# VOLUNTEER
# WORKBOOK

uwezo
UGANDA

SESIL
STRENGTHENING EDUCATION SYSTEMS
FOR IMPROVED LEARNING

**TABLE 1: VOLUNTEER REFRESHER TRAINING PROGRAMME**

| Time | Session |
|---|---|
| 08:00 - 9:30am | Introductory Session |
| | • Registration |
| | • Introductions |
| | • Intentions |
| | • Refresher training objectives |
| 09:30 - 10:30am | • Refresher on Uwezo, SESIL and the CLL program Review of the CLL Cohort 5 procedures |
| 10:30 - 11:00am | Tea Break |
| 11:00 - 12:30pm | A review of the survey process: |
| | • Collecting data using tablets/survey solutions |
| 12:30 - 1:00pm | A review of the Assessment Procedures |
| | Consent/assent process |
| | Ethics, safeguards |
| 1:00 - 2:00pm | Lunch Break |
| 2:00 - 3:30pm | Re-introducing survey solutions |
| | • Collecting background information |
| | • The learning assessment (Literacy and Numeracy) |
| 3:30 – 4:30 pm: | Hands on with the tablets (Roleplays and mock practice) |
| 4:30 – 5:30 pm: | Next steps, wrap up, logistics, Tea break and departure |

# WHAT TO KNOW ABOUT UWEZO AND STRENGTHENING EDUCATION SYSTEMS FOR IMPROVED LEARNING (SESIL)

**Uwezo, a Swahili word which means 'capability', is an independent, not-for-profit organisation, registered and operating in Uganda since October 2019. Uwezo envisions a society in which all children are learning and realising their full potential.**

Uwezo Is committed to deliver on three strategic goals to address the main problems related to low and inequitably distributed learning outcomes in Uganda:

1. To produce independent evidence on the learning levels of children and young people, their distribution and factors associated with them
2. To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education
3. To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes

It is on the basis of Uwezo's expertise in measuring learning outcomes that it has partnered with Strengthening Education Systems for Improved Learning (SESIL) to support the independent assessment of the impact of the Community-Led Learning (CLL) activities. This is a part of the broader research that will be conducted for and about the CLL initiative aimed at;

- Finding out if CLL has delivered improved learning outcomes in foundational literacy and numeracy for P1-P3 children and out-of-school children
- Identifying the category of children for whom the CLL initiative has been more or less effective
- Finding out the factors associated with greater and lesser learning

A baseline assessement of learning outcomes was done in May 2023 during the first phase of this research. This will be followed up with an endline assessment to inform whether CLL activities have impacted on learning.

**About SESIL**

Strengthening Education Systems for Improved Learning (SESIL) is a four-and-a-half-year programme under the Ministry of Education and Sports (MoES), aimed at improving the equity and quality of measurable learning outcomes for girls and boys in Uganda at the lower primary school level. The programme is implemented by Cambridge Education as the implementing agency which is part of the Mott MacDonald Group.

**About SESIL's CLL approach**

The Community-Led Learning (CLL) approach is based on a model where small group classes meet four times weekly, for numeracy and literacy lessons, run by community volunteers. The approach is aimed at closing gaps in learning outcomes and is informed by an earlier successful pilot in 2021.
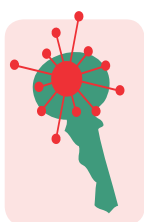
## What to remember about SESIL's CLL cohort 5 approaches

- The Community Led Learning (CLL) approach is based on a model where small group classes of in school and out of school children are taught by community learning Facilitators (CLFs) outside school hours. The CLFs teach 4 lessons per week (2 in literacy and 2 in numeracy) making a total of 48 literacy lessons and 48 numeracy lessons for a cycle of 3 months.

- In addition to this, Family Led Learning (FLL) resources are distributed to children as a way of further enhancing their learning.

- Assessment of literacy (local language) and numeracy will be conducted on children in the CLL centres who have also received Family Led Learning (FLL) resources and on children in communities not participating in any CLL activity (comparison group).

- The assessment will inform whether CLL has delivered improved learning outcomes in foundational literacy and numeracy for P1-P3 children and out-of-school children benefitting from the CLL activities.

# Contents

# BECOME FAMILIAR WITH THE ICONS

**Key Concept**
When you see this icon, you must pay attention as this is an important issue to note!

**Group Activity**
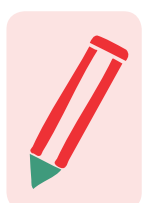During the training, your trainer will get you into groups to work on a specific activity together.

**Question & Answer** Question and answer sessions are very important. You are encouraged to ask lots of questions to make sure that you fully understand the different training activities.

**Notes Section**
This section is for writing notes and testing yourself on what you have learned.

# THE AIM OF THIS VOLUNTEER WORKBOOK

- To give you a good understanding of how the end-line assessment will be conducted.

- To refresh you on how the assessment process will be observed during the monitoring exercise so that you are able to follow it correctly.

- To re-equip you with the necessary skills and prepare you to correctly carry out the end line assessment including interviewing Centre Learning Facilitators (CLFs), children and parents/guardians at household level for the FLL and comparison groups.

- To re-equip you with the necessary skills required to assess, grade and record the assessment results of all children assessed.

- To introduce to you changes made in the survey tool and those made to the data collection application (survey solutions).

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

**Notes Section**
If you need to make any introductory notes, please do so here...

_____

_____

_____

_____

_____

_____

_____

_____

_____

# CHAPTER I: THE MONITORING EXERCISE AND HOW TO INTRODUCE IT

## 1.1 WHY THE CLL ASSESSMENT

- CLL continues to serve a role as a complement to in-school learning in order to support children whose learning fell behind as a result of school closures during COVID-19 and to address the learning gaps that existed for many children even before the closures.

- By conducting the Uwezo assessment, we will get to know if the CLL initiatives have impacted on learning for children who have benefited from the Cohort 5 CLL activities that have run for a period of three months.

