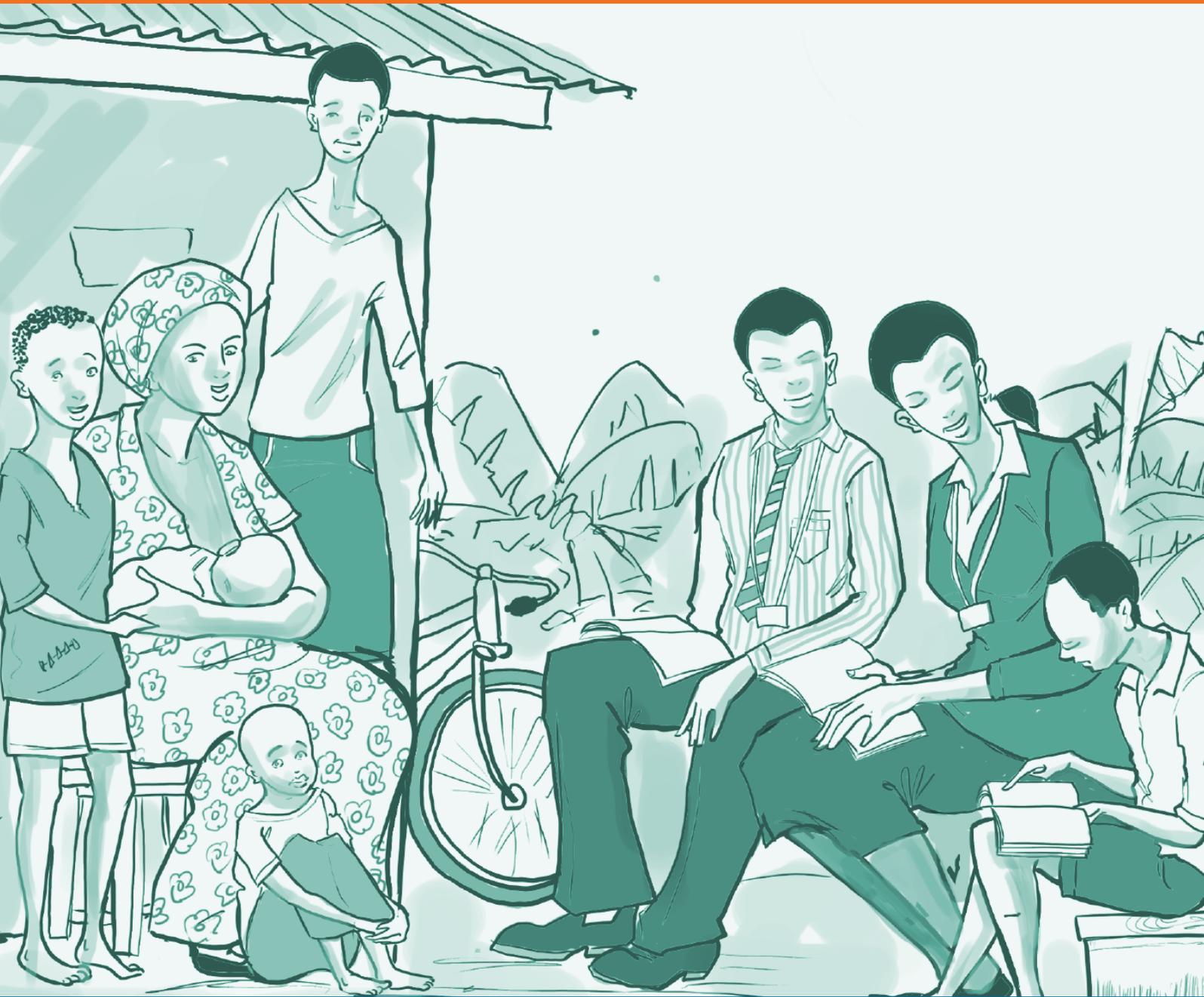


U W E Z O K E N Y A

2 0 1 4

Village Coordinator Workbook



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KNOW YOU ICONS



Key Concept

When you see this picture, you must pay attention as this is an important thing to remember!



Group Activity

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



Frequently Asked Questions

These are questions that have been raised severally in the past



Notes Section

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



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.

WELCOME, VILLAGE COORDINATORS!

