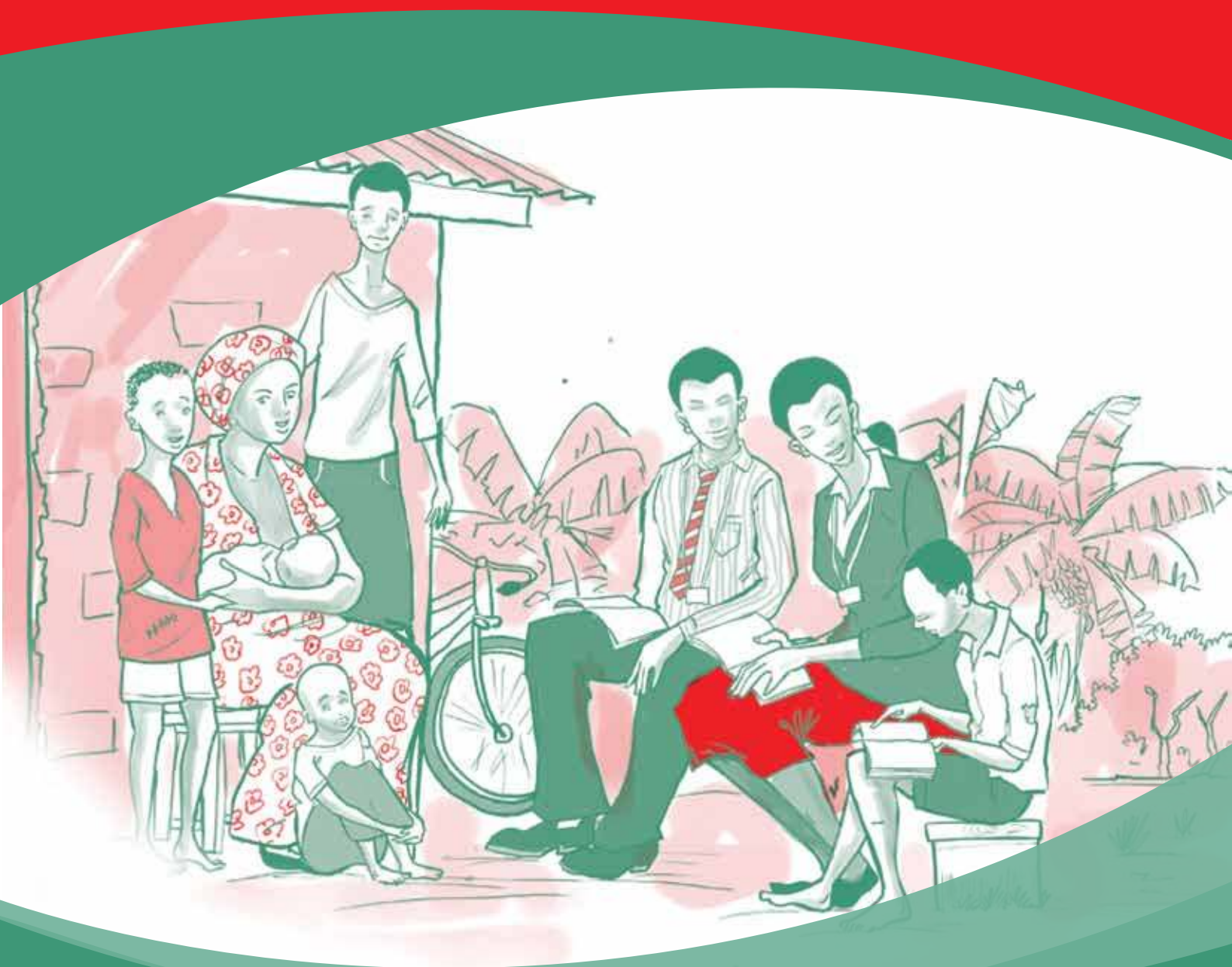


UWEZO UGANDA

2023

Monitoring of SESIL's Community-Led Learning
Cohort 5



**VOLUNTEER
WORKBOOK**



SESIL
STRENGTHENING EDUCATION SYSTEMS
FOR IMPROVED LEARNING

TABLE 1: VOLUNTEER TRAINING PROGRAMME

Time/Date	Topic
Day 1 : Introduction and training	
08:00 - 08:30am	Arrival of volunteers and registration
08:30 - 09:00am	Introductions, intentions & training objectives
09:00 - 09:30am	About Uwezo and the Strengthening Education Systems for Improved Learning
09:30 - 10:00am	(SESIL) Community-Led Learning (CLL) Initiative
10:00 - 10:30am	Introducing the Uwezo Uganda - CLL Monitoring exercise
	Tea Break
10:30 - 11:30pm	The survey process
	- Preparing for the assessment (what to do at the learning centre and in households for the Comparison group)
	- Collecting background information and filling consent and assent forms
11:30 - 1:00pm	- Interviewing the child and recording assessment data
	- Literacy assessment (theory and role-plays)
01:00 - 02:00pm	Lunch
02:00 - 03:00pm	Assessing Numeracy (theory & role-plays)
03:00 - 05:00pm	Data collection during the assessment using Survey solutions
05:00 - 05:30pm	Tea break and end of day 1
Day 2	
08:00 - 08:30am	Recap of Day 1
08.30 - 09:00am	Ethical Issues in assessing children
09:00 - 09:15am	Common mistakes made by volunteers in past assessments, with specific reference to lessons picked
09:15 - 09:30pm	Logistics for field practice
09:30 - 2:00pm	The field Visit (Practical)
2:00 - 3:00pm	Lunch
03:00 - 4:30pm	Feedback & reflections on the field practice
4:30 - 05:00pm	Tea break and wrap up of day 2
03:00 - 03:30pm	Closure & Departure
Day 3	
08:00 - 08:30am	Recap of Day 2
08:30 - 09:30am	Quiz and reflections on the questions
09:30 - 10:30am	Assessment Logistics
10:30 - 11:00am	Tea break
11:00 - 12:00pm	Conclusions and wrap up

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ABOUT UWEZO AND THE PARTNERSHIP WITH 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.

Previously, Uwezo operated as a programme of Twaweza East Africa, a regional organisation which works on enabling children to learn, citizens to exercise agency and governments to be responsive to citizens’ demands in Kenya, Tanzania and Uganda since 2009.

Uwezo’s main function has been to generate and curate evidence on learning outcomes and use it to engage with policy actors and citizens to address the learning crisis.

