and expected behavior of all Uwezo agents are summarized below:

Uwezo VALUES	YOUR BEHAVIOR
Transparency	Always be truthful: do not overpromise, do not exaggerate, and do not make up an answer if you are having trouble with a question.
Not-for-profit	Do not offer or receive any token, including money, in exchange for the data and evidence you collect or materials you share.
Independent and neutral	Do not favor anyone in the community. Do not give advice to schools and families favoring any particular solution to children's learning.
Respectful of children and families	Treat children and families with respect, patience, and kindness, no matter how they treat you.
Effective communication	Should there be any serious concern, report it immediately

12.3 ETHICAL ISSUES

1. Obtain permission from the parents before you test the child. For the Coordinators, always obtain permission from the authorities before conducting any activity in their jurisdiction.
2. Obtain permission from the household head to conduct the survey before starting the survey.
3. Follow all the processes and procedures as explained in the training. Any District Coordinator should clarify doubts, questions or concerns PRIOR to the assessment starting.
4. Uwezo Coordinators and volunteers should never share names or personal information of ANYONE with other people in the village.
5. Uwezo partners and Volunteers must NOT promise any help or assistance from Uwezo.
6. Volunteers should test all children as long as the children fit the criteria for assessment.
7. Partners and volunteers should carry Introduction letters at all times when undertaking tasks related to the assessment.
8. Volunteers MUST report to the chief or village elder before carrying out the school and household visits.
9. Volunteers should not assume that they know details of the household and fill them in if a household is closed.
10. Partners and Volunteers must be truthful to the process and not take shortcuts.
11. Partners and volunteers must not take any photographs without first obtaining permission.
12. Volunteers should wear their badges at all times.
13. Each child/household assessed has a right to receive the results of the tests. Feedback is a right.

Q/A

You should ask for any questions after the session. If there are no questions, ask your own to test the participants' learning of this section.

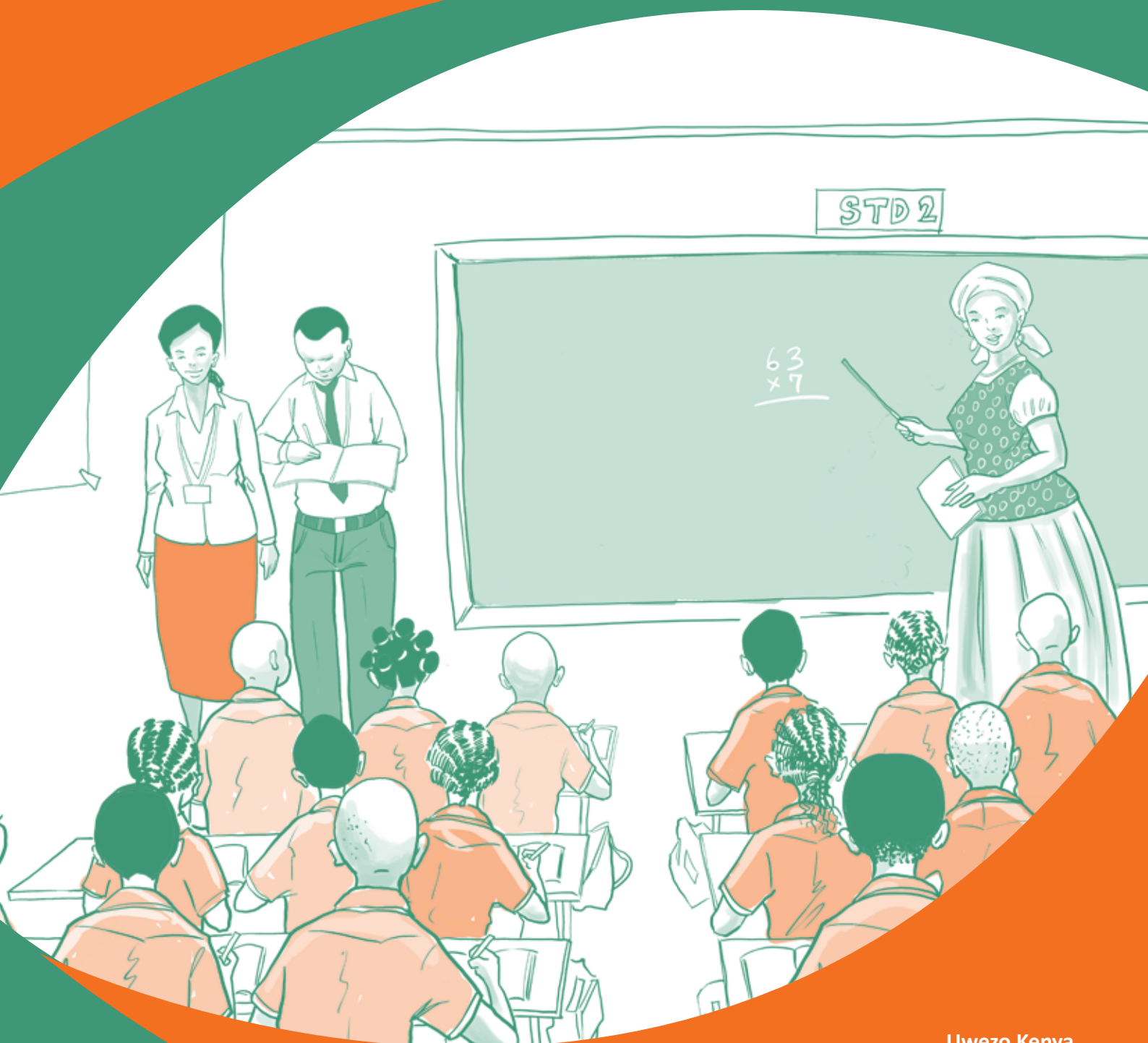


12.4 FREQUENT MISTAKES MADE BY VOLUNTEERS IN 2014 PREVIOUS ASSESSMENTS

1. Failing to visit the Village elder/Chief and introduce Uwezo.
2. Filling household indicators and bio data without asking the head of the household in the event that the household is closed.
3. Failing to test all children aged 6-16 years in the household.
4. Testing children below 6 years and above 16 years.
5. Failing to give all children aged 6-16 a general knowledge question, irrespective of their reading and numeracy levels.
6. Failing to give instant feedback and share the provided materials.
7. Failing to make callbacks to the households where some children are not assessed.

Trainers & District Coordinators

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