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

This means that you:

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

The Village Coordinator Workbook will be an important part of your training. It will provide you with;

- Tools to become even a better communicator of Uwezo’s mission
- Information you need to answer questions from volunteers and the community with confidence
- Tips for having a great relationship with the District Coordinator, volunteers, and the community



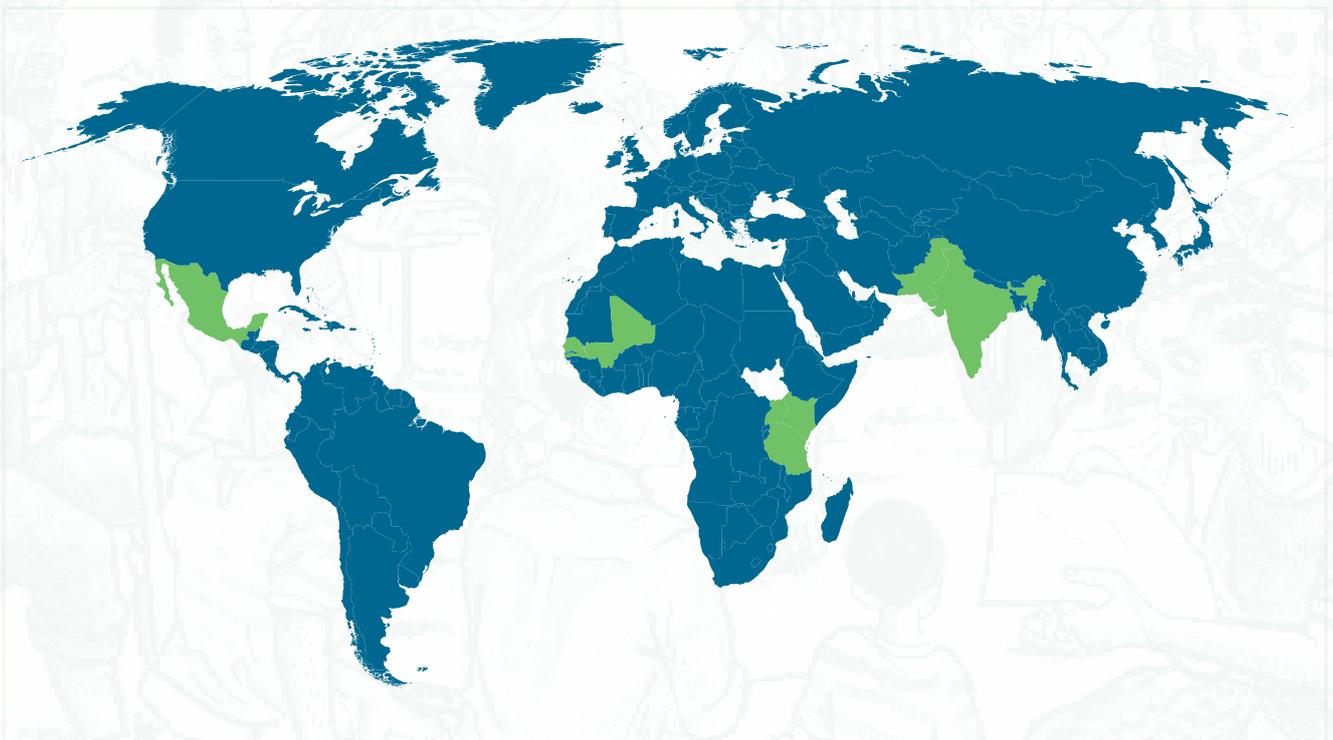
This workbook has been designed for Village Coordinators (VCs) as the MAIN audience. However, this workbook will be used by all trainees to cover the key pre-assessment activities that have to be undertaken in preparation for the final Uwezo Annual Survey

CHAPTER 1: ABOUT UWEZO AND THE UWEZO PROCESS

As a Village Coordinator (VC), first-time volunteers, teachers and parents will look to you as a source of more information about the Uwezo initiative. You need to be confident when sharing information. The purpose of this section is to expand your current knowledge of Uwezo.

1.1 WHAT ARE THE ORIGINS OF UWEZO?

- Uwezo is an initiative operating in Kenya, Uganda and Tanzania that began in 2009, inspired by the Annual Status of Education Report (ASER) in India.
- Citizen-led assessments of children's learning, like ASER and Uwezo, are carried out every year in 3 continents and 8 countries around the world: Kenya, Tanzania, Uganda, India, Pakistan, Mali, Senegal, and Mexico.
- These independent initiatives work together, like a family, to gather and share evidence about children's actual competencies in literacy and numeracy.
- They not only share information with each other, but with citizens, local and national governments, and with important organizations around the world interested in improving children's learning.
- To date, these initiatives have assessed more than one million children around the world. In East Africa alone, they reach almost 350,000 children.
- Together, citizen-led assessments mobilize hundreds of thousands of volunteers each year. In East Africa, over 20,000 volunteers visit households each year.
- You are part of this initiative, of citizens doing something to address the learning crisis facing our children.



1.2 IS UWEZO PART OF A LARGER GROUP?

- Uwezo is part of a larger, independent initiative in East Africa called Twaweza.
- Twaweza works to provide practical information to citizens so that they can make change happen in their communities.
- Twaweza is present in each of the three East African countries.



I used to think that Uwezo...

Now I know that Uwezo...

