



PAL NETWORK
People's Action for Learning

Citizen-Led Assessments: A low-cost model to measure foundational learning at scale





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HOW DO YOU CONDUCT A CITIZEN-LED ASSESSMENT?

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Outline



**1. Survey
Preparation**

**2. Survey
Conduct**

**3. Data
Management
and Analysis**

Survey Preparation

How do you conduct a citizen-led assessment (CLA)?

Preparing for the survey: Steps to take



Obtaining permissions (national, district, and village levels)



Piloting the assessment



Selecting coordinators and volunteers

1. Obtaining permissions



1. Research Permits & ethical approvals

Country guidelines

IRB/REC for human subjects protection

involves submission for review & approval, the survey protocol, tools, sample and consent & assent forms

2. Ministry Level Approvals

Ministry as a key stakeholder is introduced to the assessment

Endorses the assessment - especially for school level entries

Introductory letter availed for district and household level entries

3. District Level Approvals

Sought by district-based partners

The upcoming assessment is introduced as well as the sub-national sample

Eases entry at district, school and village level

4. Village Level mobilisation

Introduction of the pre-assessment activities to the local leaders

Seeking their participation in activities including mapping the village and listing of households as well as volunteers' selection

Ground is laid for the upcoming assessment

This process adds credibility and eases entry at all levels

2. Piloting the assessment



- **Pilot is conducted to test tools and assessment procedures before the survey.**
- Piloting involves testing tools and data collection processes and logistics in an entire sub-national unit. This is to:
 - mirror what will happen in the final assessment to see what does and may not work.
 - ensure the sample of households/schools matches the sample that will be used during the assessment.
- During piloting, it is key to:
 - engage and have participation of experts who developed the tools.
 - document the process.

3. Selecting coordinators and volunteers

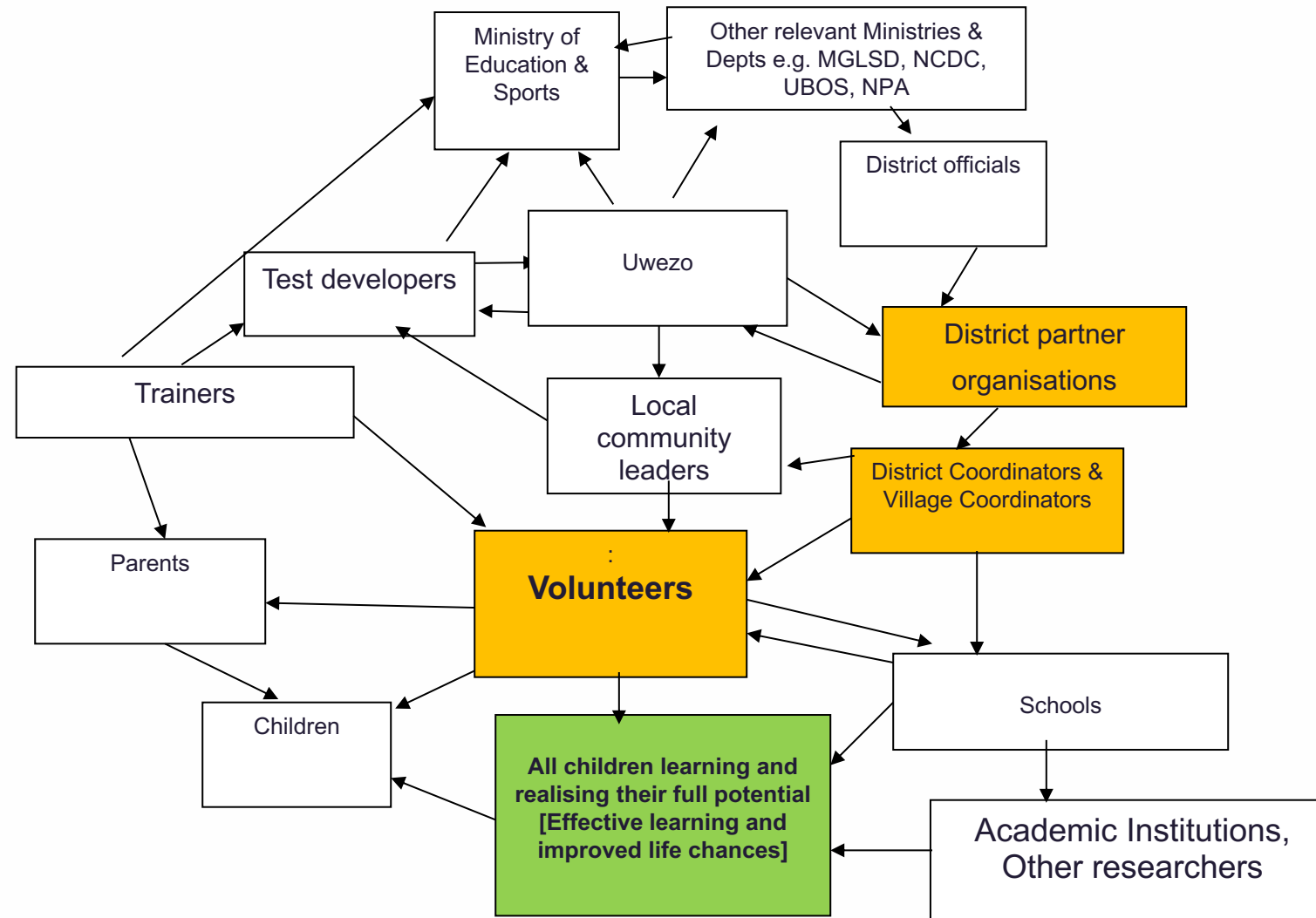
(1/5)