- Measuring impact will involve undertaking the assessment in the comparison group among children not attending CLL classes and where no FLL resources were distributed.

## 1.2 OBJECTIVES OF THE END LINE MONITORING

- Generate end-line data on the learning levels in literacy (local language) and numeracy
- To inform whether CLL has delivered improved learning outcomes in foundational literacy and numeracy for P1-P3 children and out-of-school children

## 1.3 HOW TO INTRODUCE THE END-LINE ASSESSMENT ACTIVITIES TO EACH GROUP

As an Uwezo volunteer, it is important that you are able to confidently talk about the SESIL monitoring exercise and explain what you will be doing at the CLL centres and in the households during the end-line stage. Below are extracts of how you can introduce yourself;

### 1.3.1 Example of an introduction at the CLL centre

*My name is **[insert name].** I am working with [insert name of the district partner organisation] and Uwezo Uganda, on behalf of the SESIL programme of the Ministry of Education and Sports which is funded by the UK government [show the introduction letter at this stage]. I am conducting an end-line survey aimed at examining and assessing the impact and implementation of the Community-Led Learning (CLL) and Family-Led Learning (FLL) initiatives which are being implemented in your area. We were here in May this year at the beginning of these interventions. We have returned to measure the learning of the children after the CLL classes have been concluded.*

*This survey is to ask about your experience of being a CLF and running the CLL classes. We would also request you to grant us permission to interview the <u>six</u> children we assessed in May so that we re-assess them in literacy and numeracy. If you choose to take part, we will record your answers to use them in our research in order to understand whether the CLL activities have been impactful. We will not mention you by name or share your personal details with anybody outside of the SESIL programme. If you do not want to answer any question, you do not need to do so. The conversation should take about 10 minutes. Is that acceptable and do you agree to take part in the research?*

### 1.3.2 Example of an introduction to the Child

*My name is **[insert name].** I am working with [insert name of the district partner organisation] and Uwezo Uganda, on behalf of the SESIL programme of the Ministry of Education and Sports. We are conducting a research on one of the forms of learning available to the children in your area that can improve their learning outcomes.*
*Your **Centre Learning Facilitator /parent /guardian** has granted us permission to speak with you. If you decide that you will be part of this study, you will be asked a set of questions about your learning.*

*We collected some information from you in May this year. We have returned to gather some more information from you. As was the case last time, we will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of the SESIL programme. If you do not want to answer any question, you do not need to do so. The conversation should take about 15 minutes.*
*Is that acceptable and do you agree to take part in the research?*

### 1.3.3 Example of an introduction to the household head

*My name is **[insert name].** I am working with [insert name of the district partner organisation] and Uwezo Uganda Uwezo Uganda, on behalf of the SESIL programme of the Ministry of Education and Sports [show the introduction letter at this stage]. We are conducting a research study on the status of learning in your area following an earlier interface in May this year. We have now returned to gather further information on the learning outcomes of children but we will not mention you by name or share your personal details with anybody outside of the SESIL programme. If you do not want to participate in the study, you do not need to do so. In addition, we would request you to grant us permission to speak with your child whom we interviewed in May and assess him/her again in literacy and numeracy. The conversation should take about 15 minutes. Is that acceptable and do you agree to take part in the research?*

# CHAPTER 2: THE UWEZO SURVEY PROCESS FOR THE CLL END-LINE ACTIVITIES

## 2.1 OBJECTIVES OF THIS SECTION

This section will refresh you on;

- The variations in the CLL program cohorts
- How you will plan and prepare for the end line assessment.
- What to do and the order for collecting the required information during the end line phase.
- Making the right entry into the learning centres and households (comparison group).
- Correctly handling the different categories of sampled children you may come across.
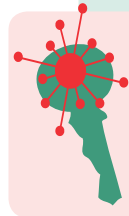
## 2.2 PLANNING FOR THE END LINE ASSESSMENT

The Uwezo assessment will enable us measure the impact of the combined CLL classes alongside the distribution of FLL resources on learning. At the endline phase, we will still conduct the Uwezo assessment in these two groups as was done during the baseline phase;

- Community-Led Learning centres - children (in school -classes P1-P3 and out of school) who were/are attending CLL classes will be assessed. They must be those that were assessed at the baseline and should have been/or are attending classes at the sampled learning centre only.

- Comparison group- in 6 households per village, 6 children (in school -classes P1-P3 and out of school) who were assessed at baseline will be assessed.

## 2.3 KEY STEPS TO REMEMBER

1. Know the group/s you are allocated. You will conduct the assessment in only that group in the sampled parishes/villages.

2. Re-introduce yourself (to the CLF and to the household heads of the Comparison households and share relevant information about the endline assessment.

3. Know the participating CLL centres in the sampled parishes and households (for Comparison) in the sampled villages. These must be the same as those visited during the baseline phase.

4. Identify the children that will take the assessment for the CLL and comparison groups. These **must be** the same as those assessed at the baseline. Ensure to **confirm all child details with the child record tracking sheet** availed to you.

5. Conduct the assessment in the right order as indicated to you.

6. Conduct the learning assessment and make sure you make the right entries for each child in the tablet.

### Key reminder

As done during the baseline, visit the local council leaders for an informal check-in **BEFORE** you start the end line survey.

## 2.4 PLANNING FOR ASSESSMENT

It is important that you plan and prepare well before starting the assessment process. You must understand all the procedures to take and the tools and when to use them, taking note of all changes made that were not there at the baseline stage.

Planning and preparation for the end line assessment may involve the following;

- Carefully going through and understanding all the assessment tools and where they will be applied. (the tablet, test packs and volunteer manual).

- Knowing the shared roles and responsibilities with your fellow volunteer and apportioning responsibility for these;

    o Introductory visit to the local leaders

    o Introductions to the CLFs and household heads

    o Identification of the learners to be assessed in a learning centre or household

- Rehearse the procedures involved so that you are able to conduct the exercise correctly.