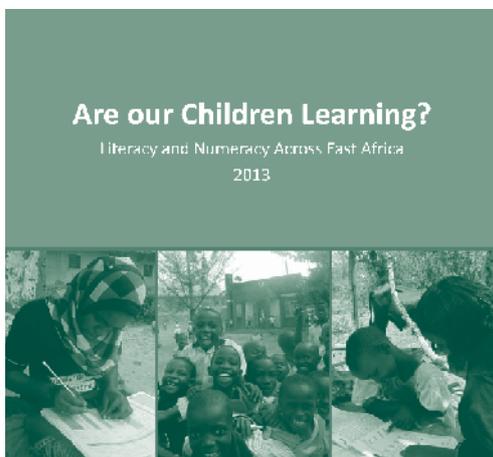
1.3 HOW DOES UWEZO WORK?

Each year, more than 20,000 volunteers visit households in each district in Kenya, Tanzania, and Uganda. They assess the literacy and numeracy levels for children aged 6-16.



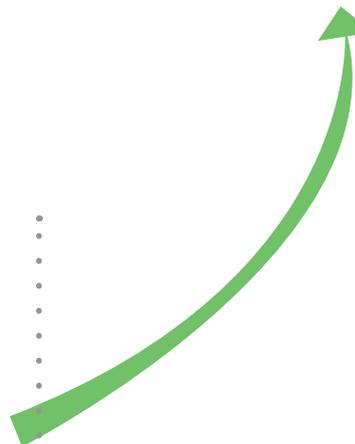
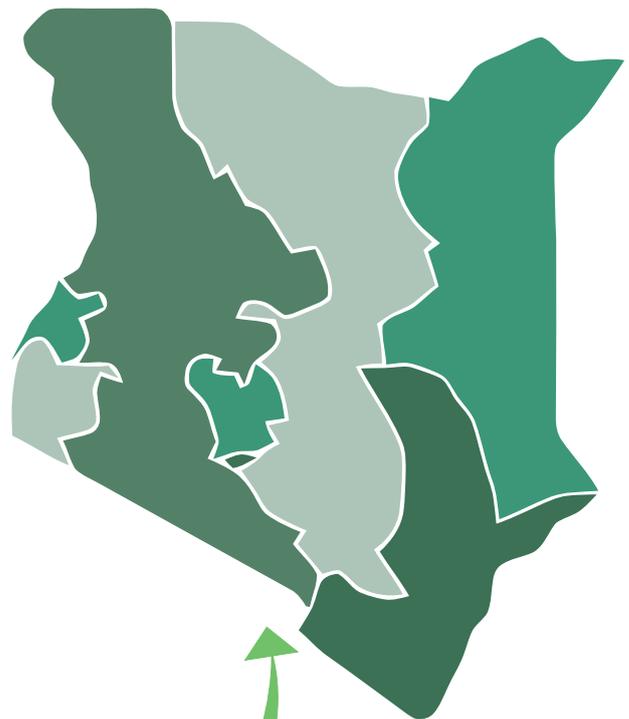
Once all the data is collected, it is processed at the data centre in Nairobi and the country teams produce an annual report, *Are Our Children Learning?* There is one report for the entire region, as well as individual reports for each country.

2.