Uwezo has used the approach pioneered by the Annual Status of Education Report (ASER) in India, in which trained citizen volunteers carry out learning assessments and obtain other relevant data, in the household or community setting, from large, nation-wide samples of children.

To mobilise volunteers, Uwezo collaborates with district-based local organisations that broadly represent civil society.

Currently, Uwezo Uganda 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 monitoring 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

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 one-hour numeracy and literacy lessons, run by community volunteers. The approach is aimed at closing gaps in learning outcomes widened by previous school closures due to Covid-19 and informed by an earlier successful pilot in 2021.

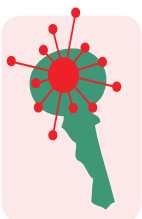
About SESIL

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.

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BECOME FAMILIAR WITH THE ICONS



Key Concept

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

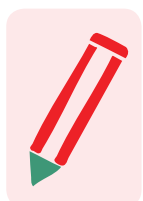


Group Activity

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.

WELCOME VOLUNTEERS

As an Uwezo volunteer, you are a critical pillar in the Uwezo process and the quality of this monitoring exercise rests on you. It is therefore very critical that you have an extremely good understanding of the Uwezo assessment process and procedures.

WHAT IS THE AIM OF THE VOLUNTEER WORKBOOK?

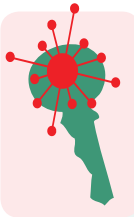
- To give you a good understanding of how the baseline and end-line assessments will be conducted.
- To enable you to appreciate and understand the assessment process that will be observed during the monitoring exercise so that you are able to follow it correctly.
- To equip you with the necessary skills and prepare you to correctly carry out the baseline and endline assessments including interviewing Centre Learning Facilitators (CLFs), children as well as parents/ guardians at household level for the comparison groups.
- To equip you with the necessary skills required to assess, grade and record the assessment results of all children assessed.
- To give you a good understanding of how to record collected information using survey solutions on the tablet.