# CHAPTER 3: WHAT TO DO AT THE LEARNING CENTRE AND IN HOUSEHOLDS (POINTS TO REMEMBER)

While at the learning centres and in the households, you should first introduce yourselves to the CLF and the household heads respectively and then complete any questions that they may have to answer.

**Key reminder**

- You shall visit the allocated learning centre or households and only conduct the assessment there.
- A total of up to 6 learners (assessed at baseline) in the CLL centre and up to 6 learners in the village (1 child assessed from each of the 6 households visited in May at the baseline).
- All children assessed **MUST** be those that were assessed at the baseline.

- Two Uwezo volunteers will be allocated to one learning centre or 1 village
- The DC/ADC/PC will avail you with a list of all children assessed in the different CLL centres and households for the comparison group.
- All children who were assessed at the baseline **MUST** be assessed at the endline phase. A unique identifier code tagged to each child used at the baseline will be availed for each child in each CLL centre or village and **MUST** be used to ensure the right child is assessed.
- Volunteers should check/confirm with the CLF and parent that the right child assessed at the baseline is the one to be assessed before interviewing the child.

- One child per household will be assessed. Ensure that the child whose details are indicated on the baseline child record sheet is the **ONLY** one to be assessed. You should not at any one time replace the child on the list with another child.
- Clearly read the instructions on the tablet before you begin to collect any information. By doing this, you will be able to correctly conduct the survey. You will also be confident asking the questions and with the assessment activity.
- Follow the procedures for the assessment by starting the interview with the CLF or household head first before you can proceed to fill individual bio-data for the child and finally assess them.
- Don't forget to introduce your self to the CLF/ household head and the child. You should also make the child comfortable while you are interacting with them.
- You SHOULD NOT at any one time interfere in the CLL class/household activities. Your role is to only interview the CLF/household head and assess the child and record their information.

**Key reminder**

**At the learning centres and households;**

1. Introduce yourselves to the CLFs and the household head clearly stating that the visit and assessment are a follow-up of what was done during the baseline phase conducted in May.
2. Ensure that you obtain signed consent and assent before you conduct the assessment.
3. First conduct the CLF interview/introduction to the household head before you proceed to interact with the child. If you are conducting the assessment at the CLL centre, ensure to have a list of all children that were assessed during the baseline.
4. At household level, the child that was assessed at baseline should also be the one to be assessed at the endline. The baseline record list shared with you by the DC/ADC/PC will have the names of particular children to assess.
5. Confirm the details of the child to be assessed before you begin the survey.
6. Complete the assessment step by step using the availed tablet and assessment pack.
7. You can guide the child as they do the assessment tasks by clarifying the instructions. As you do this, avoid doing the work for them. We are checking to establish what they can accomplish on their own.

# CHAPTER 4: THE LITERACY AND NUMERACY ASSESSMENT EXPLAINED

## 4.1 HOW TO ASSESS THE CHILDREN

It is important that before the assessment you go through the assessment tasks again and practice reading out loud the syllables, words, paragraphs, story and comprehension questions in the local language tools. This will enable you to refresh yourself on the assessment process step by step and on the expected answers for the tasks at the different levels. This is best practiced in pairs during the training.

Please also practice the numeracy tasks so that you become familiar with them before the assessment exercise.

### Remember that;

We are not going to the learning centres/ households to "examine" the children, or to be evaluators. We are going to find out what children can do COMFORTABLY on their own in reading and numeracy. You should therefore;

- Have a friendly chat with the child before assessing him/her. This will help to create a relaxed atmosphere. You should let children feel comfortable before starting the assessment.

- Speaking comfortably to the child in a friendly way will help the child to be more relaxed.

- Be patient and give the child adequate time and opportunity to answer the questions. Do not choose questions for them to answer.

- Remember that you are not waiting to catch mistakes and should appreciate the effort the child is making.

- For both numeracy and literacy, start assessing at the lowest level and carefully adhere to all instructions of assessing. These instructions are in the assessment packs and in the tablet.

- Accurately decide whether the child can or cannot comfortably do the given tasks.

The purpose of the Uwezo CLL monitoring exercise is to find out whether the child can comfortably do on their own given tasks at every level.

### 4.1.1 What to do while assessing the child

1.  Give all the tasks in numeracy and in literacy to the child and **DO NOT TERMINATE** the assessment at any level.

2.  Assessing the child only ends when they have completed all the given tasks in numeracy and in literacy.

3.  Allow the child time to try out the tasks. The child should be given a second chance to attempt the numeracy and literacy tasks at every level if they fail at the first attempt.

4.  The child should be given the booklet to hold while they are doing the tasks. Make sure they are also seated comfortably.

5.  You should not put marks anywhere in the assessment pack indicating whether the child has got things right or not. You should be familiar with the answers and avoid markings.

### 4.2 ASSESSING LITERACY -POINTS TO NOTE

Every child MUST be assessed on these five levels;

- Syllables
- Words
- Paragraph
- Story

- Comprehension (only if they can read the story)

### 4.2.1 Steps in assessing literacy

- At syllable level the child should be allowed to select and read 5 options. If the child correctly reads at least 4 of the options selected, mark them can do and proceed to give them the words. If they are unable to read any 4 syllables, mark them cannot do and proceed to the word level.

- At word level the child should be allowed to select and read 5 options. If the child correctly reads at least 4 of the words correctly, mark him/her can do and proceed to the paragraph level. If the child cannot read at least 4 of the words correctly, mark him /her cannot do and proceed to the paragraph level.

- At the paragraph level, let the child read the given paragraph. If the child reads the paragraph correctly without making more than 2 mistakes, mark him or her can do and proceed to the story level.
If the child cannot read the paragraph correctly or makes more than 2 mistakes, mark him/her cannot do and proceed to the story level.

- At the story level, give the child the story to read. If the child reads the story correctly and does not make more than 4 mistakes, mark him/ her can do and give them the 2 comprehension questions. Mark them can do or cannot do comprehension tasks depending on how they respond to each question.

