

# 2015

UWEZO UGANDA



## TRAINERS' MANUAL



# UWEZO is...



- An initiative of Twaweza East Africa
- 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

***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 a 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
- It happens annually
- It is household-based

***U***wezo is an initiative that works across East Africa to assess the actual levels of children in basic literacy and numeracy. The evidence generated is used to shift the focus from infrastructure and enrollment to the actual learning levels of children.

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## KNOW YOUR ABBREVIATIONS

<b>DC</b>	District Coordinator	<b>UBOS</b>	Uganda Bureau of Statistics
<b>RO</b>	Regional Office	<b>LC</b>	Local Council
<b>VC</b>	Village Coordinator	<b>CAO</b>	Chief Administrative Officer
<b>RC</b>	Regional Coordinator	<b>RA</b>	Research Associate
<b>EA</b>	Enumeration Area		

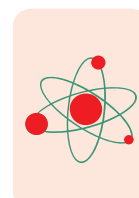
## BE FAMILIAR WITH THE ICONS



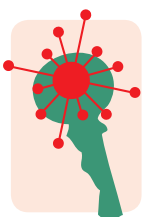
**Facilitator's Note**



**Group Activity**



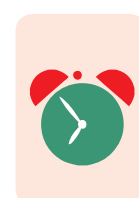
**Use of Energizers**



**Key Concept**



**Question & Answer**



**Time Management Guideline**

## WELCOME DISTRICT COORDINATORS AND TRAINERS

As a District Coordinator / Trainer, you provide crucial support to both Uwezo and the volunteers. You are also an important contact point between Uwezo and the community – teachers, parents, and local leaders.

This means that you:

- Are committed to Uwezo's mission to bring learning to the center of debates on education,
- Are a good communicator: someone who speaks as well as listens,
- Are knowledgeable about the educational issues in your district and village,
- Can handle difficult situations in the field with patience and flexibility,
- Believe that change is possible, especially in the education sector.

### OVERVIEW OF DISTRICT COORDINATOR TASKS

- a) Attend all planned trainings;
- b) You shall do EA mapping, household listings and volunteer recruitment and introduce Uwezo to the district officials and LC Chairpersons as per instructions;
- c) Coordinate a two day training of volunteers;
- d) Ensure the implementation of the assessment in designated Enumeration Areas;
- e) Collect and verify survey booklets.

This Manual will be an important part of your training. It will provide you with:

- Tools to become an even better communicator of Uwezo's mission
- Tips for having a great relationship between the District/Village Coordinator, volunteers, and the community at large



#### Key Concept

This workbook has been designed to prepare District Coordinators and Trainers/ Research Associates to effectively conduct volunteer trainings in preparation for the Uwezo Annual Learning Assessment.

GOOD LUCK WITH YOUR TRAINING!  
DON'T FORGET TO ASK MANY QUESTIONS

## 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 and Trainers / Research Associates

This manual has been designed to equip you with the necessary knowledge and skills that will enable you to effectively train volunteers to conduct the 2015 Annual Learning Assessment. The manual has two sections: Section A covers general information for the facilitators; and Section B 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 volunteers.
3. Master the various methods and processes of training volunteers of carrying out the Uwezo National Assessment.

#### 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 Uganda. The 2015 assessment shall cover all the 112 districts that participated in the National Population and Housing Census in 2014.

Uwezo Assessments are annual. The Assessment has three important phases: Pre-Assessment, Assessment and Post Assessment

#### 1.1.1 PRE-ASSESSMENT PHASE

This phase includes the following

- 1 **Sampling** – Sampling of the enumeration areas. A consultant from the Uganda Bureau of Statistics systematically samples the EAs in each district that participates in the assessment.
- 2 **Tools Development**- This activity includes developing the tests and the assessment booklets (comprising of other survey data sheets such as the enumeration area, school, and household data sheet.) The tools development also includes the full district pilot.
- 3 **Partner Recruitment**- Each year Uwezo engages and works with partners in every district. A partner performance evaluation is also conducted every year after which some partners are dropped and new ones recruited. Uwezo also evaluates and recruits National trainers, Regional Coordinators and Trainers for every district.
- 4 **Training**- Uwezo conducts cascaded trainings. Uwezo undertakes four trainings as demonstrated in the table below.

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

### 1.1.2 ASSESSMENT PHASE

The assessment is national and large scale. It includes:

1. A visit to all the 112 districts,
2. A visit to 30 EAs in each of the 112 districts,
3. A visit to 20 households in each of the sampled EAs,
4. A total of 60 volunteers, two selected from each of the sampled EAs in each district,
5. A visit to a school in each EA/village,
6. An assessment of all children in the sampled households aged 6-16 years,
7. Undertake the assessment in each selected Enumeration Area over three days.

### 1.1.3 POST ASSESSMENT PHASE

The phase includes the following activities

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

## 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"> <li>1. Overall coordination, monitoring and quality assurance</li> <li>2. Development and procurement of survey material</li> <li>3. Data entry and analysis</li> <li>4. Report writing</li> </ol>
2	District partner organization	<ol style="list-style-type: none"> <li>1. Coordinate Uwezo activities in the District</li> <li>2. Contract volunteers and Village Coordinators</li> <li>3. Pay volunteers</li> <li>4. Maintain focal link</li> </ol>
3	District Coordinator	<ol style="list-style-type: none"> <li>1. Introduce Uwezo stakeholders at the village and district</li> <li>2. Recruit and manage Uwezo volunteers</li> <li>3. List and sample households</li> <li>4. Coordinate district training logistics</li> <li>5. Coordinate the assessment</li> <li>6. Receive survey booklets, verify and submit to Secretariat for data entry</li> <li>7. Train the Volunteers</li> <li>8. Participate in other processes upon request</li> <li>9. Communicate the 2013/2014 assessment results</li> </ol>
4	Research Associates / Trainers	<ol style="list-style-type: none"> <li>1. Work with the District Coordinator to train volunteers</li> <li>2. Participate in the support supervision of volunteers during assessment</li> <li>3. Work with the District Coordinator to receive and verify survey booklets</li> <li>4. Participate in other processes upon request</li> </ol>
5	District Communications Contact Persons (DCCPs) in 28 districts	<ol style="list-style-type: none"> <li>1. Train all the 60 volunteers in the district on communication activities during the district trainings</li> <li>2. Communicate Uwezo findings in the district</li> <li>3. Participate in other processes upon request</li> </ol>
6	Regional Coordinators	<ol style="list-style-type: none"> <li>1. Support secretariat in coordination of Uwezo processes in a cluster of districts</li> <li>2. Training of DCs, trainers, VCs and volunteers</li> <li>3. Process monitoring and reporting</li> </ol>
7	Trainers (EAT, National, Master Trainers)	<ol style="list-style-type: none"> <li>1. Validation of training manuals</li> <li>2. Participate in process monitoring as scheduled</li> <li>3. Training RCs, trainers, DCs, VCs and volunteers</li> <li>4. Participate in other processes as requested</li> </ol>
8	Village Coordinators	<ol style="list-style-type: none"> <li>1. Support DCs to perform functions in the designated areas</li> <li>2. May participate in process recheck</li> <li>3. Communicate the 2013/2014 assessment results</li> </ol>
9	Volunteers	<ol style="list-style-type: none"> <li>1. Conduct the School Survey</li> <li>2. Conduct the EA survey</li> <li>3. Conduct the household survey and assess children in all sampled households</li> <li>4. Communicate the 2013/2014 results</li> </ol>

## 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 sides. A **facilitator's** role is to get others to assume responsibility and take the lead to reach the intended destination.



#### Facilitator's Note

Experiences in the 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 of a trainer are:

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

### 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 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?




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What would you avoid doing in the next training?

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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 MAIN ROLES OF AN UWEZO TRAINER

1. Participate in the orientation training of trainers (ToT)
2. Liaise and communicate with Uwezo Secretariat to plan for training and prepare the training program
3. Ensure training materials are available and in the right quantities
4. Facilitate and manage district training of volunteers as guided by Uwezo secretariat
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

#### Facilitator's Note

*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.*

*It is embarrassing to go to a training venue unprepared!*



Before going for the regional / national / district training 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
5. Who are the participants and their levels
6. Training methods and techniques for each session (read and re read training manuals)
7. Any handouts needed or audio visual teaching aid

### 1.3.3 SELECT 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 for Trainers

1. Do not judge or discriminate participants in terms of cultural background, or ideology, physical disability, or education level or sex or gender. 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.
4. Do not entertain bribes or engage in intimate relationships with participants
5. Do not misbehave. Respect peoples' culture, religion and traditions e.g. dressing codes, greetings, socialization etc.
6. Do not get into the training sessions while drunk!
7. Do not smoke in the session as it may affect others.

#### 1.3.4 TEN DESIRABLE QUALITIES 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 Person of integrity: The assessment is anchored in the research philosophy. Uwezo trainers should conduct themselves ethically as required in any other type of research.
- 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 and trainers 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 logistical challenges. 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 logistical arrangements. S/he consults responsible people for solutions 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.