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



Notes Section

CHAPTER 1: GETTING TO KNOW ABOUT UWEZO AND THE COMMUNITY-LED LEARNING (CLL) INITIATIVE



Key Concept

As an Uwezo volunteer, you are the face of Uwezo. You will be received better at the learning centres and in the villages if you speak confidently and knowledgeably about Uwezo and the SESIL monitoring exercise you will conduct.

1.1 OBJECTIVES OF THIS SECTION?

As a volunteer, this section will enable you to understand the Uwezo assessment concept in detail so that you are able to confidently and accurately explain it to those you meet at the learning centre as well as within the villages.

1.2 MORE ABOUT UWEZO

- A Kiswahili word meaning 'capability'
- A citizen-focused organisation whose programmes are mainly implemented by citizens in communities.
- Involves assessing children in basic literacy and numeracy skills to produce independent evidence on the learning levels of children and young persons, their distribution and factors associated with them.
- Carries out research and promotes innovations that have the potential to improve the level and distribution of learning outcomes in basic education.
- It uses the assessment and research evidence to engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes.
- It envisions a society in which all children are learning and realising their full potential.

1.3 KEY COMPONENTS OF UWEZO BASICS ASSESSMENT

The Uwezo Learning Assessment has the following key components:

- It is a household/community-based assessment
- It uses simple tools
- It is a citizen-driven initiative
- Works with volunteers to assess the children
- It focuses on assessing basic skills in literacy and numeracy



The idea of Uwezo is very simple. We send children to school because we expect them to learn the basic skills and competencies necessary to thrive. So Uwezo, instead of focusing on impressive numbers of classrooms built, teachers recruited, and books supplied asks the simple question **'Are our children learning?'**

1.4 ABOUT THE CLL ASSESSMENT

- Many children's learning has continued to be affected by the effects of the recent COVID-19 pandemic on education.
- The Strengthening Education Systems for Improved Learning (SESIL) on this basis designed the Community Led Learning approach to address this.
- This was successfully piloted in 2021 with small group classes held for learners managed by a volunteer teacher, meeting twice weekly, outside school hours, for two hours [one-hour numeracy and one-hour literacy].
- SESIL scaled up the CLL initiative and is partnering with Uwezo to conduct an independent citizen-led learning assessment as part of an impact research for and about the Community-Led Learning (CLL) initiative.
- 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 compared with children not participating in any CLL activity (comparison group).

1.5 OBJECTIVES OF THE CLL MONITORING

- Generate baseline data on the learning levels in literacy (local language) and numeracy
- 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

CHAPTER 2: THE UWEZO SURVEY PROCESS FOR THE CLL PROGRAM

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This section will enable you:

- Know about the variations in the CLL program
- Appreciate the importance of planning and preparation for the assessment.
- Know where and in what order to collect the required information.
- Make the right entry into the learning centres and households.
- Correctly handle the different categories of sampled children you may come across.

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The Uwezo assessment will enable us measure the impact of the combined CLL classes alongside the distribution of FLL resources on learning. We will conduct the Uwezo assessment in these two groups;

- Community-Led Learning centres - **out of school** children and **in school** children in **classes P1-P3** attending CLL classes will be assessed. They must be attending classes at the selected learning centre.
- Comparison group - in 6 sampled households in the sampled village that has no CLL intervention, Children **out of school** and children **in school in classes P1-P3** will be assessed.

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When you are conducting the Uwezo survey you should at all times observe the assessment steps in their right order as indicated below.

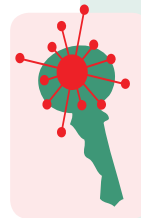
Know the group you are allocated. You will conduct the assessment in only that group **(CLL only or both CLL & comparison)**

Introduce yourself to the CLF for each sampled CLL centre and to the heads of the comparison households and the reason you are conducting the assessment.

Identify the participating CLL centres and households (for the comparison group). These will be shared by the district teams with you.

Identify the children that will take the assessment for the CLL and comparison groups at the learning centre and in the households respectively as will be guided. Conduct the assessment in the right order as indicated for you. Start with collecting the required background information and proceed to collect the child information.