- If the child cannot read the story correctly or makes more than 4 mistakes, mark him/her cannot do.

- You can then proceed to assess numeracy tasks

### Important to note;

- At every level, give the child more than one chance to attempt the tasks. It may be possible that they are tense and with more attempts, they become comfortable doing the tasks. Remember you are not assessing them to catch mistakes but to know what they can comfortably do.

- At the paragraph level the child is allowed only two mistakes at most. If he or she makes more than 2 mistakes, give a second chance to the child to read before deciding if the child can or cannot read at paragraph level.

- At story level the child is allowed to make not more than four mistakes. If the child makes more than four mistakes give them a second chance before deciding if she/he can or cannot read a story.

Children will be asked to answer the comprehension questions if they can read the story correctly.

### Examples of common mistakes;
- Word omission
- Skipping of words
- Reading a sentence as a string of words
- Mother tongue influence may at times affect the way a child may read. Do not penalise this and mark them cannot do when this happens especially for a child who is a non-native speaker.

### 4.2.1 Frequently Asked Questions

**Question: When I listen to a child read, there are variations in pronunciation due to the child's local language /mother tongue. Do I consider these variations a mistake?**
**Answer:** No, do not consider this a mistake. Ask the child to read again carefully

**Question: When listening to the child read, they may read a word wrong or skip a word. Do I consider this a mistake and mark the child as cannot do?**
**Answer:** 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 marked as cannot do.

**Question: When reading a paragraph or a story, how many mistakes are allowed?**
**Answer:** If the child makes 3 or more mistakes, they are not competent at this level. They must therefore be marked as cannot do.

**Story Level:** If the child makes 5 or more mistakes, they are not competent at this level. They should therefore be marked as cannot do.

### Notes Section
If you need to make notes on planning for the assessment, please do so here…

_____

_____

_____

_____

_____

_____

_____
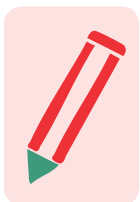
## 4.3 SUMMARY ON ASSESSING LITERACY

**START**
Present the child with the local language literacy assessment.

**1. Syllable level**
Ask the child to read any five syllables and at least **four** should be read correctly.
**Can the child read at least 4 syllables correctly?**

YES - Mark can do

NO - Mark cannot do

**2. Word Level**
Ask the child to read any **five** words from the word list.
**Can the child read at least four words correctly?**

YES - Mark can do

NO - Mark cannot do

**3. Paragraph level**
Present the child with the paragraph to read.
**Can the child read the paragraph correctly without making more than 2 mistakes?**

YES - Mark can do

NO - Mark cannot do

**4. Story level**
Present the child with the story to read.
**Can the child read the story correctly without making more than 4 mistakes?**

YES - Mark can do

No - Mark Can do and end here

**5. Comprehension level**
Give both comprehension questions to the child to answer

**QUESTION 1**
Ask the child to answer comprehension question 1

Yes - Mark Can do and go to QN 2

No - Mark Cannot do and go to QN2

**QUESTION 2**
Ask the child to answer comprehension question 2

Yes - Mark Can do and end here

No - Mark Cannot do and end here

## 4.4 ASSESSING NUMERACY-POINTS TO NOTE

Every child **MUST** be assessed on these seven levels in numeracy;

- Count and match
- Number recognition 10-50
- Number recognition 51-99
- Addition
- Subtraction
- Multiplication
- Division

## Steps in assessing Numeracy

1. At count and match level the child should be allowed to select any **FIVE** sets and match with the number. If the child correctly matches four sets, mark them can do and proceed to give them the number recognition 10-50 tasks. If the child does not get at least **FOUR** sets correct mark him/her cannot do and proceed to administer the number recognition 10-50 tasks.

2. At number recognition 10-50 level, let the child choose and recognise any **FIVE** numbers. At least **FOUR** numbers must be correct for them to be marked can do. Proceed to administer the Number recognition 51- 99 tasks. If the child does not get at least 4 numbers correct, mark him/her cannot do and proceed to administer the Number recognition 51 -99 tasks.

3. While administering the number recognition 51-99 tasks, let the child choose and recognise any **FIVE** numbers and at least **FOUR** numbers must be correct for them to be marked can do. After this let the child do the addition tasks.

4. If the child does not get at least 4 numbers correct, mark him/her cannot do and still proceed to give them the addition tasks.

5. At the addition level, let the child choose and do any **THREE** tasks. **If the child is hesitant doing the tasks in the vertical arrangement, guide them to do the tasks horizontally but do not answer the tasks for them.** At least **TWO** of the tasks must be correct for them to be marked can do after which you will proceed to give them the subtraction tasks. If the child does not get at least 2 tasks correct, mark him/her cannot do and proceed to give them the subtraction tasks.