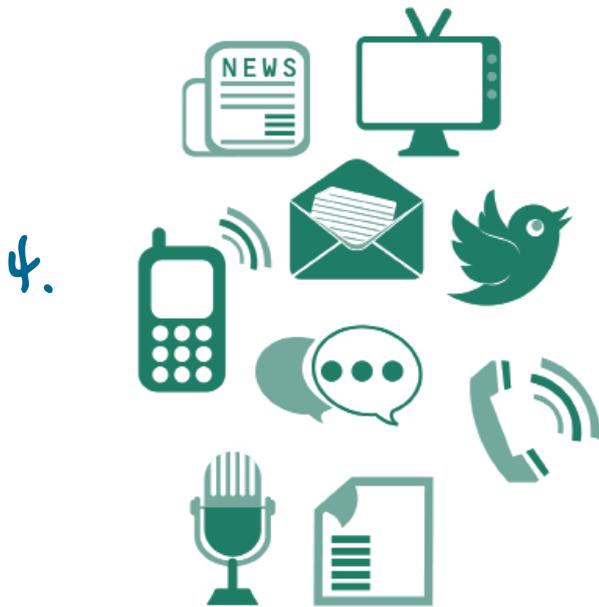


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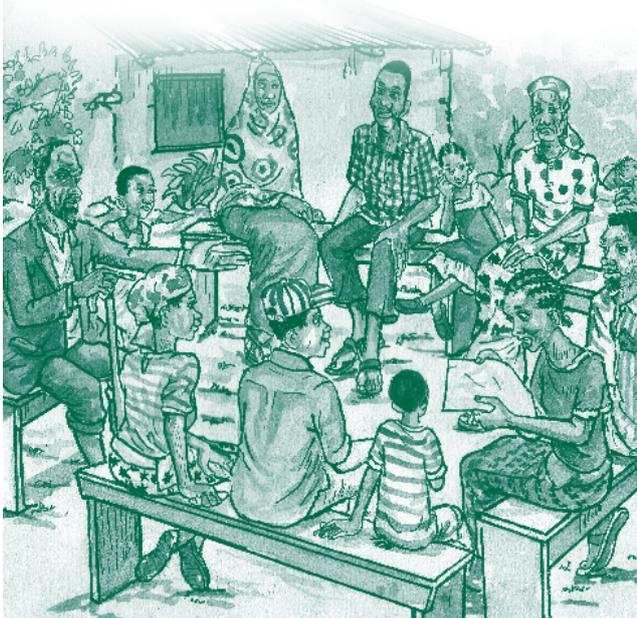
The annual report presents the results for each district. It details how many children have –or do not have– literacy and numeracy skills at the level that would be expected according to their grade level.



The findings of the report are then communicated widely in variety of formats, so that they will reach government officials as well as ordinary citizens: parents, students, and local communities.

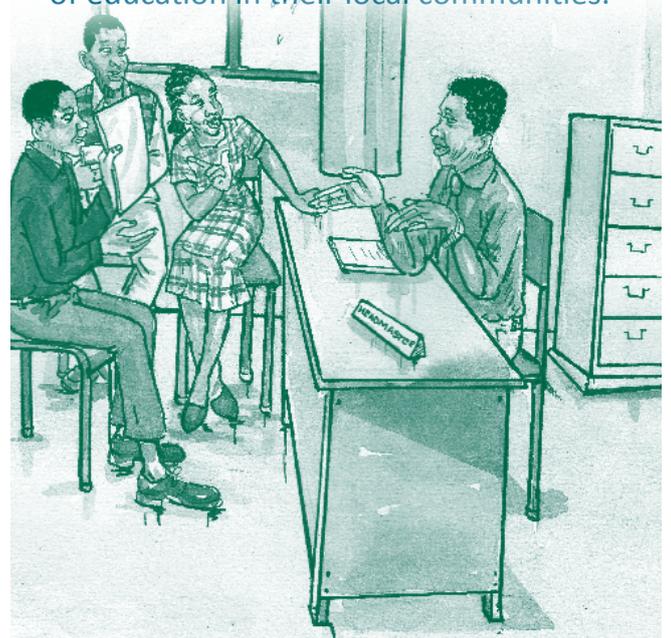


The findings of the report are used to promote conversations and debates about learning throughout the country.



5.

It is the hope of Uwezo that these conversations and debates will motivate citizens to take action to improve the quality of education in their local communities.



1.4 FREQUENTLY ASKED QUESTIONS ABOUT THE UWEZO PROCESS



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

A: The data is recorded in a survey booklet. This data is processed at the data centre in Nairobi. Many experts in statistics, including from the Bureau of Statistics in each country, analyze the data. The Country Coordinator and the Regional Manager have the primary responsibility in managing the report writing process. There is one regional report and one report for each country. The reports get published and communicated widely through each of the Uwezo country offices.

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

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

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

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

Q: How does Uwezo benefit from what it does?

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



It is important to ask the trainer questions if you would like more information about how to answer these Frequently Asked Questions by Teachers and Parents.

Test yourself on the Uwezo process



Who...

How...

Why...

CHAPTER 2: SAMPLING METHODOLOGY AND VOLUNTEER RECRUITMENT

The purpose of this chapter is to help you understand how Enumeration Areas (EAs), households, and children are selected for the assessment each year.

2.1 WHO IS TESTED AND SURVEYED EACH YEAR?

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

What does sample mean?	What does 'random sample' mean?	What does nationally representative mean?
A sample is a subset of things or individuals from within a larger group. In the case of Uwezo each year, it means that not every single child in the country is assessed, but only a portion of all children.	It means that each child within the sample of children to be assessed was selected blindly and by chance, like winning the lottery.	It means that although not every single child aged 6-16 is tested, enough children are tested to accurately represent the reality of the learning levels of children in the country.

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

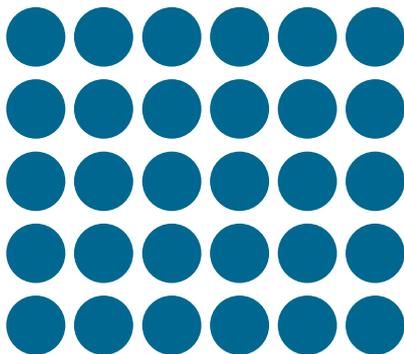


2.2 WHAT IS THE SAMPLING METHOD OF UWEZO?

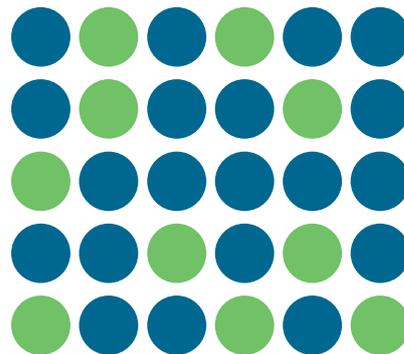
The sampling method is the procedure used for selecting the EAs, households, and children for the Uwezo exercise.