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



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Make sure you visit the local council leaders for an informal check-in - **ሰነድ ይህን ዓላማ ይገልጻል** - you start the survey.

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It is of utmost importance that you plan and prepare well before starting the assessment process. You must understand all the tools and when to use them.

You are a team, share out roles so as to gain confidence and be able to collect data professionally. Planning and preparation involves 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;
 - Introductory visit to the local leaders
 - Introductions to the CLFs and household heads where applicable
 - Identification of the learners to be assessed in a learning centre or household
- Trying out the interview processes so as to be able to conduct the exercise correctly.

2.5 WHAT TO NOTE WHILE PREPARING FOR THE ASSESSMENT

Please carefully note the following points regarding the interviews and interaction with the children at the various levels during the survey process.

- **Following the proper sequence in questioning** You should start right from the first section as indicated on the tablet and move systematically through the questions as they are numbered. You should not skip any questions or assume answers.



Notes Section

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

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHAPTER 3: WHAT TO DO AT THE LEARNING CENTRE AND IN HOUSEHOLDS

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 CLL centre or households and only conduct the assessment there.
- A total of 6 learners in the CLL centre and 6 learners from 6 sampled households in the village (1 from each sampled household) will be assessed.
- Two Uwezo volunteers will be allocated 3-4 learning centres per parish or 3-4 villages per parish.
- You will be availed with a list of sampled CLL centres and households together with the codes for each CLL centre and surveyed village.

Selecting children to assess at the CLL centre

Only six (6) learners at the CLL centre will be assessed. Ensure you have a balanced mix of in school and out of school boys and girls to assess.

1. How to select the out of school children

- Write **two sets of numbers 1-5** (or the actual number of out of school children at the centre) on pieces of paper and fold them.
- Set one should be given to all girls to choose 1 paper blindly. Whoever selects numbers **1 & 2** will be selected for assessment.
- Set two should be given to all boys to choose 1 paper blindly. Whoever selects number **1** will be selected for the assessment.

2. How to select the children in school (P1-P3)

- Write **two sets of numbers 1-10** (or the actual number of in school children at the centre) on pieces of paper and fold them.
- Set one should be given to all girls to choose 1 paper blindly. Whoever selects numbers **1** will be selected for assessment
- Set two should be given to all boys to choose 1 paper blindly. Whoever selects number **1 & 2** will be selected for assessment

Selecting children to assess at the household

Only one (1) child per household will be assessed. Ensure you have a balanced mix of in school and out of school boys and girls to assess across all the 6 sampled households in the village. Follow the steps below while at the household;

- If the household has more than 1 child in P1-P3 or out of school, you will randomly select one child to assess.
- Using folded pieces of paper with written numbers 1 up to the number of available children (P1-P3 or out of school).
- Ask each child to blindly pick one number.
- The child who selects **number 1** is the child to be assessed.

At the learning centres and households;

- 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 their assessment results.
- 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.
- 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.
- Ensure that you obtain signed consent and assent before you conduct the assessment.
- Confirm the details for the children to be assessed before you begin the survey.
- You can guide the child as they do the assessment tasks by clarifying the instructions. but avoid doing the work for them. We are checking to establish what they can accomplish on their own.

CHAPTER 4: LITERACY AND NUMERACY ASSESSMENT EXPLAINED

4.1 HOW TO ASSESS THE CHILDREN

It is important that before the assessment you practice reading out loud the syllables, words, paragraphs, story and comprehension questions in the local language tools. This will enable you to get familiar with the pronunciations and expected answers. 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.

Key Concept

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.

- 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.

process. It is important that children are relaxed and not worried about how they are going to perform.

- 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 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 Key things to note about assessing the child

1. One assessment sample will be used to assess each child during the baseline. A different sample will be used for the end-line assessment.
2. Give all the tasks in numeracy and in literacy to the child and **DO NOT TERMINATE** the assessment at any level.
3. Assessing the child only ends when they have completed all the given tasks in numeracy and in literacy.
4. 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.
5. The child should be given the booklet to hold while they are doing the tasks. Make sure they are also seated comfortably.
6. You should not put marks on the children's work to show them whether they have got it or not. You should be familiar with the answers and avoid markings on the assessment pack.