### 1.3.5 TIPS FOR SUCCESSFUL TRAININGS

- 1 Read and understand thoroughly the Uwezo manuals and survey tools.** The trainer should have all the details on the fingertips. The trainer should understand the survey tools in detail.
- 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 starting 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 starts.
- 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 participants are comfortable and set for the training.
- 7 Continually evaluate 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.

## 1.4 OBJECTIVES OF THE 2015 TRAININGS

This trainer’s manual is appropriate for the different trainings

The objectives for the trainings are listed below.

### 1.4.1 REGIONAL TRAININGS

- 1** Equip the Regional Coordinators, District Coordinators, Research Associates / Trainers 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.

### 1.4.2 NATIONAL CONFERENCE

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

### 1.4.3 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 give instant feedback at the household
- 4** Prepare volunteers to share Uwezo Communication materials with the household
- 5** Equip volunteers with skills to appreciate the role of citizen action in improving learning outcomes in their communities.

## CHAPTER 2: INTRODUCTIONS AND PRELIMINARIES



TIME: 25 MINUTES

### RESOURCES

Training Manuals, Training Programme

## 2.1 INTRODUCTIONS, EXPECTATIONS AND GROUP CONTRACT

### 2.1.1 REGISTRATION OF PARTICIPANTS

Registration of participants will allow you to know which districts/regions/EAs are represented in your training and identify if there are any gaps (any participants 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 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 to facilitate introductions and create a friendly environment. The trainer is responsible for facilitating the icebreaker games. Here are a couple of suggestions:

<p><b>Paper airplane game</b></p>	<p>Using a 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.</p>
<p><b>The interview game</b></p>	<p>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.</p>



### Facilitators Note:

Agree on Roles- secretariat and timekeeper, agree on the timetable- if any adjustments need to be made and create a parking lot where any issue can be posted

## CHAPTER 3: INTRODUCING UWEZO AND THE UWEZO PROCESS



TIME: 30 MINUTES

### METHODOLOGY:

- Plenary
- Q&A

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.
  - *Pose a question on what Uwezo is to the participants in the plenary. The familiar 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 as Uwezo is an initiative of Twaweza East Africa, 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:

- ✓ It is a household based assessment
- ✓ It is of national scale
- ✓ It uses simple tools
- ✓ It is citizen driven - Uses volunteers to assess the children
- ✓ Instant feedback is given to the child and parent
- ✓ It focuses on basic skills in literacy and numeracy
- ✓ Results of the assessment are shared widely.

### 3.3 WHAT UWEZO IS NOT

Uwezo is NOT:

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



#### Group Activity

Let the participants 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 and district levels
4. Communicate the findings widely – to citizens, parents, teachers and the government to trigger conversations and debate on learning outcomes.
5. Stimulate citizens to take action to improve learning levels of children in their communities.

#### Facilitator's Note



- *Within your training group, participants may speak different mother tongues*
- *Write the name of each different mother tongue at the top of a large sheet of paper and pin to the walls of the training room.*
- *Ask the participants 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 participants 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 participants 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.

### 3.5 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.
- These initiatives assess more than one million children around the world every year. In East Africa alone, they reach almost 350,000 children every year.
- Hundreds of thousands of volunteers assess children 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

Give participants 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 participants 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 Uganda
- To improve learning outcomes in Uganda
- To collect evidence about learning outcomes in Uganda
- To create awareness about learning outcomes in Uganda
- 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 participants 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 using the flow chart on the following page.

#### Facilitator's Note

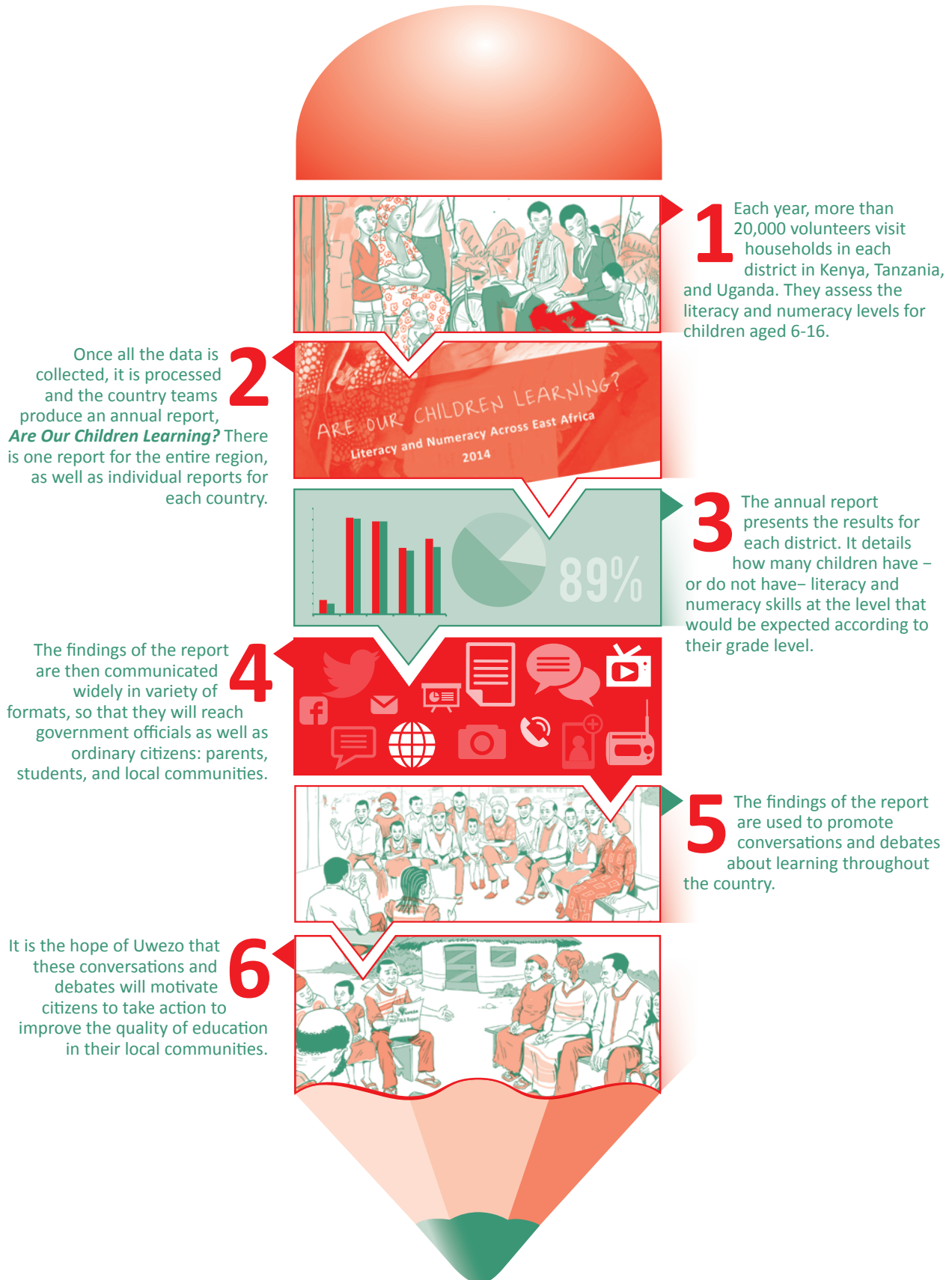
*You could bring copies of a regional and national Uwezo report from previous years to use as props for explaining the following process:*





Q/A

It is possible that the above explanation will spark discussion among participants, 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 participants:

- The process is how Uwezo believes its long-term goal can be achieved.
- 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.
- 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.
- 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 agenda toward learning outcomes.



#### Facilitator's Note

*Motivate participants 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. Data is entered and analysed to produce a national report. 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 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 Uwezo does not advise the government, what does Uwezo do?**

**A:** The aim of Uwezo is to shift the discussion about learning 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.

## SECTION B: 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. It shall enable you to:

1. Adequately prepare for the volunteer training
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 4: PREPARATION FOR VOLUNTEER TRAINING

### RESOURCES

- 1 2015 Assessment Checklist
- 2 Volunteer Training Manual

### 4.1 PREPARATION FOR VOLUNTEER TRAINING

The preparation should involve the following activities

#### 4.1.1 OBTAINING THE TRAINING VENUE

The District Coordinator shall identify a suitable venue within the budgetary limitations. All volunteers should be accommodated at the training venue, or anywhere nearby. If other arrangements need to be made, the area regional coordinator MUST be consulted.

#### 4.1.2 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 both for attending the training and returning the survey books by the district partner institution.

#### 4.1.3 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.

#### 4.1.4 FACILITATION OF THE TRAINING AND FIELD PRACTICAL

- Agree with the regional coordinator on the training logistics including venue and dates
- Set up the district training teams including the DC, Research Associate, Regional Coordinator as applicable and Village Coordinators
- 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.
- 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.

- Confirm with the volunteers that all is set for the training.
- Confirm the villages and schools for the field practical training.