Assessment processes are anchored in partnerships and collaborations.

3. Selecting coordinators and volunteers

Establishing a network of partners (2/5)



3. Selecting coordinators and volunteers

Selection of partners (3/5)



Partner(s) should:

- be locally based (non-state agencies)
- operate in the sampled district or have regional coverage
- have programmes linked to education or related sectors
- meet basic capacities to conduct the assessment and communicate the findings, have strategic planning, and sufficient staffing.
- have a proven track record and integrity.

3. Selecting coordinators and volunteers

Selection and engagement of volunteers (4/5)



- “**Volunteers**” are enumerators that collect data at the village, school, and in households (including assessing the children), and are identified through a call for volunteers
- The following **criteria** must be met by the volunteers:
 - ✓ Must be residents of the village/enumeration area to be visited
 - ✓ Can speak and read language of assessment (i.e. English) and the local language spoken in the area
 - ✓ Have completed at least twelve years of basic education.
 - ✓ Are of sound character and morals
 - ✓ Have access to a functional mobile phone
 - ✓ Are passionate about learning and education

3. Selecting coordinators and volunteers

Selection and engagement of volunteers (5/5)



- The District Coordinator (DC) works closely with the local administrative leaders to select volunteers.
- Volunteers are engaged after an interview with the DC/VC where they are subjected to basic literacy and numeracy tasks.
- Two volunteers per EA/village (a male and a female) are engaged to collect data (at village, school and household levels)
 - These volunteers MUST move in their pairs throughout the assessment duration.

Survey Conduct

How do you conduct a citizen-led assessment (CLA)?

Conducting the survey: Preliminary steps



1. Engagement with local coordinator to:

- Map out boundaries of the EA/village
- List all households
- Mobilise for the survey

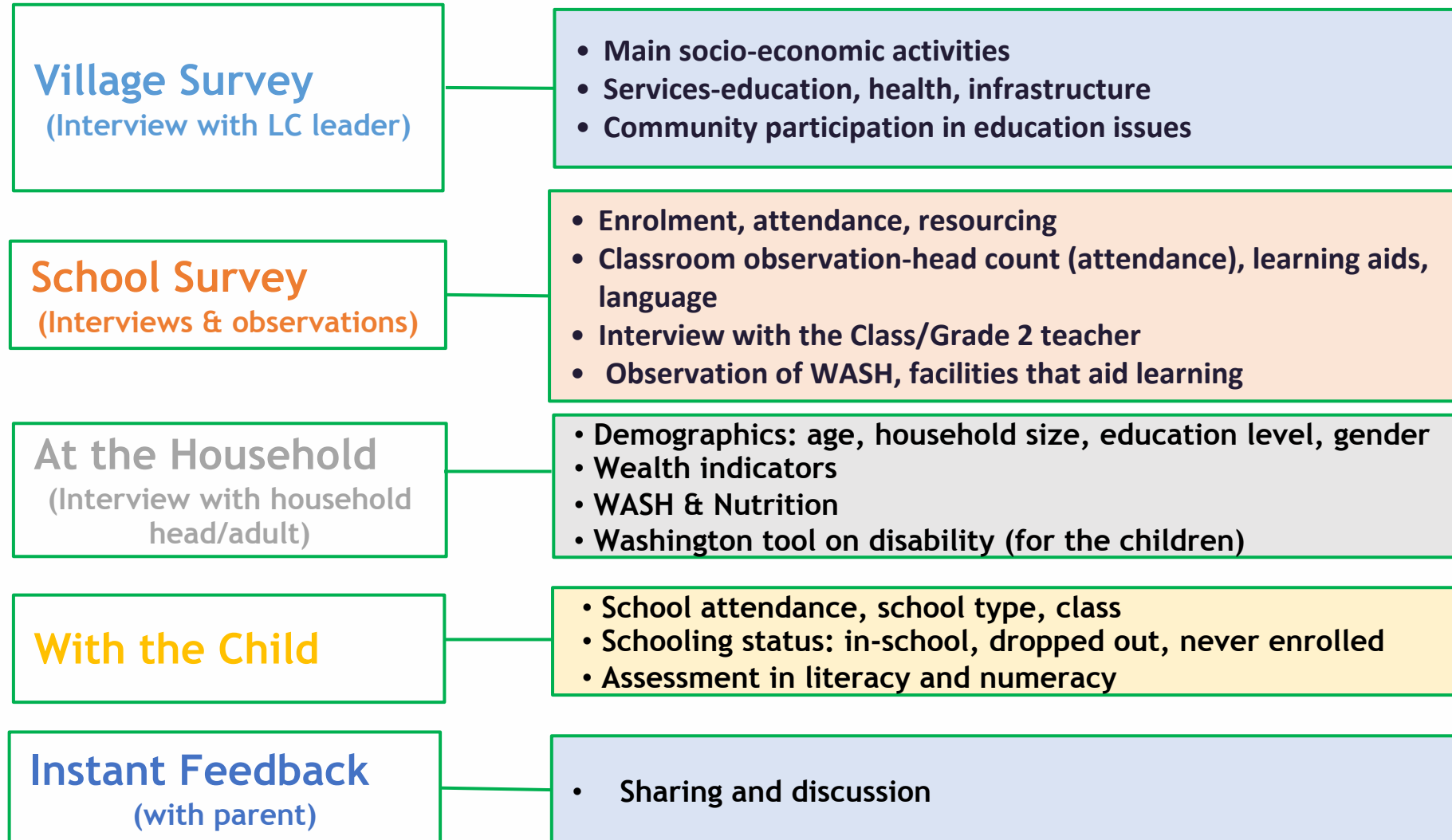
2. Trainings:

- Training of Trainers (ToT)
- Training of district teams
- Training of volunteers (theory and practice)

3. Monitoring for compliance to standards:

- Village level pre-assessment activities
- Trainings

Conducting the assessment



Sample assessment tool



ENGLISH

Sample 1

1. Letter

c	z	p
	i	
t	v	x
a	l	h

- Start here for all children aged 6 -16 years.
- The child should read any FIVE letters/ sounds and at least 4 should be read correctly.
- If the child reads the letters/ sounds correctly, take him/her to word level.
- If the child cannot read at least 4 of the letters/sounds correctly, mark him /her at NON - READER level.

2. Word

foot	take	cup
eye	see	nose
clean	make	run
	nail	

- Give these only to the child who can read the letters/sounds.
- The child should read any 5 words and at least 4 should be read correctly.
- If the child reads the words correctly, take him/her to paragraph level.
- If the child cannot read at least 4 of the words correctly, mark him /her at letter level.

3. Paragraph

Brenda is a primary two child. She knows how to count. Brenda can count all her fingers. she can also add her toes.

- Let the child choose to read any of the two paragraphs.
- If the child reads the paragraph correctly, take him/ her to story level.
- If the child cannot read the paragraph correctly or makes more than 2 mistakes, mark him/her at word level.

Rose is in her flower garden. She is picking some flowers. The flowers are for her church. She will take them on Sunday.

4. Story

The pot maker

Ben is an old man. His work is to make pots. He makes them out of clay. Ken is his grandson who collects clay. Ben sells his pots at the village market. He does it every Saturday.

People like buying his pots. They are strong and last long. People use his pots for keeping water. Water remains cool the whole day. Ken likes his grandfather very much. The old man pays schools fees for him.

Questions:

1. When does the old man sell his pots?
2. Why is clay important to the old man Ben?

- Only give the story to a child who has read the paragraph correctly.
- If the child cannot read the story correctly or makes more than four (4) mistakes, mark him/her at paragraph level.
- If the child reads the story correctly, mark him/ her at story level. Then take the child to the two comprehension questions.

Monitoring and recheck



- Involves checking fidelity of survey implementation including the trainings.
- Support teams accompany volunteers to households (2 in the village) (observe proceedings and guide).
- Emerging issues are discussed with the rest of the volunteers.
- Rechecks are done to check quality of data within 2 days after data collection in at least 2 villages.
- Monitoring & recheck data is collected and analysed for lessons & improvement.
- A desk recheck of the data is conducted when data is received at district level.

Data Management and Analysis

How do you conduct a citizen-led assessment (CLA)?

Data management and analysis



- Data validation (before survey booklets are returned)
- Data entry (and re-entry for checking 10% of EA data)
- Data processing and analysis
- Dissemination and sharing:
 - national
 - sub-national
 - village sharing (village compilation used to trigger discussion and action)

Challenges in implementation and strategies to overcome them



Common challenges	Mitigation strategies
Varying priorities of local partners	Strict adherence to selection criteria & partner performance review
Identifying sufficient volunteers that meet the criteria	Broaden search to next villages/parish but also pair by strengths
Entry level challenges at school	Support supervision is crucial, introductory letters support as well as building relations with district officials
At dissemination, appreciating findings to steer pathways for change	Walking the journey with key actors & involving them in the survey



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