6. For the subtraction level, the child should choose to do any **THREE** tasks. **If the child is hesitant doing the tasks in the vertical arrangement, guide them to do the tasks horizontally but do not answer the tasks for them.** If **TWO** of the tasks are correct, mark can do on the tablet and proceed to the multiplication level. If the child does not get at least 2 tasks correct, mark him/her cannot do and still proceed to give them the multiplication tasks.
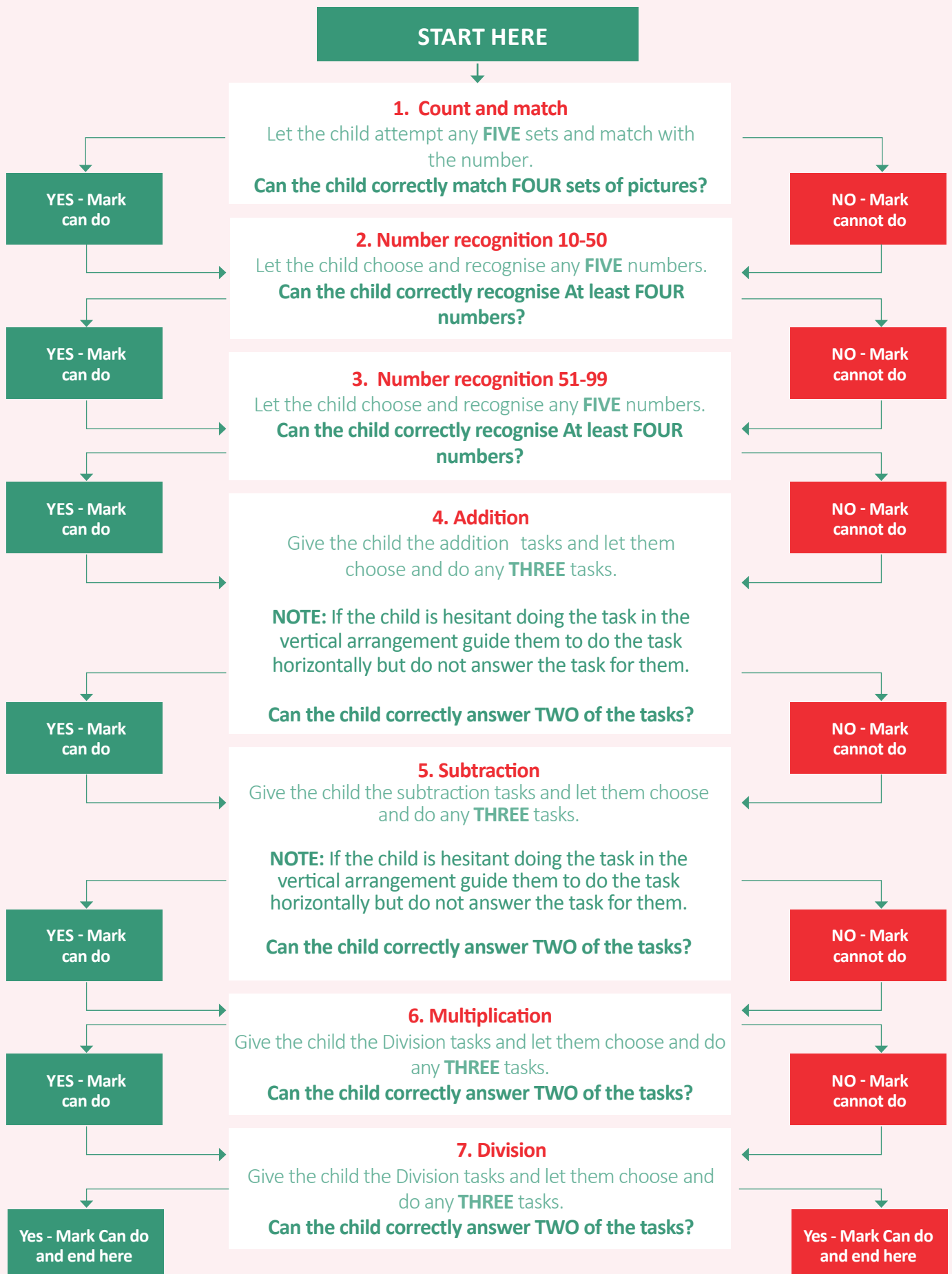
7. For the multiplication level, the child should choose to do any **THREE** tasks. If **TWO** of the tasks are correct, mark can do on the tablet and proceed to the division level. If the child does not get at least 2 tasks correct, mark him/her cannot do and still proceed to give them the division tasks.

8. At the division level, the child should choose to do any **THREE** tasks. If **TWO** of the tasks are correct, mark can do on the tablet and end the assessment. If the child does not get at least 2 tasks correct, mark him/her cannot and end the assessment.

9. Do end the assessment here and thank the child for their effort.

### Important to note;

● At every level, give the child more than one chance to attempt the tasks if they struggle at the first attempt. It may be possible that they are tense and with another attempt, they become comfortable doing the tasks. Remember you are not assessing them to catch mistakes but to know what they can comfortably do on their own.

● Where need be, give the child a piece of paper and pencil to work out their answers. You should also allow them use different approaches to work out the tasks.

## 4.5 SUMMARY ON ASSESSING NUMERACY

**START HERE**

### 1.  Count and match
Let the child attempt any **FIVE** sets and match with the number.
**Can the child correctly match FOUR sets of pictures?**

YES - Mark can do

NO - Mark cannot do

### 2. Number recognition 10-50
Let the child choose and recognise any **FIVE** numbers.
**Can the child correctly recognise At least FOUR numbers?**

YES - Mark can do

NO - Mark cannot do

### 3.  Number recognition 51-99
Let the child choose and recognise any **FIVE** numbers.
**Can the child correctly recognise At least FOUR numbers?**

YES - Mark can do

NO - Mark cannot do

### 4. Addition
Give the child the addition  tasks and let them choose and do any **THREE** tasks.

**NOTE:** If the child is hesitant doing the task in the vertical arrangement guide them to do the task horizontally but do not answer the task for them.

**Can the child correctly answer TWO of the tasks?**

YES - Mark can do

NO - Mark cannot do

### 5. Subtraction
Give the child the subtraction tasks and let them choose and do any **THREE** tasks.

**NOTE:** If the child is hesitant doing the task in the vertical arrangement guide them to do the task horizontally but do not answer the task for them.

**Can the child correctly answer TWO of the tasks?**

YES - Mark can do

NO - Mark cannot do

### 6. Multiplication
Give the child the Division tasks and let them choose and do any **THREE** tasks.
**Can the child correctly answer TWO of the tasks?**

YES - Mark can do

NO - Mark cannot do

### 7. Division
Give the child the Division tasks and let them choose and do any **THREE** tasks.
**Can the child correctly answer TWO of the tasks?**

Yes - Mark Can do and end here

Yes - Mark Can do and end here

# CHAPTER 5: CONDUCTING THE ASSESSMENT USING SURVEY SOLUTIONS-KEY ISSUES TO REMEMBER

At the endline, assessment data will be collected using a tablet and a Computer-Assisted Personal Interviewing tool called Survey Solutions, just as was done during baseline. Your job is to interview the children sampled, i.e.