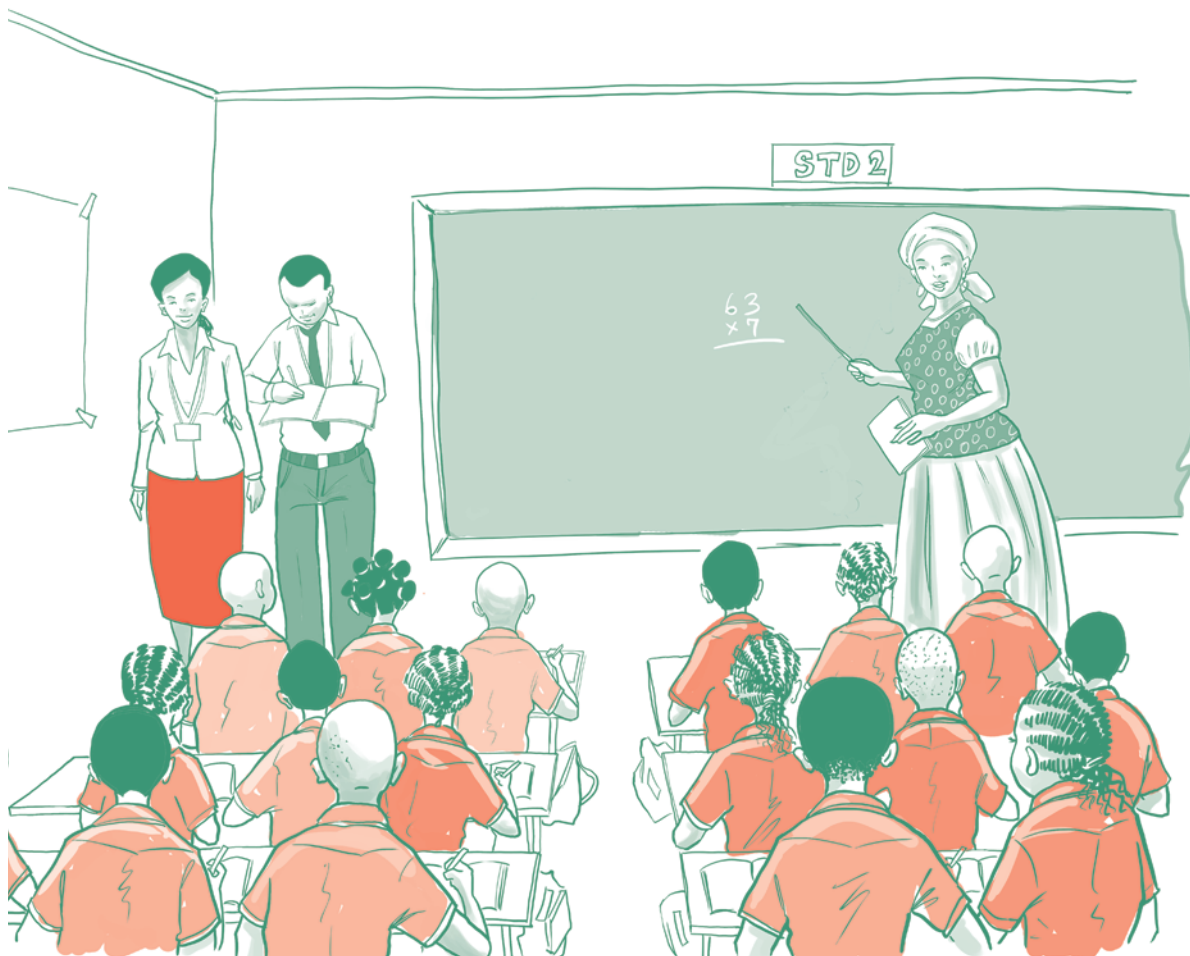


**Important**

*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.*

**4.1.5 SEVEN TIPS FOR SUCCESSFUL TRAINING OF VOLUNTEERS**

1. FOLLOW the guidelines 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 and assessment process.



## 4.2 TIMETABLE FOR VOLUNTEER TRAINING

The volunteer training shall take the form listed below

Time/Date	Topic
<b>Day 1</b>	
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"> <li>● Ethical Issues in the Uwezo Process</li> </ul>
9:30 am-9:50am	Visit to the EA (Theory)
9:50 am -10:20	Household Visit (Theory)
<b>10.20-10:50 am   Tea break</b>	
10:50am – 01:00 pm	Assessing Children <ul style="list-style-type: none"> <li>● Literacy Assessment explained (Reading Loud ALL Four Samples of English and Local Language Tasks as applicable)</li> <li>● What is a mistake and What is not a mistake in reading</li> <li>● Ethical Issues in Assessing Children</li> </ul>
<b>1.00 - 2.00pm   Lunch break</b>	
2:00 – 4:50 pm	Numeracy Assessment explained ( Attempting all the sums in all samples)
4:50 – 3:20 pm	Visual Acuity and Bonus Question
3:40 – 4:10 pm	Instant feedback (Household, School level)
3:20-3:40pm	Compilation of EA sheets
<b>4:10 – 4:30 pm   Tea and Logistics</b>	
<b>4:30 – 6:30   PRACTICALS – HOUSEHOLD VISIT</b>	
<b>Day 2</b>	
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"> <li>● Filling survey sheets</li> <li>● Communicating 2013 Assessment Results</li> </ul>
<b>10.15 -10.45 am   Tea and Logistics</b>	
<b>10:45 AM – 1:45 PM   VOLUNTEERS CONDUCT SCHOOL VISITS</b>	
<b>1:45 – 2:30 pm   Lunch</b>	
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
<b>4.45 pm   Tea Break &amp; end of day 2</b>	
<b>Day 3</b>	
<b>8:00   Tea and Departure</b>	

## CHAPTER 5: THE ACTUAL SURVEY PROCESS

### 5.1 OVERVIEW OF THE SURVEY PROCESS

#### 5.1.1 OBJECTIVES

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

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

#### 5.1.2 BRIEF OVERVIEW OF KEY ACTIVITIES

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

#### 5.1.3 EXPLAINING THE DIFFERENT DATA SHEETS

1. 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.
2. Pass the survey booklets around for volunteers to share.

#### Facilitator's Note

*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 local council 1 chairperson/ village elder to complete the EA Information Sheet
2. Visit to the school to complete the School data sheet
3. Visit to the households to complete the Household Data Sheet and assess the children.

#### Facilitator's Note

*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 information Sheet. Second is the school Data Sheet. The final sheet is the Household survey Sheet. Assessment results for each child in the respective household will also be recorded on the household sheet.*



### 5.2 THE VISIT TO THE ENUMERATION AREA

Volunteers should visit the LC1/Village elder on the first day of the assessment visits. The volunteers must introduce themselves to the chairperson/Village elder, present the letters of introduction and ask for time to conduct an interview and complete the enumeration area information sheet.