4.2 ASSESSING LITERACY

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 s/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: Paragraph level: If the child makes 3 or more mistakes, they are not competent at this level. They must therefore be marked as cannot do.

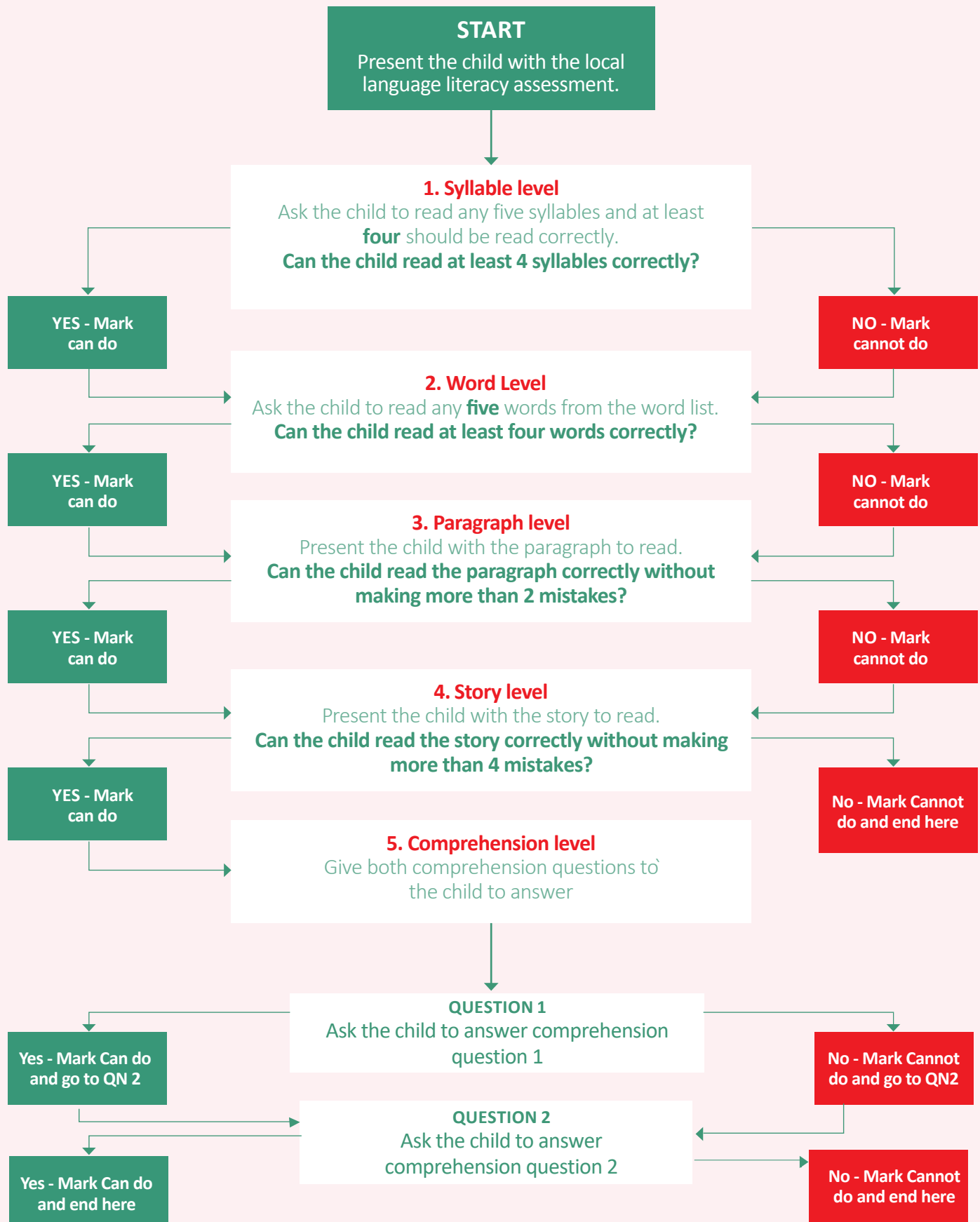
Story Level: If the child makes 5 or more mistakes, they are not competent at this level. They should therefore be marked as cannot do.

Notes Section

If you need to make notes on planning for the assessment, please do so here...