- Every district in Kenya, Tanzania, and Uganda has the probability of participating in the test and survey.
- In Kenya, all census districts are selected. However, in Uganda and Tanzania only a sample of these districts are selected.
- From within each district, 30 Enumeration Areas (EAs) are randomly selected. However, districts and EAs with a higher population in terms of households have a higher probability of being selected for the survey.
- Then, within each EA, 20 households are randomly selected to participate in the survey.
- Each year, Uwezo adopts a panel sample of 20 EAs from the year before, and 10 new ones are included. This is why some EAs continue to be included in the survey for several years in a row.

EAs selected in Year 1



EAs selected in Year 2



2.3 WHAT IS AN ENUMERATION AREA (EA)?

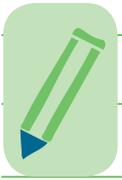
The country is divided into several administrative units by the government through the National Bureau of Statistics. An Enumeration Area (EA) is primarily created for the purpose of a National Census. It can consist of either one complete village, part of a village or more than one village in the same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

2.4 FREQUENTLY ASKED QUESTIONS ABOUT THE UWEZO SAMPLING METHOD



Below are some of the persistent questions from schools and communities about the Uwezo sampling method. Based on the information of this chapter, discuss with your group and try to answer these questions together:

Why does Uwezo keep coming back to this school/EA if the selection is random?



We want to be assessed, why will Uwezo not come to our school/EA?



Why does Uwezo only collect data from only a few households in the EA?



If you had trouble answering any of the above questions, make sure you learn how to answer them before the session ends. Ask your trainer!



As a Village Coordinator, you will assist the District Coordinator in verifying the Enumeration Area Map and in creating the Household Listing. Both the map and the listing will be the basis of the work of volunteers when they conduct the survey and the assessment, so it must be done correctly. Please pay special attention to this section.

2.5 VERIFICATION OF THE EA MAP

Your Enumeration Area will already have been sampled by the National Bureau of Statistics. You will be given a map to guide you on the boundaries of your Enumeration Areas. **Each EA must have a map;** if it is not available, please alert your District Coordinator. Your District Coordinator will already have visited the Chief or Sub-Chief and District Commissioner to introduce Uwezo and get authorization. The following are the actions you undertake in the EA.

1. Visit the Chief/Sub-chief /Village Elder of the selected Enumeration Area and present the letter of introduction.
2. Show them the map of the EA. Ask the Village Elder if he or she will accompany you through the Enumeration Area to verify the details that you have on your map, including the boundaries.
3. Add any missing details to the map.

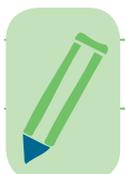
2.6 WHAT IS A HOUSEHOLD?

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



IMPORTANT! The head of a household does not need to be a man. There are households headed by women and children. These households are also to be included in the household list.

Test yourself



1. What is an EA?

2. How will I know the boundaries of an EA?

3. What is the difference between a household and a homestead?

2.7 CONDUCTING THE HOUSEHOLD LISTING

Once you have verified the map of the EA, divide the EA into 4 sections and start listing the households.

Ask the Village Elder if they already have a list of households in the EA within the boundaries shown on the map.

If there is no list of households in the EA, or there is one that is incomplete or excess, then ask the Village Elder to help you create one.

Where the number of households is not known, enter the dwellings and take a thorough walk of the EA to determine the number of households in each dwelling.

Where people are sharing a room or a house but have different cooking arrangements, list the people as separate households.

Ask the Village Elder to help you make a list of ALL household heads of the sampled EA.



Remember, you are more efficient when you divide the EA into four parts, and work systematically fully listing all households in one section before you move on to the next.

2.8 HOW ARE HOUSEHOLDS SELECTED FROM WITHIN THE HOUSEHOLD LIST?

Remember: Only 20 households are to be sampled in each EA.

In order to select the 20 households randomly, you will first have to define the interval at which you pick households. Do you survey every 2nd household, every 3rd household, etc.? This is the *nth number*.

To define the nth number, divide the total number of households in an EA by 20.

For example:

1. There are a total of 117 households in EA 1. Divide 117 by 20. ($117 \div 20 = 5.85$)
2. Round off the result to the nearest whole number ($5.85 = 6$).
3. For the purpose of EA 1, 6 is then the nth number. Select every 6th household from the EA list to be sampled for the survey. Continue to do this until you have 20 selected households.

To select the 5 replacement households continue with this same process. If the nth falls on a household that has already been selected, skip it and select the next one.