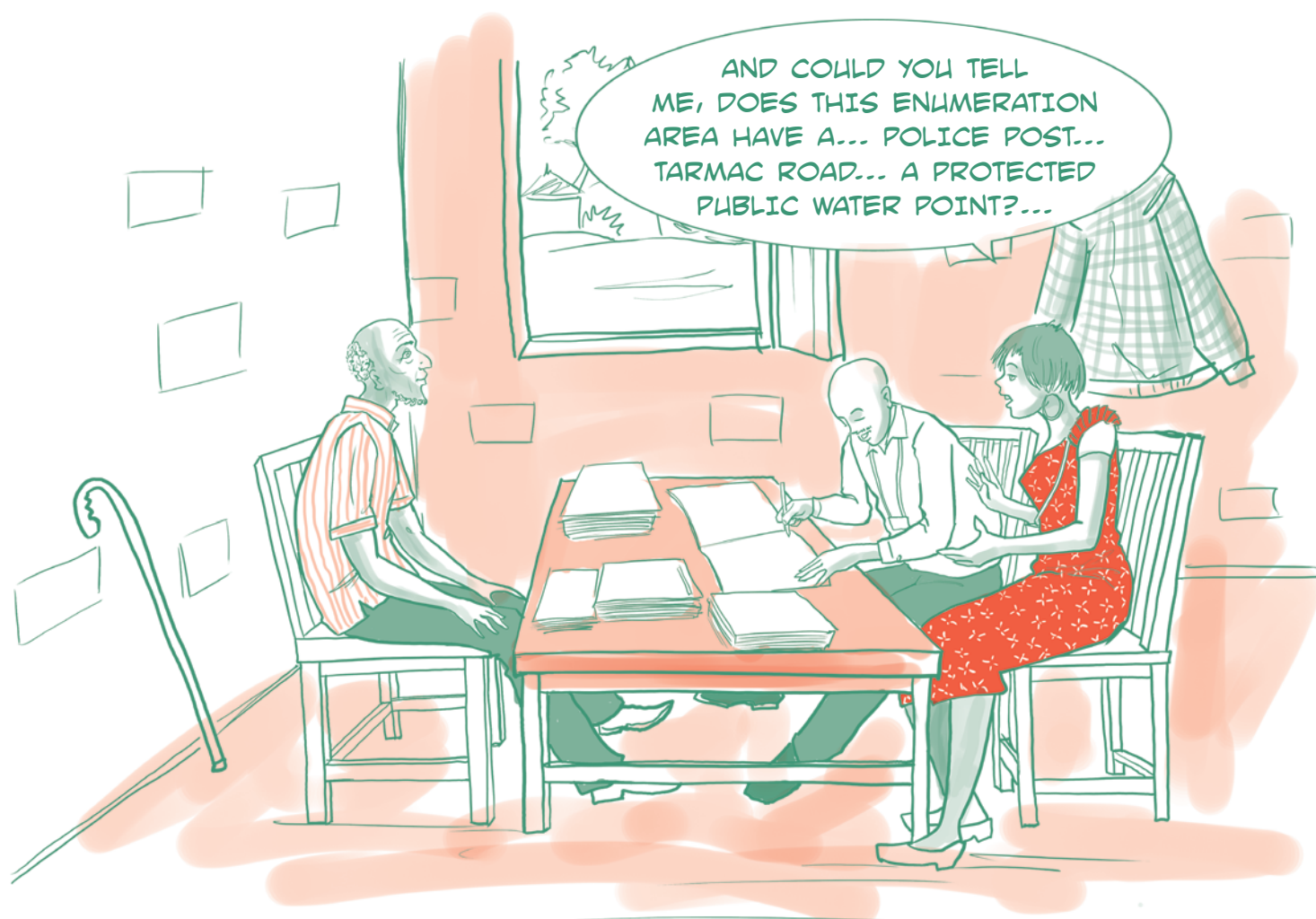
### 5.2.1 OBJECTIVES

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

1. Be confident in visiting the local council chairperson/chief/village elder
2. Be able to introduce themselves, and Uwezo, confidently to the local council chairperson
3. Understand the key activities/steps of data collection in the EA
4. Familiarize themselves with how to complete the EA Information Sheet

### 5.2.2 VISITING THE LOCAL COUNCIL CHAIRPERSON/CHIEF/VILLAGE ELDER

1. Once the volunteers have reached the EA leader's office /home, 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 district, sub-county, and EA and write them down on the survey booklet
3. Volunteers must then interview the chairperson/village elder and complete the EA information sheet.



## 5.3 THE SCHOOL VISIT (THEORY)



**TIME: ONE HOUR**

### RESOURCES

A3 size School Data Sheet, Marker Pen and flip charts

### METHODS

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



#### Facilitator's Note

*Share the A3 survey training appendices with 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*

The volunteers should visit the schools on the first day of the assessment before going to the households. 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.

### 5.3.1 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.

### 5.3.2 SCHOOL INTRODUCTIONS

The volunteers should ask to see the Head teacher once they arrive in school. If the 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 introductory letters from the Ministry of Education, Science, Technology and Sports 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 tasks.***

***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?"***

#### Facilitator's Note

***You can now allow the participants to role play introducing Uwezo at the school***



### 5.3.3 SCHOOL VISIT PROCESS

1. Volunteers must have the school survey sheets from the A3 survey training appendices in front of them
2. If there are not enough sheets for each one, 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. Then go to one primary two 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
- Class 2 classroom
- School observation

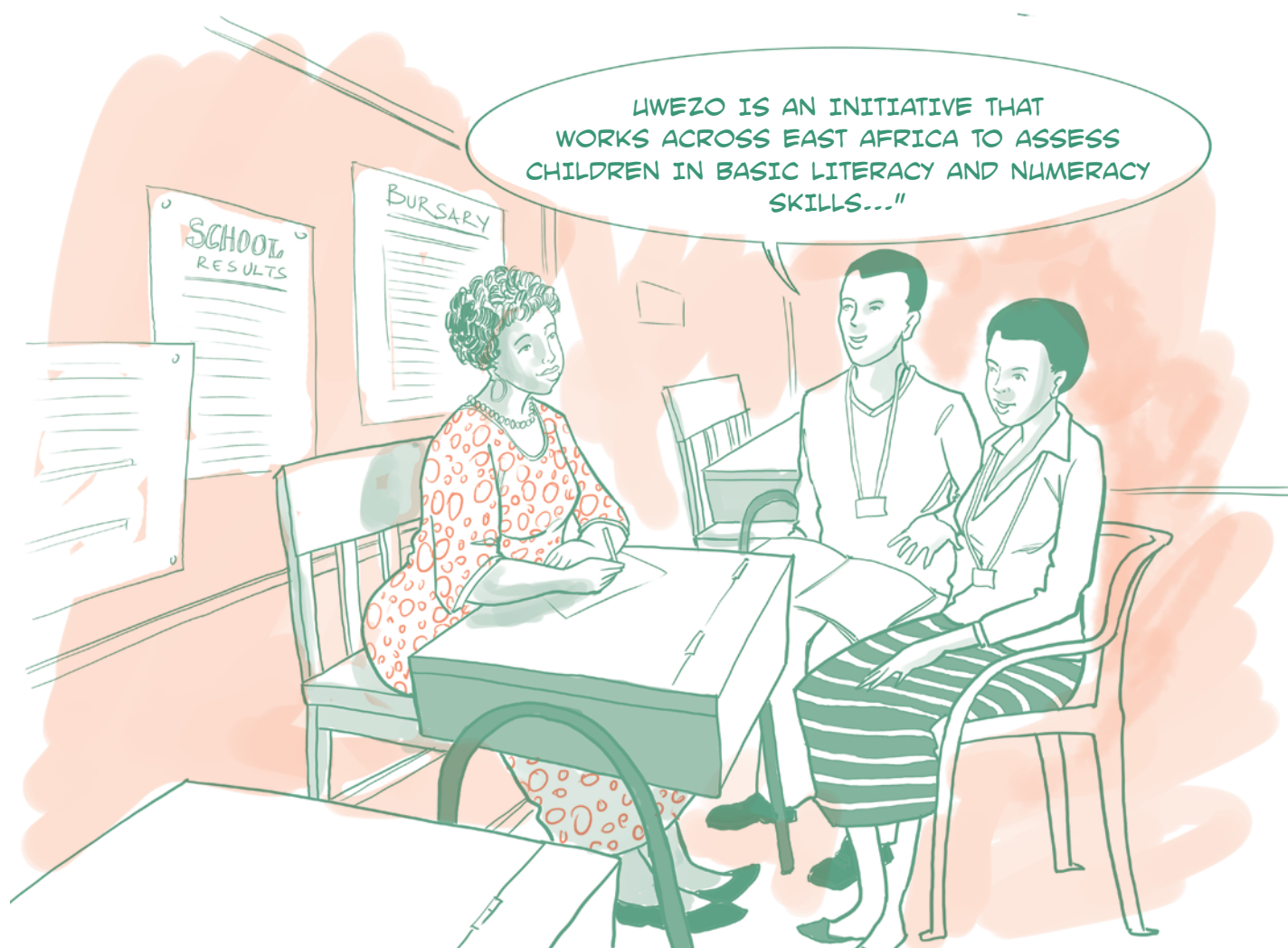
### Q/A

*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 summary sheet
- Be prepared to answer difficult questions from schools and the community regarding *the results of Uwezo 2013*.





### 5.3.4 COMMUNICATING THE RESULTS OF UWEZO 2013



**TIME: 15 MINUTES**

#### RESOURCES:

2013 Summary sheet



#### Facilitator's Note

*The purpose of this session is to help the participants to communicate the Uwezo Results in less than 3 minutes with the school administrator. The facilitator should help the participants to agree on the simplest way to communicate the 2013 results.*

#### How to Answer Questions from the Head Teachers

Once Village volunteers present the Summary of Results 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.

**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 entity alone, like the government. Everyone

with 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 coordinate any actions the community decides to take.

#### Q/A

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



#### Group Activity

Participants will now have an opportunity to put into practice what they have learned in the preceding sections:

- How to explain the summary of assessment results
- How to explain the district ranking
- How to answer questions from Head Teachers on the evidence presented.



*Ask them to do some role-play in groups of 3 or 4. Some should assume the role of the school-teacher, and some should play the role of volunteers presenting the result of 2013.*

*Circulate amongst the teams to observe how well they have absorbed 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.*

## 5.4 HOUSEHOLD VISITS



**TIME (ONE HOUR)**

### RESOURCES

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



### Facilitator's Note

*Recap on what is a household. Ask the participants 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.