4.3 ASSESSING LITERACY



4.4 ASSESSING NUMERACY

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

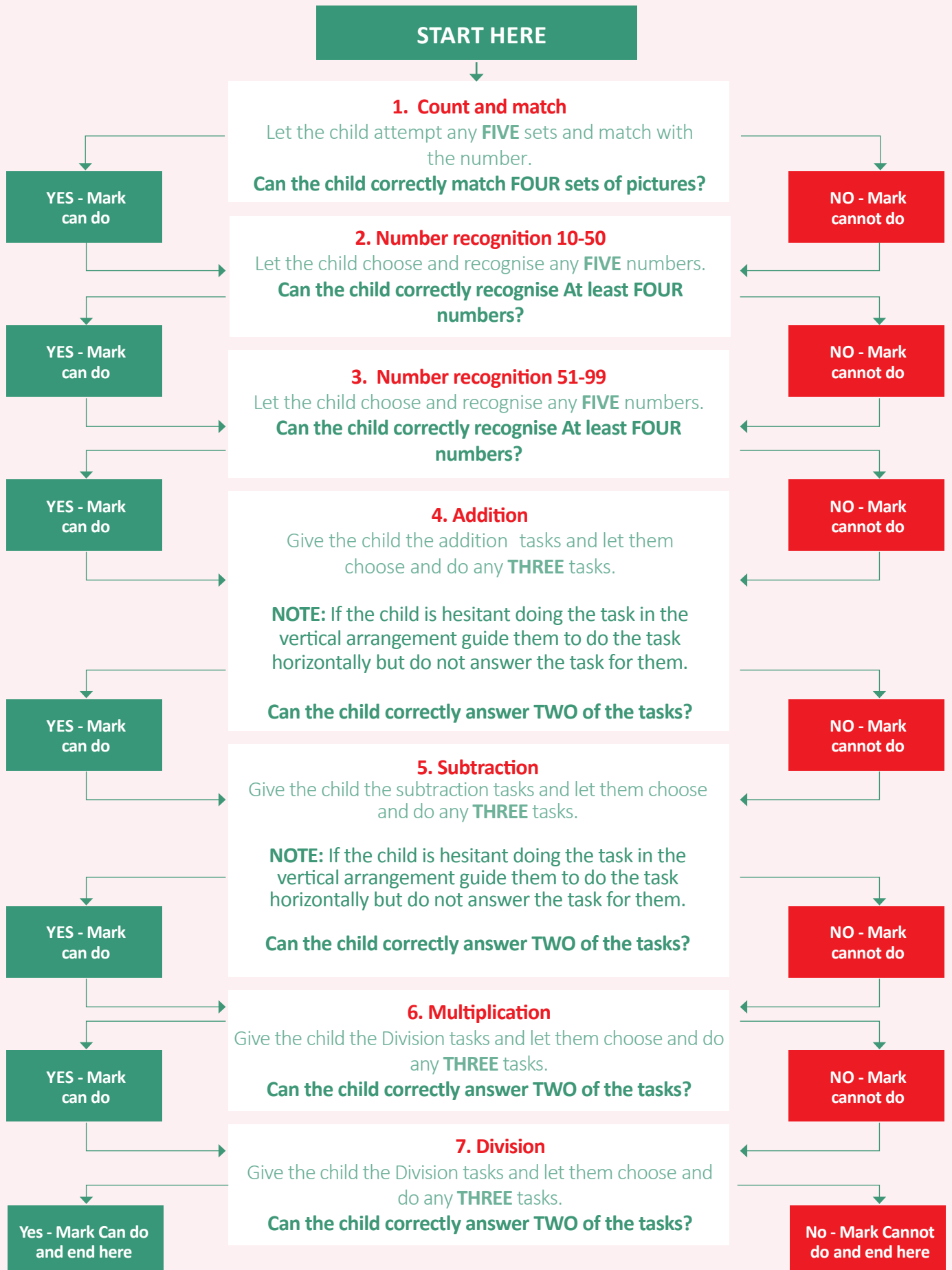
1. At count and match level the child should be allowed to select any **FIVE** sets and match with the number. If the child correctly matches four sets, mark them can do and proceed to give them the number recognition 10-50 tasks. If the child does not get at least **FOUR** sets correct mark him/her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

ASSESSING NUMERACY



CHAPTER 5: CONDUCTING THE ASSESSMENT USING SURVEY SOLUTIONS

This assessment will be implemented using a tablet and a Computer Assisted Personal interviewing tool called Survey Solutions. Your job is to interview the children sampled, i.e;

1. To ask background questions and to 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 and numeracy tasks.

This section outlines key issues about survey solutions and what you will need to to.