To determine the starting point, number six sheets of papers with the numbers 1 to 6. Place them face down and pick one. This becomes household number one. Every household listed between 1 and the nth therefore gets an equal chance of being selected to be part of the survey.



Now, test yourself on how much you learned in this session:

	TRUE	FALSE
Households included in the survey are selected by experts from the National Bureau of Statistics.		
Visited EAs receive funds and scholarships from Uwezo.		
The District Coordinator is in charge of drawing the map of the EA.		
Each year, Uwezo conducts its survey in 20 districts, in 30 EAs within each district, and in every household in the selected EAs.		
People who live together but have different cooking arrangements are considered part of the same household.		



After completing the household listing and conducting the volunteer interviews, visit the school and drop the letter from the Uwezo Country Director.

2.9 RECRUITING UWEZO VOLUNTEERS

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

1. Send the 'Call for Volunteer' Posters to people you know in the sampled EAs, with request that they put them up in public places – Chief's Office, Shopping Centre, Church/Mosque and so on;
2. Receive calls or visits from prospective candidates and create a list of interested persons. If they are more than 6, create a shortlist of male and female candidates that you consider best suited to the criteria specified in the poster;
3. Communicate to the candidates you want to interview before you go to the village, so that they wait for you on the day of visit for an interview.

Upon meeting with the candidates, request that they present you with ID and their KCSE certificates (or equivalent). Confirm their identity and qualifications. Ask the candidates several questions to get to know them a little bit more, and confirm their qualification, interest and availability for the Uwezo assessment. Remember that the recruited candidates must be residing in that village, and that one will be male and the other female. Consult with the District Coordinator in case any of these conditions cannot be met.

CHAPTER 3: COMMUNICATING WITH SCHOOLS

Once the results of the assessment have been analyzed and the report has been published, you will have the opportunity to go back to schools and communicate the results. The purpose of this section is to guide you on how to effectively and correctly communicate the results to schools.

3.1 COMMUNICATING RESULTS OF UWEZO TO SCHOOLS

1. Return to the schools that were surveyed.
2. You will be supplied with a poster that has the following information:
 - Sample of the tests (Literacy and Numeracy)
 - Summary of Assessment Results for that particular district
 - District Ranking According to Uwezo Results for Kenya
3. Before posting the results at the school, meet with the Head Teacher (or the Deputy Head Teacher, if the Head Teacher is absent).
4. Introduce yourself again and, using the poster, explain the results to the Head Teacher. Begin with the Summary of Assessment Results.
5. Once you have explained the results and answered questions from the Head Teacher, ask for permission to post the results on a visible place in the school premises.

3.2 SUMMARY OF ASSESSMENT RESULTS

The Summary of Assessment results for that particular district will have this information (this is just an example, they are not the real results):

District: Garbatulla, Kenya

LITERACY: CAN CHILDREN READ?

LANGUAGE IN WHICH CHILDREN WERE ASKED TO READ; KISWAHILI

% of children who <i>cannot</i> read <i>letters</i>	Standard 2	22%
% of children who <i>cannot</i> read <i>simple words</i>	Standard 3	39%
% of children who <i>cannot</i> read a simple <i>4-line paragraph</i>	Standard 3	58%
	Standard 4	40%
% of children who <i>cannot</i> read simple <i>"story"</i> (STD 2 level text)	Standard 3	74%
	Standard 4	58%
	Standard 5	43%

District: Garbatulla, Kenya**NUMERACY: CAN CHILDREN RECOGNIZE NUMBERS?**

% of children who <i>cannot</i> recognize <i>numbers to 100</i>	Standard 2	52%
	Standard 3	27%
	Standard 4	12%

NUMERACY: CAN CHILDREN SUBTRACT?

% of children who <i>cannot</i> do <i>subtraction</i>	Standard 2	66%
	Standard 3	40%
	Standard 4	22%

3.3 HOW TO EXPLAIN THE SUMMARY OF ASSESSMENT RESULTS

1. Show the Head Teacher the Sample Test for Literacy. Remind her/him that the tests Uwezo uses are pegged at Class 2 level work.
2. Explain the results line by line. "As you know, all children in Class 2 should be able to read letters. The results for district show that of every 100 children in Class 2, 22 of them cannot recognize letters."
3. You may also want to let the Head Teacher know that the results reflect the competencies of children who are in school as well as those who are not in school, as the children were tested in households.



Below, write down how you would explain the results of each of the other lines of information. Start with "% of children who cannot read simple words in Class 3":

3.4 DISTRICT RANKING ACCORDING TO UWEZO EVIDENCE

The District Ranking according to Uwezo Results will have this information (this is just a fragment and an example, it is not the real ranking):

District ranking by mean pass rate on combined test for all children aged 10-16 years

Country: Kenya

RANK	COUNTY	DISTRICT	PASS RATE (%)
1	Kiambu	Githunguri	88%
2	Baringo	Koibatek	85%
3	Siaya	Bondo	80%



The Ranking sheet uses the pass rate. The pass rate means being able to pass BOTH the literacy and numeracy tests at the same time. A student would need to score 100% on numeracy AND 100% on literacy to have passed both tests combined. The pass rate is therefore stricter.