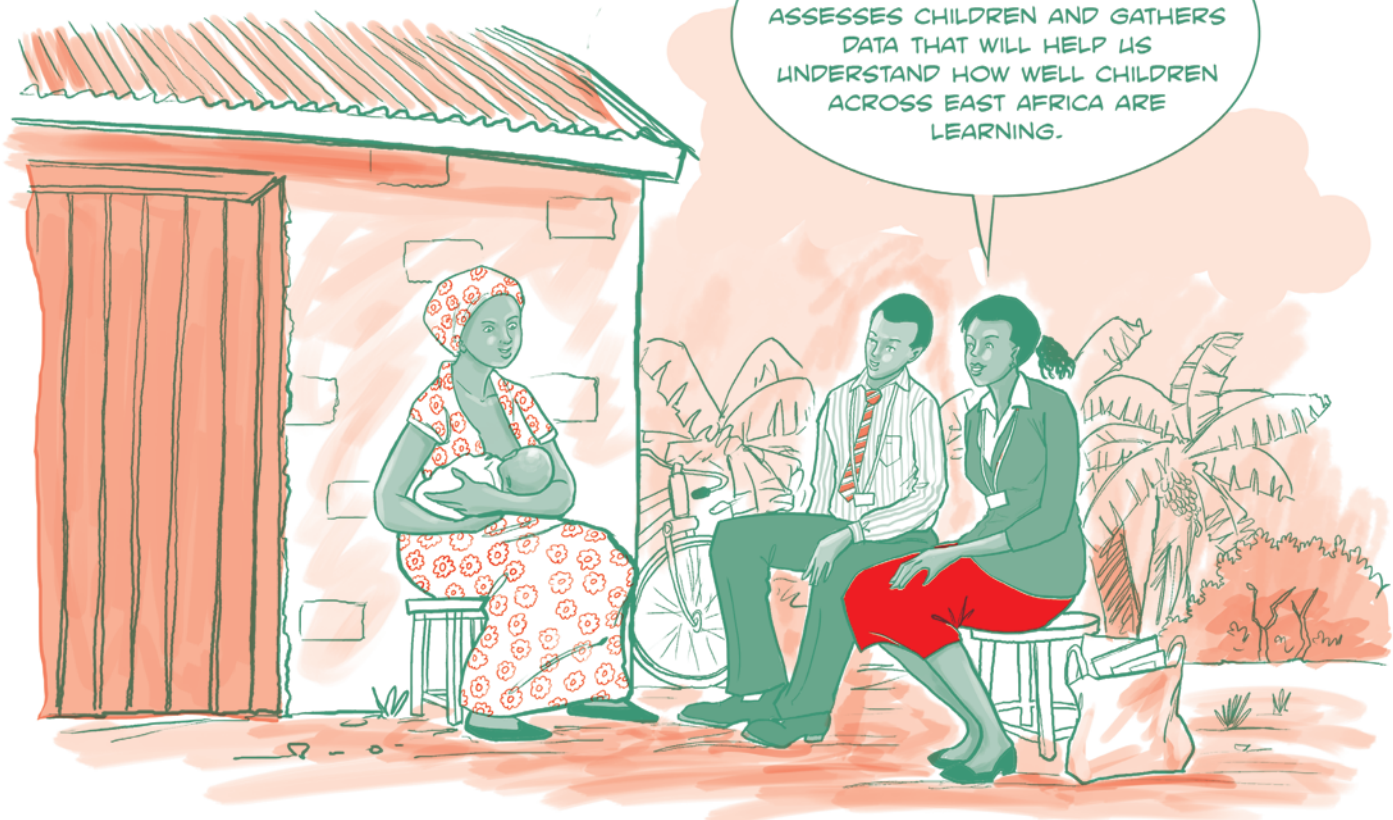
### 5.4.1 OBJECTIVES

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.

### 5.4.2 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.



### 5.4.3 ENTRY INTO THE 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 visual acuity assessment on all assessed children
10. Give honest instant feedback on the children's learning levels
11. Thank the household members when they have finished the survey

### 5.4.4 HOUSEHOLD VISIT PROCESS

#### Facilitator's Note



- 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.

<b>Households that count in the survey</b>	<b>Households not to be included in the survey</b> The volunteers should immediately report to the District Coordinator should they encounter the following households
<b>Households with no children between the ages of 0-16 years. (information about head of household should still be collected)</b>	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
<b>Household with a single man or woman eating from his/her own kitchen</b>	Households that refuse to participate in the survey. Such households should be marked as "no response"
<b>Household that is closed or no one is at home but they will be returning later</b>	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

### 5.4.5 REPLACING A HOUSEHOLD

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

### 5.4.6 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 call the District Coordinator / village 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, 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 assess the children
- Practice completing the survey booklet.

The Volunteer workbook has a section for volunteers to assess 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 assessment? **Yes/No**
- A child who came back from boarding school sick. Do we record him/her and give the assessment? **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**

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

- 1 *Count the total number of household members and record the number in the total box.*
- 2 *Do NOT list every household member. Parent's names will already have been recorded in the top section of the household survey sheet.*
- 3 *LIST ALL household members aged below 16 years*
- 4 *ASSESS children between the ages 6-16 years*
- 5 *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 he/she does not come immediately, mark that household and revisit it once you are done with surveying the other households.*

#### 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 6: ASSESSING THE CHILDREN



**TIME: 2 HOURS**

## RESOURCES

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



**Facilitator's Note**

*Give each participant a copy of the Test booklet. Allow the participants 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.*


## 6.1 OBJECTIVES

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

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

## 6.2 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 six categories:

Age of child	What information to record	Administer the assessment?
<b>Below 3 Years</b>	<ul style="list-style-type: none"> <li>● List but do not take schooling details</li> <li>● Count them in the number of household members</li> </ul>	<ul style="list-style-type: none"> <li>● Do not assess them</li> </ul>
<b>3 years - 5 Years</b>	<ul style="list-style-type: none"> <li>● List and take bio-details</li> <li>● Include them in the number of household members</li> <li>● For 3-5 years, record their pre-school status</li> </ul>	<ul style="list-style-type: none"> <li>● Do not assess them</li> </ul>
<b>6-16 years who are in school</b>	<ul style="list-style-type: none"> <li>● Full name</li> <li>● Bio data</li> <li>● Schooling status</li> </ul>	<ul style="list-style-type: none"> <li>● Yes. Administer the assessment to all 6-16 year olds if they are currently in school or were previously in school</li> <li>● Administer the visual acuity assessment</li> </ul>
<b>6-16 years old who are drop outs</b>	<ul style="list-style-type: none"> <li>● Full name</li> <li>● Bio data</li> </ul>	<ul style="list-style-type: none"> <li>● Yes. Administer the assessment even if the child dropped out of school at any one time.</li> <li>● Administer the visual acuity assessment</li> </ul>
<b>6-16 years old who never enrolled in school.</b>	<ul style="list-style-type: none"> <li>● Full name</li> <li>● Bio data</li> </ul>	<ul style="list-style-type: none"> <li>● Yes. Administer the assessment even if the child has never been enrolled in school</li> <li>● Administer the visual acuity assessment</li> </ul>
<b>Over 16 years</b>	<ul style="list-style-type: none"> <li>● Do not list</li> <li>● Do not take their bio data</li> <li>● Include them in the total number of household members</li> </ul>	<ul style="list-style-type: none"> <li>● No, do not administer the assessment to any children over the age of 16, even if they are still enrolled in school</li> </ul>

**Facilitator's Note**

*Divide the participants 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 assessed in their school environment.*

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

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

**Group Activity**

- Ask volunteers to get into groups of three or four, to take turns to read the literacy task loudly to each other until they can clearly distinguish the different reading levels.
- LET VOLUNTEERS KEENLY LISTEN TO EACH OTHER READ AND IDENTIFY THE MISTAKES MADE. Ask the volunteers to mark on the household survey sheet the various levels achieved. Ask each group to look at the numeracy tasks and practice solving the sums. This will help familiarize them with the tests.
- Under no circumstances should the volunteer give different tasks or construct their own sums. All the work given to the children must be from the Uwezo assessment booklet.
- Explain to the volunteers the reasons behind having four different samples of each of the tests.
- You should read through all the test items practising on the sounds and letters in English and all the numeracy tasks in all the 4 sets of the test booklet.

**6.3 ASSESSING CHILDREN****2 HOURS**

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

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 assess 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 assessing 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**

*Facilitator's Note: 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.*

## 6.4 ASSESSING LITERACY



ONE HOUR

### 6.4.1 OBJECTIVES

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

- Understand the steps taken for assessing literacy competencies in English and selected local languages
- 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.



#### Facilitator's Note

The most crucial part of this training will be guiding volunteers step by step on how to assess 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 assessment items.
- 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 assessment items.
- Explain to them the reason behind having four different samples of the assessments in English, 7 local languages and numeracy.
- All assessment tasks 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 task or construct their own sums. All the work given must be derived from the Uwezo assessment booklet.
- To make the assessment and scoring clear, ask the volunteers to mark on the sample sheets the different levels of assessment.

#### Facilitator's Note

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



### 6.4.2 GENERAL INSTRUCTIONS ON ADMINISTRATION AND GRADING

- 1 To avoid any perceived 'familiarity', a different set of literacy and numeracy tests with different tasks 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 assessing the children. The child should hold the assessment booklet while undertaking the task. The volunteers should encourage a relaxed environment by explaining the purpose and procedure of the assessment.
- 4 The assessment administration shall always start with the lowest level progressing till the child reaches the highest level they can either read or do numeracy.
- 5 The child shall be graded based on the highest level achieved.
- 6 The child should sit comfortably during the assessment
- 7 Volunteers should not put marks on the children's work to show them what they have got or not. They should be familiar with the answers and avoid marking

### 6.4.3 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*



#### Facilitator's Note

- 1 *If the child makes a third or fifth mistake (as applicable to that level) s/he is not considered to be at this level.*
- 2 *Mother tongue influence should not be penalized.*
- 3 **Comprehension:** The child should be given two questions to answer after successfully reading the story. The child can refer to the text to draw the answers.