5.1 ABOUT SURVEY SOLUTIONS;

- It is a Computer-Assisted Personal Interviewing (CAPI) software platform.
- Enables rich data capture and has the capacity to handle large multi-topic surveys
- Has capacity to manage large numbers of survey teams.
- 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 dashboard

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 sort 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.
2. 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

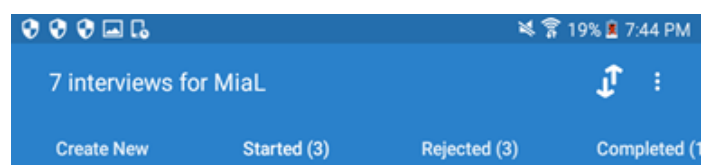
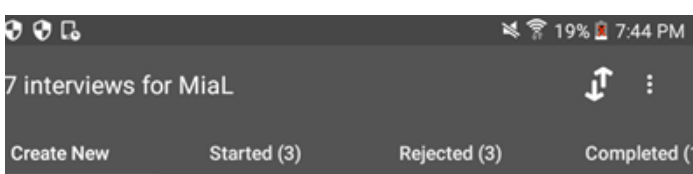
- The card for each assignment will have a number at the top. This number will correspond to the assignment number that Uwezo secretariat and your supervisors will use to identify the assignment.
- Next to the assignment number will be the number of interviews that remain to be completed. This number 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 assignment's card.

5.2.2 Interview statuses

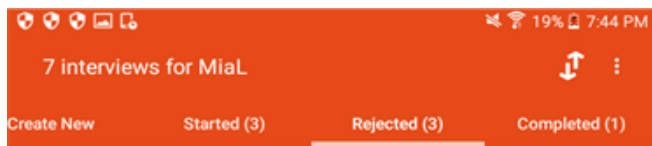
There are four possible statuses on the Dashboard:

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.

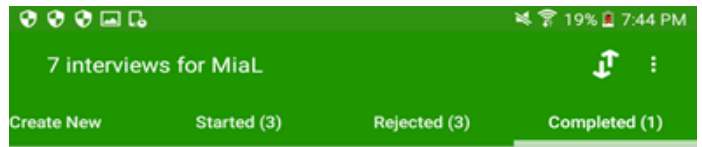
Started: This tab lists the interviews that have been started but not yet completed. To open an incomplete interview, simply tap once on the card for interview of interest to expand the card and then tap the open button. The dashboard will be blue while in this tab.



Rejected: This tab contains the rejected interviews that the supervisor has reviewed, found problems with, 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 synchronizes. 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

Step 1:

- 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.

#20 NLSS 2017 - Community Questionnaire (DRAFT) (v1)
To collect: 3 interview(s)

Community Identification:	123
Community Name:	Community
Zone:	North Central
State:	Nasarawa
LGA:	Keffi
Sector:	Urban

[START NEW INTERVIEW](#)

Step 2:

- 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.

NLSS 2017 - Community Questionnaire (DRAFT)

State

Nasarawa

LGA

Keffi

Sector

Urban

EA1

Tap to enter text

RIC

Tap to enter number

[START](#)

Step 3:

- You will then see a summary of all the identifying 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 the 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 synchronization 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: 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 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 psychologically 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;

- 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.
- Sexual abuses:** These 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.
- 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?

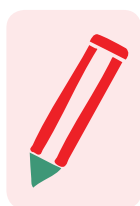
Answer: When assessing children, make sure that you:

- 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 to have any inappropriate physical contact with the child that you are assessing.
- d. Do not to 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 get 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
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 COMMONLY MADE MISTAKES

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

6.5 SAFEGUARDS AND REPORTING MECHANISMS

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. An extract of these forms is annexed.