3.5 HOW TO EXPLAIN THE DISTRICT RANKING

1. Explain to the Head Teacher that the District Ranking is based on how many children aged 10-16 could be expected to pass both tests (Literacy and Numeracy) in a given district.

For example;

In a typical EA in Githunguri District, 88 out of every 100 children aged 10-16 will be at the Story Level in the case of Literacy and at the Division Level in the case of Numeracy.

2. Show the Head Teacher where her/his district is placed within the Ranking.

3.6 HOW TO ANSWER QUESTIONS FROM HEAD TEACHERS ON EVIDENCE FROM THE UWEZO SURVEY

It is possible that the Head Teacher will have many questions about the results once you have presented them. Below are some suggested answers to the difficult questions you may have to answer.

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

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

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

A: Uwezo shares the results of its assessment widely because it believes that positive changes cannot be brought by one entity alone, like the government. Everyone who has an interest in the quality of children's learning should play a role in creating change. Uwezo shares information but will not coordinate any actions to be undertaken by other groups.

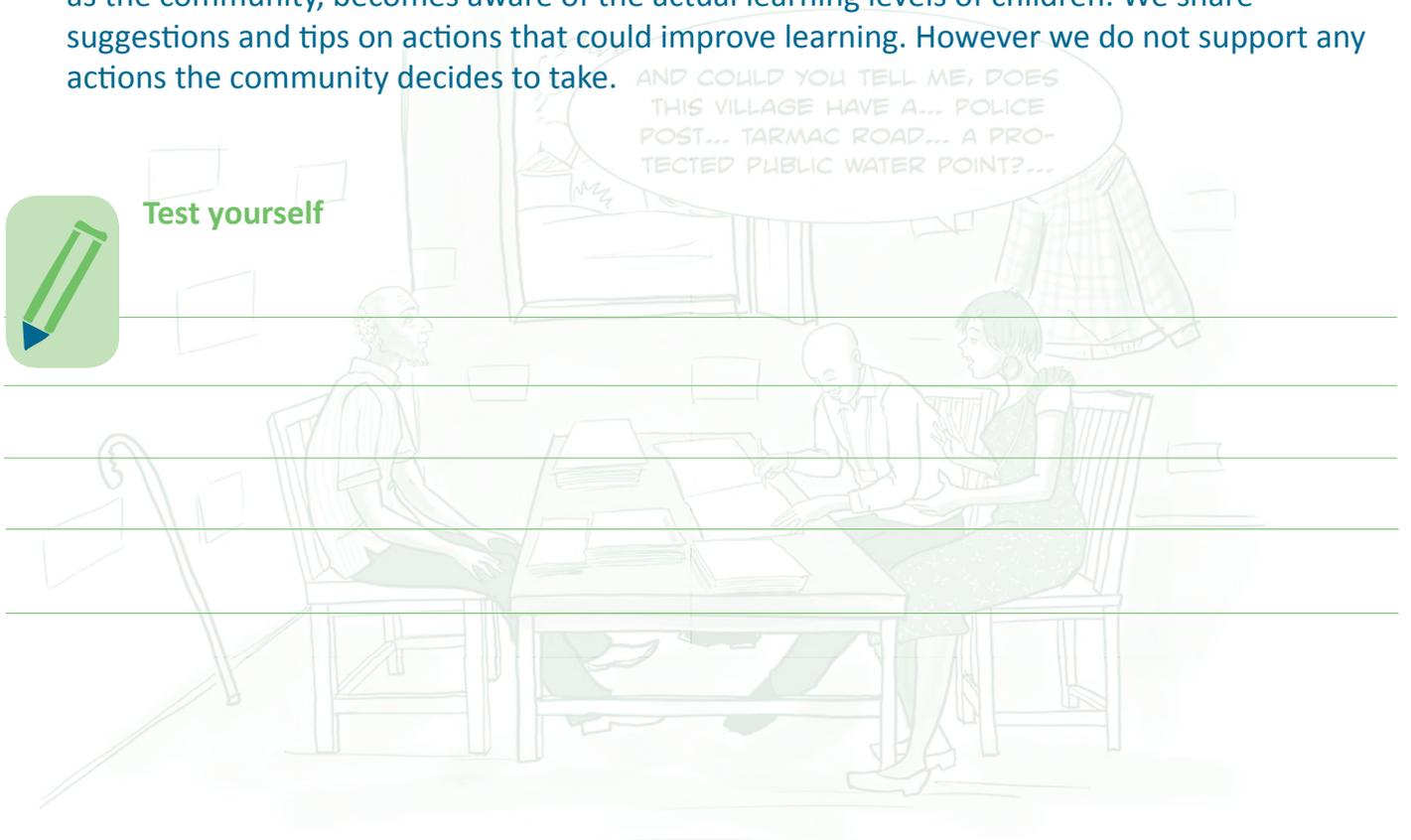
Q: What will Uwezo do to help us improve the results of our children?