#### Facilitator's Note

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



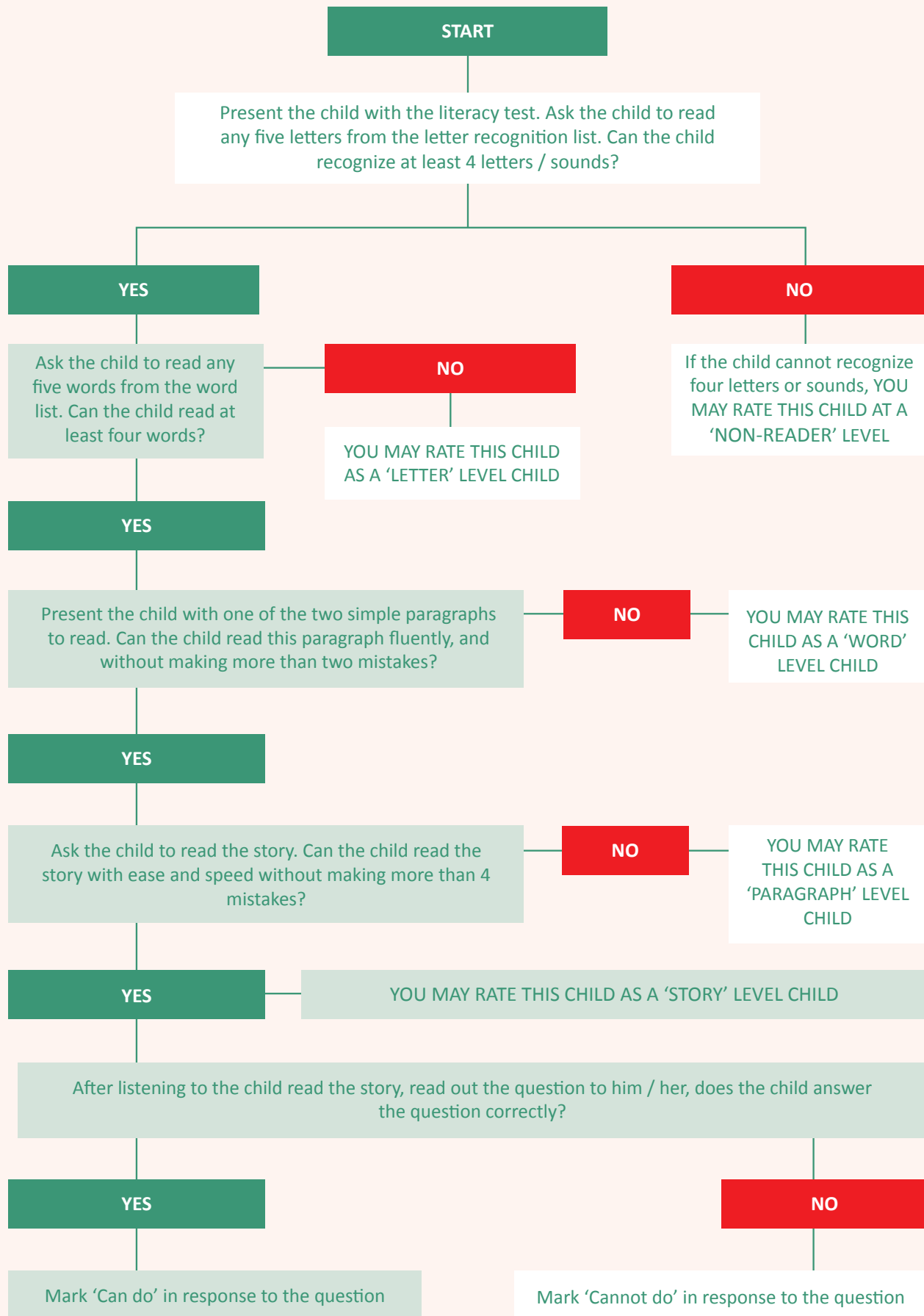
#### Group Activity

*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 tasks 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 tasks to give the child next, and how the child will be graded.*