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: fnessereka@uwezouganda
- Mott MacDonald/SESL Safeguarding Lead on 0740-456 552 or email: Judith.Amanya@mottmac.com

A. Safeguarding personal declaration

I, named below, acknowledge that I have read and understand the Mott MacDonald Safeguarding Statement and Policy, and agree that throughout the period I work for or on behalf of Mott MacDonald, I must:

- treat children and adults at risk with respect regardless of race, colour, gender, language, religion or faith (including non-belief), political or other opinion, national, ethnic or social origin, property, disability, birth or other status;
- not use language or behaviour towards children and adults at risk that is inappropriate, harassing, abusive, exploitative, sexually provocative, demeaning or culturally inappropriate;
- not engage children under the age of 18 in any form of sexual intercourse or sexual activity, including paying for sexual services or acts, whether deliberately or inadvertently, and irrespective of local laws and customs;
- not exchange money, employment, goods, favourable treatment or services for sex, including sexual favours or other forms of humiliating, degrading, pornographic or exploitative behaviour;
- wherever possible, ensure that another adult is present when working in the proximity of children and adults at risk, and to seek and obtain prior consent from a senior Mott MacDonald manager if circumstances dictate that another adult cannot be present for any reason whatsoever;
- not invite unaccompanied children and adults at risk into my home or other accommodation, unless they are at immediate risk of injury or physical danger from other people, and in which circumstances I will immediately notify a senior Mott MacDonald manager;
- use any computers, mobile phones, video cameras, cameras or social media appropriately in accordance with all applicable laws and Mott MacDonald policies, and never to exploit or harass children or access child exploitation material through any medium;
- not use physical punishment on children and adults;
- immediately report concerns or allegations of child exploitation and abuse and policy non-compliance in accordance with appropriate Mott MacDonald procedures; and,
- immediately disclose all charges, convictions and other outcomes of an offence, which occurred before or occurs during my association with Mott MacDonald that relates to child or adult sexual harassment, exploitation and/or abuse.

In order to comply with the Mott MacDonald Safeguarding Statement and Policy sub-consultants are required to complete and sign this form at the time of engagement and return it to the designated Consultancy Services Team manager.

I confirm that I have read and understood the above:

Full name:

Job/Post title:

Project/Programme/Department:

Signature:

Date:

Received and reviewed on behalf of Mott MacDonald by:

Full name:

Job/Post title:

Project/Programme/Department:

Signature:

Date:

B. Self-declaration and disclosure form on history of abuse of children and adults at risk

In order to comply with the Mott MacDonald Safeguarding Statement and Policy sub-consultants who may be in contact with children and adults at risk of harm are required to complete and sign this form at the time of engagement and return it to the designated Consultancy Services Team manager before they engage with any beneficiaries or stakeholders.

CONFIDENTIAL: This declaration will be stored confidentially by the Consultancy Services Team at Mott MacDonald, and shared with the Project Manager who will be responsible to assess whether there is any risk or not in relation to safeguarding children and adults at risk of harm as a result of engaging the services of the individual named below. Any such concerns will be notified confidentially to the International Development Services Unit Safeguarding Lead for guidance on any action required.

Herewith, I confirm that:

- I have never abused a child or adult.
- I have never been found guilty of child abuse in a court of law or place of work.
- I have no history of having abused children or adults (as defined under the Mott MacDonald Safeguarding Statement and Policy or otherwise under applicable law, including but not limited to sexual, physical, emotional, psychological or verbal abuse, harassment and/or exploitation).
- I am not listed on any registry of child abusers or abusers of adults (including those at risk).
- I am not the subject of an ongoing investigation related to abuse of a child(ren) or adult(s).
- I am not the subject of a disqualification from working with children and adults (including those at risk).
- I understand that failure to disclose relevant information or giving false information may result in the Company taking disciplinary action against me and/or terminating my employment/relationship with the Company.

I confirm that I have read and understood the above:

Full name:

Job/Post title:

Project/Programme/Department:

Signature:

Date:

Received and reviewed on behalf of Mott MacDonald by:

Full name:

Job/Post title:

Project/Programme/Department:

Signature:

Date:

UWEZO UGANDA

2023

Monitoring of SESIL's Community-Led Learning (CLL) initiatives
Cohort 5