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



Test yourself

AND COULD YOU TELL ME, DOES THIS VILLAGE HAVE A... POLICE POST... TARMAC ROAD... A PROTECTED PUBLIC WATER POINT?...



CHAPTER 4: DIFFICULT SITUATIONS

Approaching communities to collect data is not always an easy task. People are not always open to participating in the survey and may not understand the purpose of Uwezo. Below are the four main types of difficult situations you will find in the field and tips on how to deal with them.

1. Parents with high expectations



What is Uwezo going to do for my family?"

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

2. Mistrust from teachers and parents



What is Uwezo going to do with the information it collects?"

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

3. Parents feeling they cannot do anything to help their children improve.

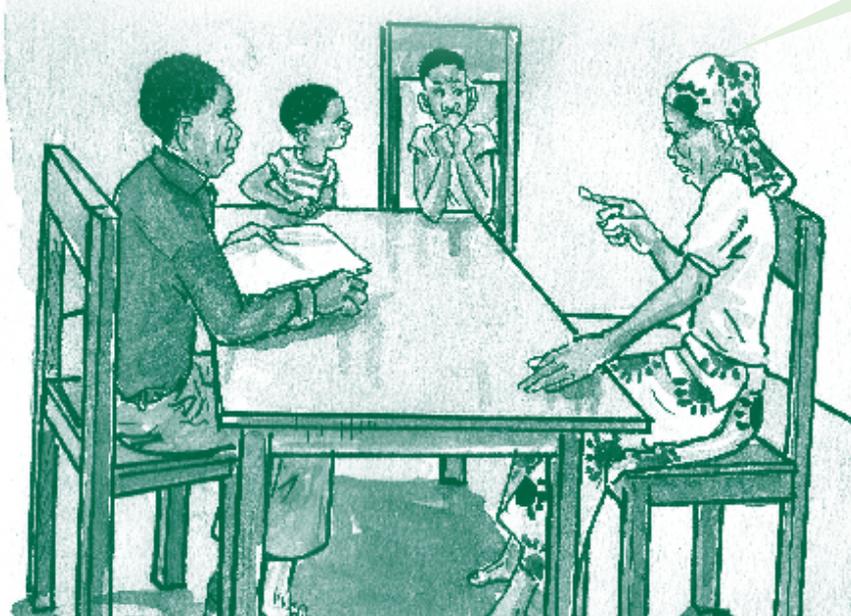
Do you think you have a say about how schools educate our children?"



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

YOU !!!.....

4. Parents punishing their child for bad results on the assessment



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



Speak with Village Coordinators from other districts and share ideas. Are there other creative, ethical ways in which these situations could be handled?

CHAPTER 5: ETHICAL ISSUES

As a Village Coordinator, there are high standards for your behavior. Below are some simple reminders on how to behave towards peers and the community according to Uwezo's expectations.

5.1 VILLAGE COORDINATOR TASKS

- Attend a three day regional training;
- Assist the District Coordinator to do EA mapping, household listing and volunteer recruitment and introduce Uwezo to the Chiefs and village elders as per instructions;
- Assist in coordinating a two day training of volunteers;
- Support the implementation of the assessment in designated Enumeration Areas;
- Assist in collecting and verifying survey booklets.

5.2 YOUR RELATIONSHIP WITH VOLUNTEERS

Your Job IS...

To support volunteers to do their job correctly:

- Answer all of their questions
- Help them fill the Information Sheets and the Survey Sheet correctly
- Help them test children correctly
- Help them resolve any issues they may have with schools or households
- Help them manage their time correctly

To motivate and encourage volunteers.

You are a role model and a guide for volunteers.

Show volunteers that people who work with Uwezo are committed, hardworking, and approachable

Your Job Is NOT...

To maintain the discipline of volunteers.

To criticize volunteers for not doing their job correctly.

To wait to catch mistakes that volunteers might make.

You are not the boss or the supervisor of volunteers. You might have more experience, but you are a member of a team. You do not work alone.

5.3 ETHICAL STANDARDS

Your behavior in the community should be a reflection of Uwezo’s mission and values.

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



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

UWEZO is...

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

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?'

The Uwezo National Assessment has the following key components:

- It is of national scale
- It uses simple tools that are easy to understand
- It is citizen driven
- Instant feedback is given to the child and parent.
- It focuses on basic skills in literacy and numeracy
- The assessment happens annually

Uwezo is an initiative that works across East Africa to assess the actual levels of children in basic literacy and numeracy. The evidence generated is used to shift the focus from the dominant focus on infrastructure and enrolment to the actual learning levels of children.