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





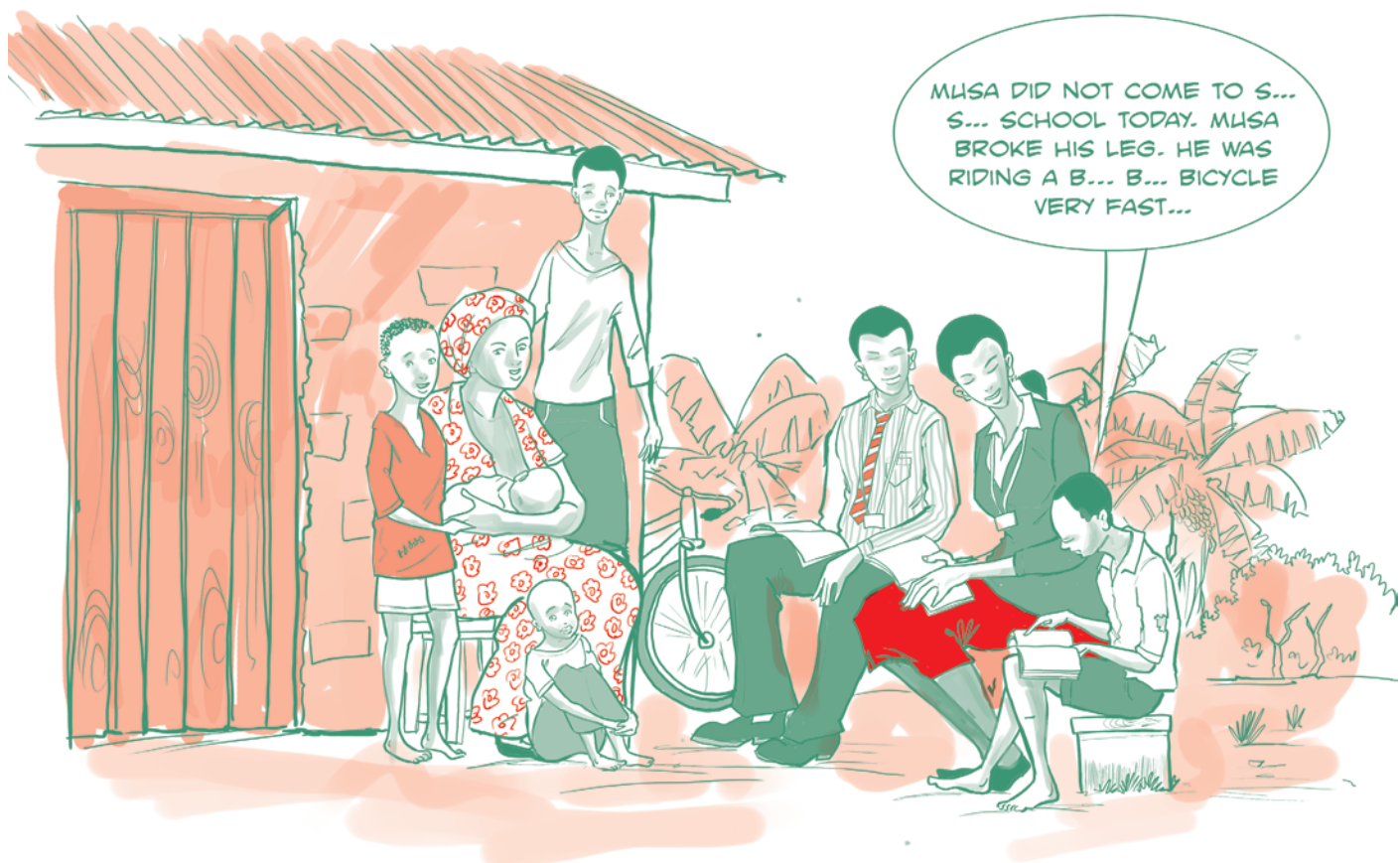


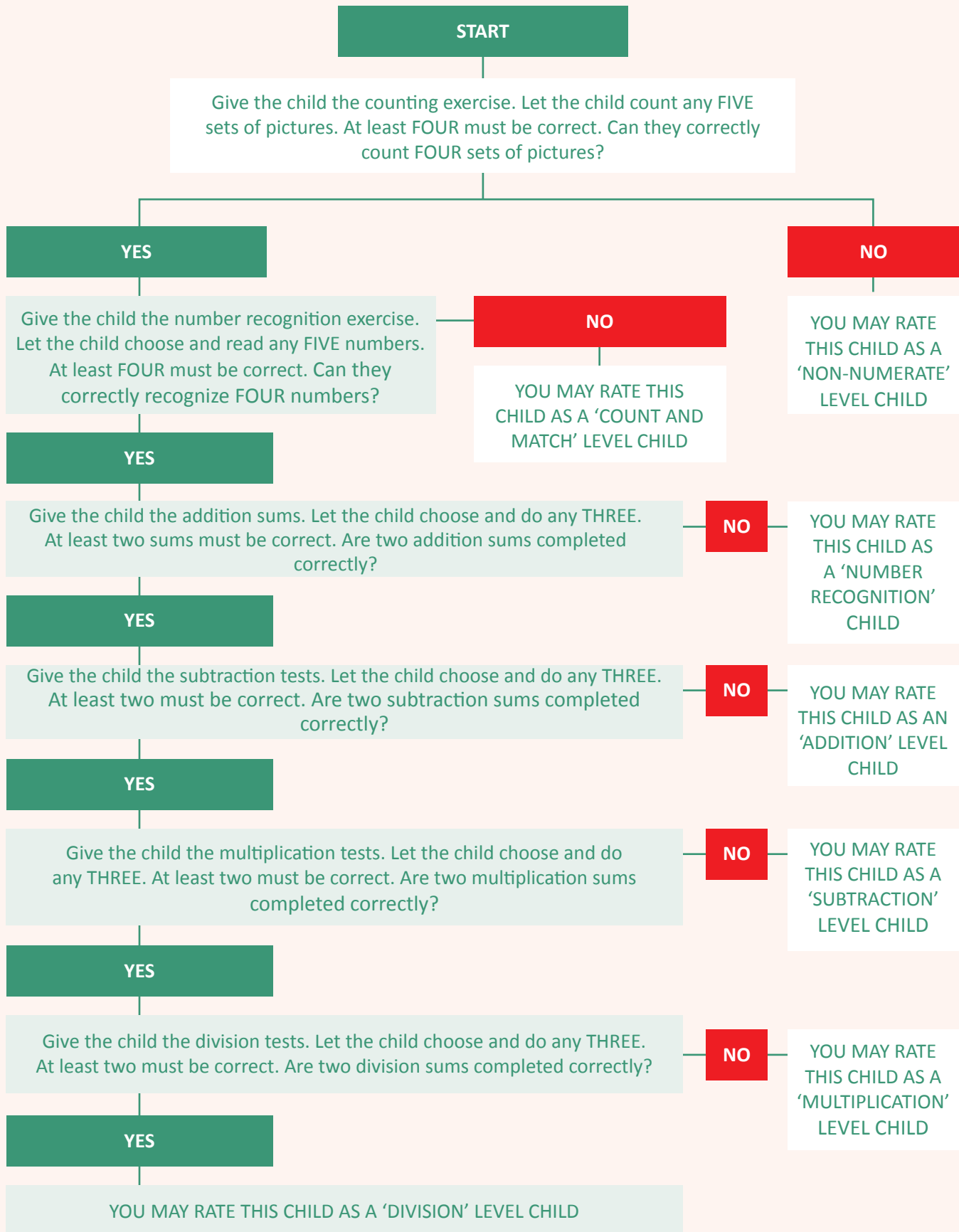
**6.4.4 ASSESSING NUMERACY:**

- 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 (Addition, Subtraction, multiplication and division) correctly to be considered to be at this level.
- 3** Ethno mathematics: There are 2 ethno-maths question. The child can answer in any language.

**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 in 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.





### 6.4.5 BONUS QUESTIONS

- 1 This is an assessment for all children in the age group 6-16 years whether **in school** or **out of school**
- 2 The question has 3 illustrations. The child should identify the professions or the professionals. The child can answer in any language
- 3 Give to all children aged 6-16 years regardless of their reading or numeracy levels
- 4 Do not help the child or give the child any clues

### 6.4.6 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 at paragraph level and 5 or more mistakes at story level, 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 tasks and to correctly grade the child at the appropriate level on the survey sheet.

## 6.5 MEASURING VISUAL ACUITY

### 6.5.1 WHAT IS VISUAL ACUITY?

Visual acuity refers to the clarity of vision and ability to distinguish objects at a distance of six meters. In 2015 Uwezo wishes to establish the prevalence of undetected low vision among Uganda's children aged 6-16 in all 112 districts. We will also try to explore if visual acuity affects the learning of children in Uganda.

### 6.5.2 OBJECTIVES

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

1. Understand the steps taken for assessing visual acuity
2. Correctly assess the child's visual acuity and record appropriately on the survey sheet

#### Facilitator's Note

*Take the volunteers through the 9 steps on how to assess visual acuity as found in the Volunteers' Workbook*





### 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 to hold the string to allow measurement of a distance of 6 meters. The volunteer stands on one end of the string and the child stands on the other. The volunteer then asks the child to cover the left eye with the left palm. The volunteer then holds the letter "E" and rotates it in different directions at least thrice. Each time the rotation is done, the child is asked to point the direction that the 'legs' are facing. The exercise is repeated for the left eye.

The acuity of the right eye is tested first, then the left eye. Details of each eye are then recorded as either Yes (the child can see) or No (the child cannot see).

### 6.5.3 FEEDBACK ON VISUAL ACUITY

1. If the child has difficulty seeing with one or both eyes, the guardian should be informed that the child has a problem seeing properly and should be taken to a health facility with an eye expert for further examination
2. If the child sees with ease with both eyes then the child has normal vision and there is no action required

#### Frequent Mistakes made in Measuring Visual Acuity

1. Not using the right measure. Always use a string of six meters (20 feet) to measure the correct distance
2. Forgetting to ask the child to cover one eye. Do not test both eyes at the same time

## CHAPTER 7: 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.

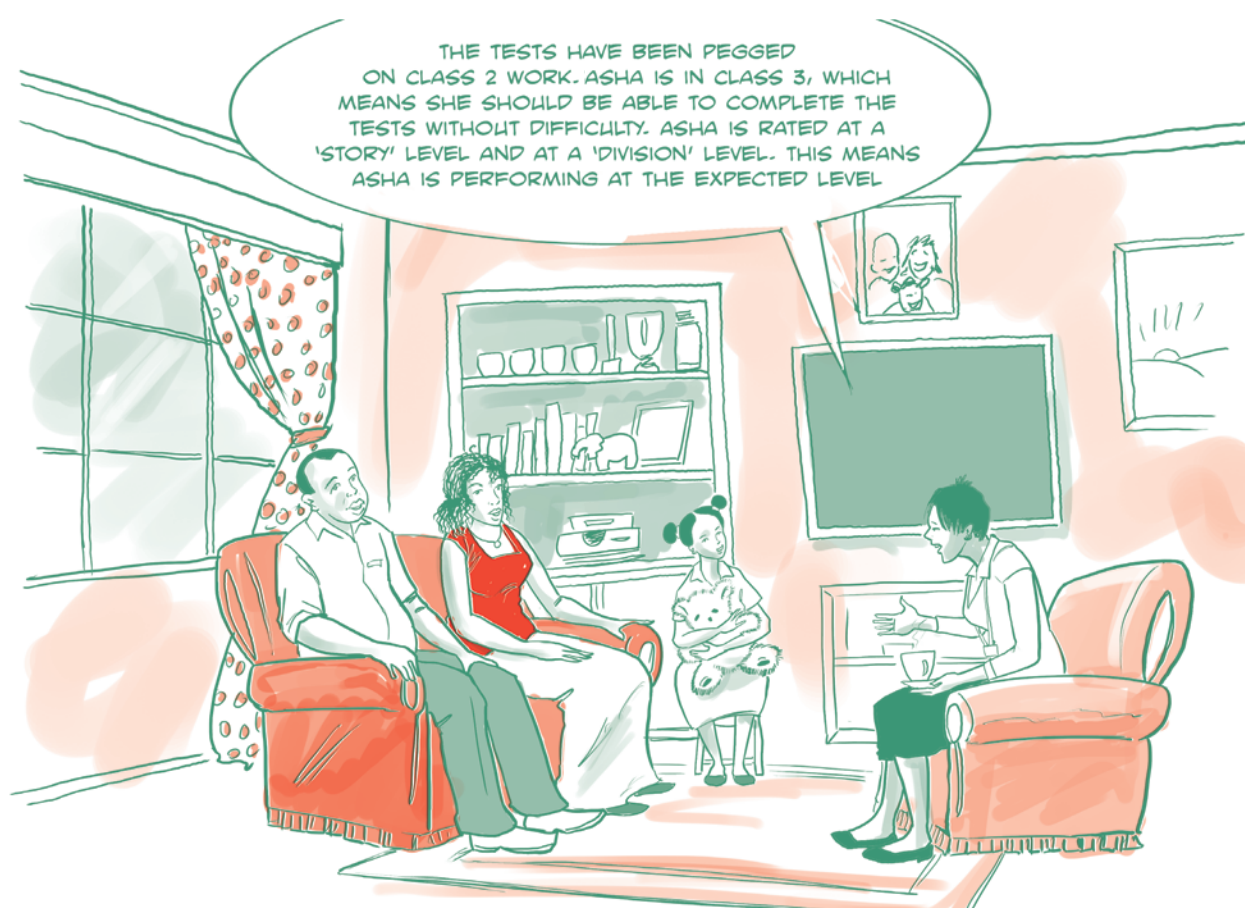
### 7.1 OBJECTIVES

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

### 7.2 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 assessment conducted.
- The volunteer must share the honest results of all assessments 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.