1. To ask background questions and record the answers that are required. This may be done with the assistance of the CLF and the parents/ guardians. You must make every effort to obtain complete and accurate answers and to record them correctly.

2. To assess them in both local language literacy and numeracy tasks.

This section will outline the key issues about Survey Solutions and what you will need to do.

## 5.1 REFRESHER ON SURVEY SOLUTIONS

- It is a Computer-Assisted Personal Interviewing (CAPI) software platform.
- Enables rich data capture
- It will enable you collect data online or offline since there is no need for an internet connection to work. It will also sync the data in the background whenever your device connects to the internet.

## 5.2 COLLECTING DATA WITH SURVEY SOLUTIONS

**Step 1** - **Locate the Application on your tablet, open it and check out the interviewer dash board**
The interviewer dashboard offers an overview of your assignments and the state of completion they are in. The tabs displayed at the top of the dashboard sorts interviews by their status.

**Step 2 - Navigate between tabs**

1. To navigate between the different tabs, you can either tap on the tab at the top bar or swipe left or right.
 . To help you differentiate between the different tabs, the color of the dashboard will change based on which tab you are currently in.
3. The interface will be grey for the create new tab, blue for the started tab, green for the completed tab, and red for the rejected tab.

### 5.2.1 Information for Assignments

- The card for each assignment will have a number at the top. This number will correspond to the assignment number that Uwe o secretariat and your supervisors will use to identify the assignment.
- Next to the assignment number will be the number of interviews that remain to be completed.This number will decrease as you complete more interviews.
- Each card will also have the fields/identifying information to fill for each assignment or interview. The first three fields will show on the card for each interview.
- If there are more than three fields for the assignment, the rest will be hidden. To reveal the rest of the fields, tap once on the assignments card.

### 5.2.2 Interview statuses
**There are four possible statuses on the Dashboard:**
**Create New:** This tab will list all the assignments that you have. You can create new interviews for all your assignments. To start a new interview, you will tap on the blue start button on the assignment. If all the required interviews for an assignment have already been created, then the start will be grayed out. The dashboard will be grey while in this tab.

**Started:** this tab lists the interviews that have been started but not yet completed. To open an incomplete interview, simply tap once on the card for interview of interest to expand the card and then tap the open button. the dashboard will be blue while in this tab.
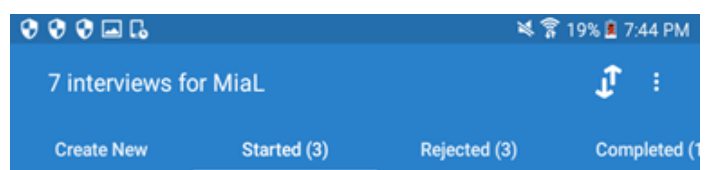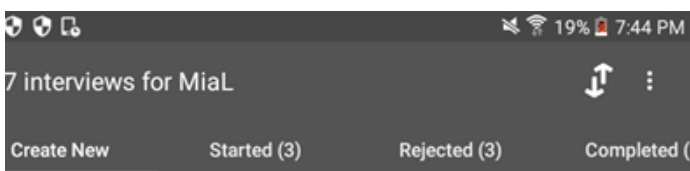
**Rejected:** This tab contains the rejected interviews that the supervisor has reviewed, found problems, and **returned to you for correction**. To open a completed interview, simply tap once on the card for interview of interest to expand the card and then tap the open button. The dashboard will be red while in this tab.
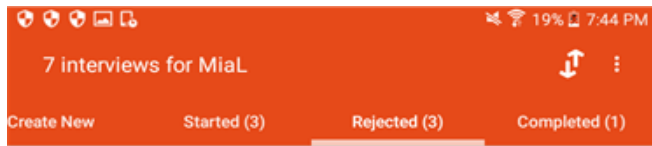
**Completed:** This tab contains the interviews that are marked as completed. Interviews in the completed tab will be sent to the server when the interviewer synchronises. To open a completed interview,simply tap once on the card for interview of interest to expand the card and then tap the open button. The dashboard will be green while in this tab.
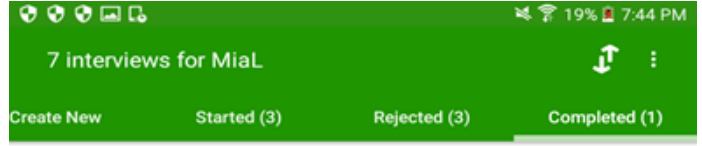




### 5.2.3 How to create an interview

Step1

- Under the Create New tab, find the card for the assignment of interest.
- Use the identifying information to find the appropriate assignment.
- Tap on the card to see all the identifying information. This will also reveal the Start.
- Tap on the blue Start button for the assignment to create a new interview.

Step

- You will see all the identifying information for that new interview.
- If there is pre-filled information then you will see that information but there will be a lock next to that information.
- You will not be able to change any of that identifying information.
- If any identifying information was not pre-filled, you should fill out that information before starting the interview.
- After filling out any necessary identifying information, click on the blue start at the bottom of the screen.

Step 3

- You will then see a summary of all the identyfing information and links to question level comments.
- Review the information and make sure everything is correct and then click on the blue start button at the bottom of the screen to start the interview.
- To view the comments, click on a red question link.

## 5.3 Navigating through the Questionnaire

Within a section swiping up and down moves you within a single group of questions



### 5.4 Sending completed interviews and receiving new ones:

- The **synchronization button** is how the interviewer initiates an information exchange between their tablet and the server.

**Synchronization performs two tasks:**

- First, it automatically pushes any completed assignment to the supervisor for review
- Second, it automatically pulls all new assignments and data collection instruments onto your tablet.
  After synchroni ation is complete, the number of new assignments received, number of completed interviews sent, and so on are clearly displayed.