**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 assessed 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.

**7.2.1 Advice on Instant Feedback on Literacy and Numeracy**

- The tasks have been pegged on Class 2 work.
- Any child who is above Class 2 should be able to complete all the tasks 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. It 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 also be provided based on the visual acuity 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 ASSESSMENT RESULTS WITH THE PARENTS OR GUARDIANS OF THE CHILDREN. THEY MUST GIVE HONEST ANSWERS ONLY AND NOT EXAGGERATE THE CHILDREN'S LEARNING ABILITIES.

## CHAPTER 8: TRAINING FIELD VISITS



15 MINUTES

### 8.1 DISPATCHING VOLUNTEERS TO TRAINING FIELD 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 will be going
- The District Coordinator together with the 3 village coordinators should accompany the weakest groups as identified during the training.

### 8.2 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 assess the children.

### 8.3 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

### 8.4 FEEDBACK ON THE TRAINING FIELD VISITS

- Conduct the feedback session upon returning from the field
- 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 and need for support
- Prepare the monitoring and support plan basing on the feedback

#### Q/A

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





# CHAPTER 9: DISPATCHING THE VOLUNTEERS FOR ASSESSMENT AND FILLING RETURNS AFTER THE ASSESSMENT



**TIME: 15 MINUTES**

## 9.1 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 VC 10 pairs of volunteers
- 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 survey materials

## 9.2 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 compilation 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

## 9.3 SUBMITTING THE ASSESSMENT RETURNS

The District Coordinator/VCs/RAs

1. should meet the volunteers at the designated points
2. Peruse 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 10: DEALING WITH DIFFICULT SITUATIONS



20 MINUTES

### 10.1 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, should have:

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



#### Facilitator's Note

*in contrast with other items of the 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.*

of the situation, demonstrating how it should be handled. They are free to 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.

- 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 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.

### 10.2 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

## 1. PARENTS WITH HIGH EXPECTATIONS



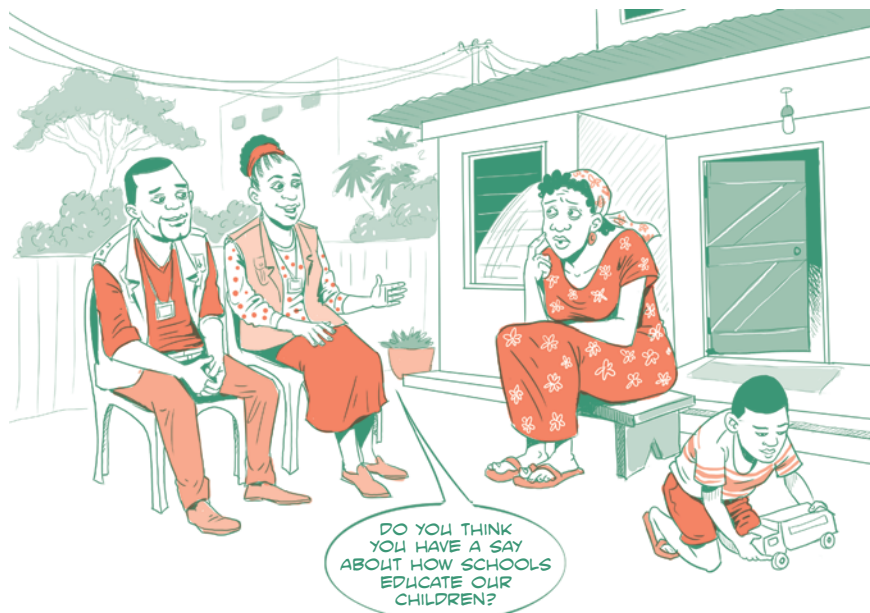
- Always be honest with parents and never promise any help or assistance from Uwezo.
- Help parents understand why it is important to know the learning levels of their children.
- Suggest some of the practical things that parents can do to support their children's learning.
- Be patient and caring.

## 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 the child.



# CHAPTER II: ETHICAL STANDARDS AND ISSUES IN UWEZO ASSESSMENT



20 MINUTES

## OBJECTIVES

### 11.1 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

### 11.2 UWEZO CORE VALUES AND EXPECTED BEHAVIOUR

As a trainer, DC 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 over promise, 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

### 11.3 ETHICAL ISSUES

1. Obtain permission from the parents before you assess 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 assess 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 local council 1 chairperson or 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 assessment. 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.



### 11.4 FREQUENT MISTAKES MADE BY VOLUNTEERS IN PREVIOUS ASSESSMENTS

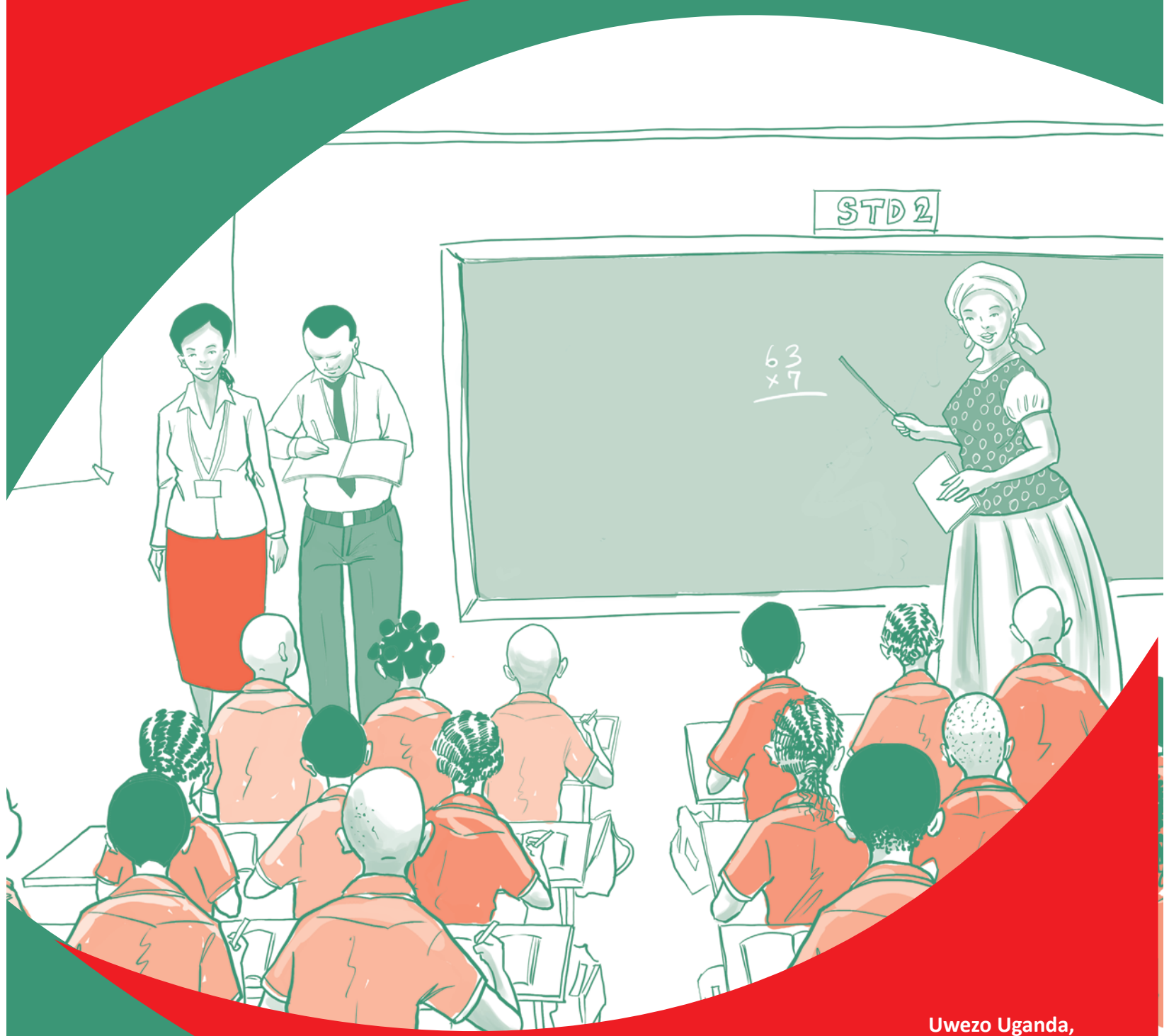
- 1 Failing to visit the local council 1 chairperson / Village elder to introduce Uwezo
- 2 Filling household indicators and bio data without asking the head of the household in the event that the household is closed
- 3 Failing to assess all children aged 6-16 years in the household
- 4 Assessing children below 6 years and above 16 years
- 5 Failing to give all children aged 6-16 a bonus 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 supposed to be assessed.



# TRAINERS'

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## MANUAL



Uwezo Uganda,  
Plot 77 Suwara Road, Naguru Godown,  
P.o. Box 40163 Kampala, Uganda  
T: +256-312-112815  
Email: [uwezo.uganda@twaweza.org](mailto:uwezo.uganda@twaweza.org)  
W: [www.twaweza.org](http://www.twaweza.org)/[www.uwezo.net](http://www.uwezo.net)