Why is my data not syncing

1. Error  of No network. Check your network settings.
To resolve;
  Make sure you are connected to a network.
  Check your Wifi connection through network connections section of the settings menu on your device.
  Make sure Wifi/Mobile data is enabled.

**Notes Section**
If you need to make notes on Conducting the assessment using survey solutions, please do so here…

_____

_____

_____

_____

_____

# CHAPTER 6: ETHICAL ISSUES, CHILD PROTECTION AND SAFEGUARDS

## 6.1 OBJECTIVES OF THIS SECTION

This section will enable you:

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

## 6.2 ETHICAL STANDARDS

As an Uwezo volunteer, your behaviour in the learning centre or household should be a reflection of Uwezo's mission and values. Some core Uwezo values and expected behaviour of all Uwezo agents are summarised for you in the next table. You should note that the success of the assessment is driven by these values.

| UWEZO VALUES | WHAT IS EXPECTED OF YOUR BEHAVIOUR |
|---|---|
| Transparency | Always be truthful: do not over-promise, do not exaggerate, and do not make-up answers if you are having trouble with a question |
| Not-for-profit | Do not offer or receive any token, including money, in exchange for the assessment tools, data and evidence you collect. No assessment and communication materials should at any one time be sold. |
| Independent and neutral | Do not favour anyone at the learning centre or in the household and do not give advice favouring any particular solution to children's learning. |
| Respectful of children and others and cultural differences | Treat children and everybody with respect, patience and kindness regardless of your social differences and beliefs. You should never take advantage of children or other learning centre/household members in whatever manner. |
| Effective communication | Should there be any serious concern, report it immediately to the District Coordinator or Uwezo secretariat team. |
| Protection of respondents and sources. | Ensure that the safety and welfare of the children you assess is duly considered and that the confidentiality of the respondents is respected. Do not disclose any information gathered to any third party. Any harm, manipulation and malpractice should be avoided at all costs. |

## 6.3 CHILD PROTECTION

**Question 1: Who is a Child in your work as a Volunteer?**
**Answer:** As a volunteer, you will be working with children. Anyone who is below 18 years is a child. You should therefore not do anything that harms the child physically, emotionally and psychologicaly and you should ensure that they are protected from safeguarding risks.

**Question 2: What are the forms of abuses that can happen to a child?**
**Answer:** There are 4 types of abuses that children should be protected from. These are;

a. **Physical abuses:** These include: physical punishment, beating, slapping, hitting or kicking, pushing, shaking or throwing, pinching, biting, choking or hair pulling, terrorising with threats, use of excessive force in handling, deliberate poisoning and suffocation.

b. **Sexual abuses:** hese include: exposure of the sexual organs or any sexual act intentionally performed in the presence of the child; intentional touching or molesting of the body of a child whether by a person or object for the purpose of sexual arousal or gratification; or any form of sexual activity with the child.

c. **Emotional abuses:** These include: physical fighting in front of children, verbal exchanges before children, exposure to inappropriate or abusive material through technology and exposure to violent material through technology, acts in ways intended to shame, humiliate, or degrade children.

d. Reckless endangerment: They include: placing or leaving any child in a situation which creates a substantial risk to the child of being a victim of serious harm or sexual abuse and failure to take reasonable steps to protect a child from such a risk while knowing that the child is in such a situation. As such, you should always work in pairs and ensure more than one adult is present as the assessment is being conducted.

**Question 3: So what are you supposed to do when assessing children?**

**Answer:** When assessing children, make sure that you:

a. Assess/survey children with consent from the CLF and a household head/adult member. Make sure you obtain consent electronically and also get the printed out consent/assent form for each child signed.

b. Assess the children only while they are at the learning centre and at home in the presence of an adult.

c. Do not have any inappropriate physical contact with the child that you are assessing.

d. Do not behave in a manner that emotionally abuses children. That may include verbal abuse directed at the child or anyone around the child, engaging in physical fights, exposing children to any harmful content including on any technological device.

e. Do not have any sexual relations or intention to make suggestive moves that could be interpreted to mean otherwise.

f. Report promptly any case of child protection and safeguarding violation.

**Question 4: So what will happen if anyone involved in Uwezo data collection commits any of the above abuses**

**Answer:** If any Uwezo partner (volunteer, staff or trainer) gets involved in any of the instances regarded as child abuse, Uwezo and the host organisation will:

a. Immediately stop the person from participating in the assessment.

b. Commence investigation into the matter.

c. Take disciplinary action against the individual in line with applicable policies of Uwezo and the host organisation and involve the authorities.

d. In extreme cases such as rape and physical abuse, handover the individual to police for the law to take its course.

### Notes Section

If you need to make any introductory notes, please do so here...

_____

_____

_____

_____

_____

_____

## 6.4 CHILD PROTECTION

**1.** You must report to the CLF before carrying out the assessment at the CLL centre and to the authorities at parish or village level before carrying out the assessment activities.

**2.** Obtain permission from the learning centre and from the household head/adult before starting the survey.

**3.** Introduce your self to the CLF or household head/adult and ensure to seek their consent/assent

**4.** Introduce your self to the child and explain what you will be doing with them.

**5.** Follow all the processes and procedures as explained in the training. Clarify any doubts, questions or concerns **PRIOR** to the start of the assessment.

**6.** You should never share personal information about the learning centre and of the children assessed including their levels.

**7.** You should **NOT** promise any help or assistance from Uwezo.

**8.** You should sample and assess the selected children as long as the children fit the criteria for assessment.

**9.** At the household, you should not assess the child unless permission is granted.

**10.** You must assess the child in the presence of another adult.

**11.** You must be truthful to the process and not take any shortcuts.

**12.** Avoid Participation in any political talk and activities while undertaking this assessment.

**Remember;**

a. **Respect:** Respect each and every person you interact with, including children.
b. **Eating:** Watch your eating habits.
c. **Photo:** Ensure you obtain consent before taking photos/pictures
d. **Electronics:** have control over your use of electronics i.e. phone calls, SMS, social media, etc
e. **Language:** Mind your language
f. **Ever courteous:** Always be respectful and thankful.
g. **Dressing:** Watch your dressing
h. Always protect yourself and others from any form of harm

## 6.5 COMMON MISTAKES TO AVOID

1. Failing to make introductory visits to the key people including the area LC chairperson.
2. Failure to make clear introductions to the CLF and household head and stating the reasons for the assessment
3. Assessing children who have not been sampled and selected as guided
4. Failing to use the tablet to record the needed information including mixing up of CLL centre records
5. Failing to assess the children on **BOTH** numeracy and literacy tasks
6. Not allowing the child to take more than one attempt at answering the tasks
7. Terminating the assessment before administering all the assessment tasks

## 6.6 SAFEGUARDS AND REPORTING MECHANISM

Uwezo and partners will take all efforts to protect children, adults, households, and communities against any form of harm, manipulation and malpractice as Uwezo assessments are being conducted, and in line with the Mott MacDonald Uganda (MMU) safeguarding, code of conduct, and whistle blowing policies, it is important that;

● All individuals working on the baseline and endline surveys should provide a Letter of Good Standing and a recommendation letter from their local administrative level of residence.

● All individuals working on the baseline and endline surveys should review and sign the MMU Declaration of Commitment to the Safeguarding Policy and the MMU Self-Declaration Form.
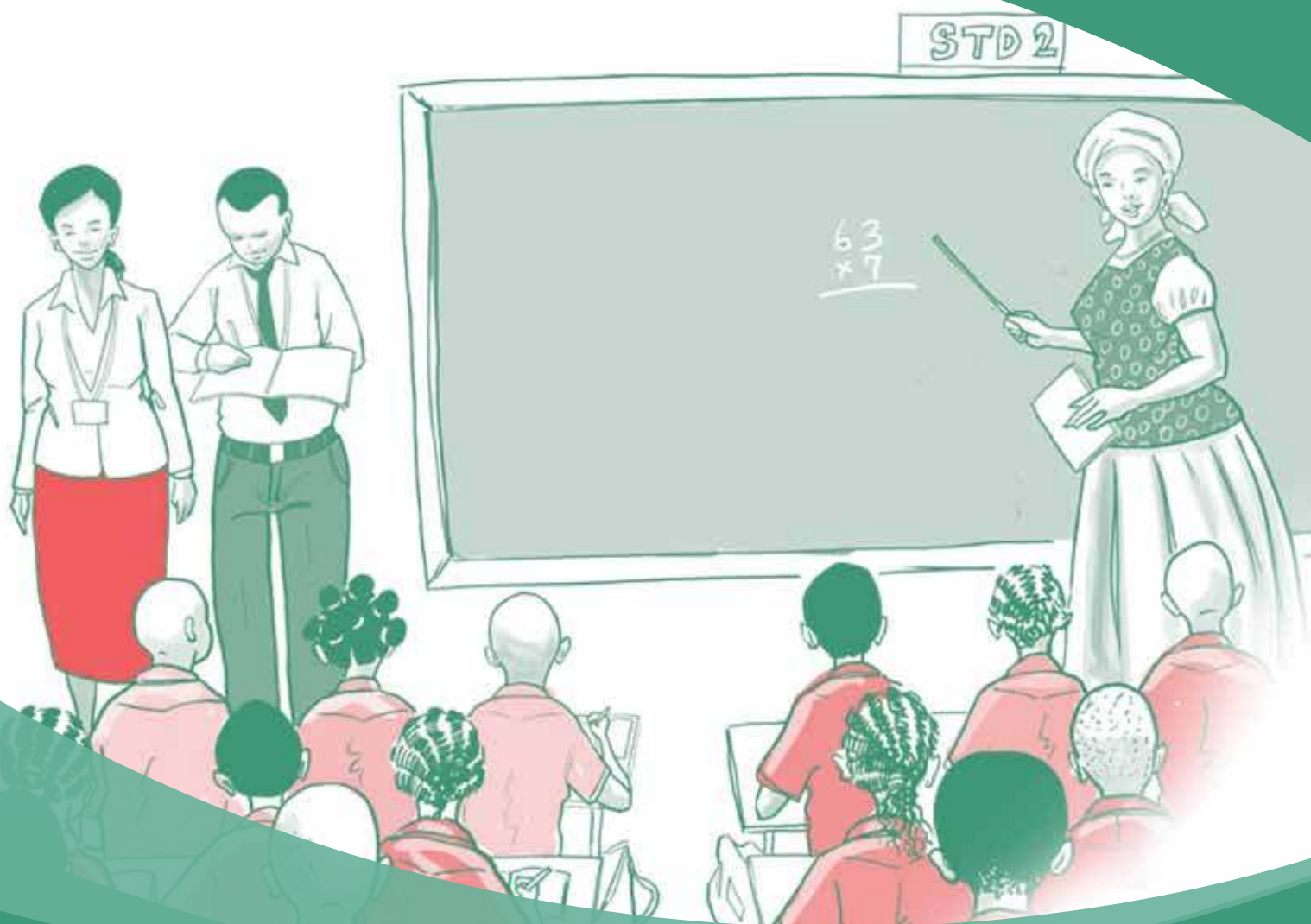
Should there be need for reporting any safeguarding cases the steps below shall be followed Immediately inform the persons below;

● The District Coordinator for your district

● Uwezo Uganda Senior Program Officer on , tel (+256) 772687063 or email:fnassereka@uwezouganda

● Mott MacDonald/SESIL Safeguarding Lead on 0740-456 552 or email: Judith.Amanya@mottmac.com

**UWEZO UGANDA**

# 2023

**Monitoring of SESIL's Community-Led Learning (CLL)
Cohort 5 End-line**

uwezo
**UGANDA**
**Promoting Equitable Quality Education in Uganda**