

UGANDA CHANGE AGENT ASSOCIATION (UCAA)

UWEZO NATIONAL ASSESSMENT 2013

Volunteer Training Report-KASESE District

BWAMBALE CHRISTOPHER- DISTRICT CONTACT PERSON

and

IVAN SSERWADDA –RESEARCH ASSOCIATE.

INTRODUCTION

UWEZO is a citizen-driven initiative to improve the learning outcomes of our children in literacy and numeracy in Uganda, Kenya and Tanzania. . In Uganda it is fully accredited by Ministry of education and sports and operates through district partner organizations in 80 Districts. It operates in 30 Villages in each of the selected districts.

Uganda change Agent association is an NGO in Uganda Operating National wide to improve the capacity of rural Men and Women in the Social-Economic and political development. It was selected by Uwezo Uganda as the district partner institution for Kasese since 2011. This is its third year it is implementing Uwezo initiatives in Kasese district

UWEZO uses a collaborative approach to involve government, NGOs, CBOs and individuals. This approach has the following key components:

- A large household based survey covering all districts in the country.
- The use of very simple tools to assess literacy and numeracy that can be easily administered.
- Inspiring a citizen volunteer driven approach to conduct the assessment over a few days.
- Instant feedback of the assessment results to parents or guardians, children and local leaders.
- Broad communication across the country through the media and other means to create debate.
- Facilitating thoughtful learning and monitoring throughout and lessons learnt fed back into subsequent years preparations, and
- Repeating survey each year to create and sustain momentum for change.

In Kasese District the Assessment conducted was in 30 Villages aimed at;

(1) Enabling parents/guardians and government to become aware of the actual levels of children competencies in the District.

- (2) To facilitate and set citizens on a journey of improving children's learning.
- (3) Using evidence and through dialogue to foster national wide conversation and action on learning.
- (4) Influencing policy and practice towards improved learning.

PRE- ASSESSMENT ACTIVITIES

The Pre –Assessment activities were implemented by the district contact person and they included,

- a) **Mobilization of the EAs.** Chairperson LC ones of the 30 Enumeration areas were informed of the Uwezo assessment of 2013. The Office of the CAO and the DEO was approached and informed of the Exercise. CAOs office provided to the DCP an introductory letter which supported the exercise.
- b) **House hold listing and sampling processes.** 30 house hold lists were recorded and typed by Uganda Change Agent staff. The Sampling was done by the DCP following the sampling method that had been recommended by Uganda bureau of statistics. 30 sampled house hold lists including 5 reserve households were produced that were later on used during the assessment.
- c) **Volunteer Selection.** Volunteers were selected using the following methods 1) Retaining former volunteers who had performed well and their EAs having been retained on the list of district EAs to be Assessed in 2013. 2) Call for Volunteers were displayed in those EAs in which Uganda Change agent association sought replacement and or the newly added EAs. A total of 60 Volunteers were recruited to carry on the Assessment exercise. However, the following volunteers were replaced along the way due to their individual problems; they are Biira Musime Kanyasabu was replaced by Kombi Asanasio, Kakyinirye Wilberforce of Kyambogho II was replaced by Masimengo Benet, Kule Joseph of Bulemera was replaced by Kule D John, Musoki Juliet of Kendahi was replaced by Ntege Mary and Bakalhania Francis of Kasokero A & B was replaced by Bwambale John.
- d) **Delivery of training/assessment/communication materials to the districts.** The only materials delivered to the District , CAOs office in Particular were letter from the Ministry ,letter from Uganda National NGO Forum and that from Uganda Change Agent requesting the CAO for an introductory letter. Previous Uwezo report and other communication materials were not delivered because had not been provided by UWEZO during Mobilization.

The Key Challenge in the Mobilization, House hold listing and Volunteer Selection was that some LCs could not readily be available. This prompted the DCP to make several visits to such EAs for Example Rail ways EA in Kasese Municipality. LCs Expected some Allowance during household listing and volunteer Selection.

VOLUNTEER TRAINING:

The training was on dates 29th to 31st July 2013 as it had been scheduled by UWEZO/UNNGOF. The program was clearly followed however, at a certain point we were caught up by time. The Key trainer was the Research Associate (RA) Mr. Ivan Sserwaddabeing assisted by the District Contact person (DCP) Mr. Christopher Bwambale.

Official Opening of the Training

The official opening of the training was made by Deputy chief Administrative Officer Kasese District Mr. Asaba Wilson on 30th July 2013, he had attended part of the session; The CAO appreciated services rendered by the Uwezo initiative in the region.

-He highlighted that in many schools, they don't have highly trained Nurses as indicated in the School survey sheet but they use the Senior Women Teachers in most cases as their nurses or first Aiders.

He said, was going to use volunteer contacts provided also to monitor , making sure that work is done perfectly

-He also requested the Uwezo Secretariat to organize an official launch of the annual reportin which all the key Education stake holders like those at the Sub-county, RDC, CAO,DEO among others would be involved so as to allocate responsibilities to individuals hence implementing the action for change initiative.

Training content

Introduction, expectations and objectives

This was an opportunity for participants to get to know each other and the facilitators and to give their expectations of the training exercise. During this session the objectives of the training were also outlined. During this time Senior Volunteers were allowed to

mention the change UWEZO interventions have contributed to the learning of children in their areas.

Introducing UWEZO

This was a very important topic as it provided the background and context for the rest of the training sessions and topics. This was done in a creative and interesting way drawing examples from the community.

The actual assessment

This is the section where emphasis was laid and a lot of time was spent to ensure that participants understood exactly what they were expected to do during the survey. The areas covered were the following:

- **The survey process** – this gave an overview of the assessment process and the approach used was to read the paragraphs in the manual together with the participants.
- **Testing children** – The manual was read step by step in order for the participants to grasp what it means by this.
- **Assessing English** – this involved a step by step explanation of the assessment and grading process for English (literacy)
- **Assessing mathematics** – this involved a step by step explanation of the assessment and grading process for mathematics (numeracy)
- **Data collection tools** (the HH survey sheet) –participants were taken through all the steps involved in filling the household survey sheet reading and following the guide provided in the manual.
- **Communication of results** – Participants were made to realize the importance of communication of results and instant feedback at house hold level. Participant were given a hint on the Uwezo IEC materials such as calendars, T-shirts, Bags,the what to do poster, etc. The challenge that followed was materials had been produced in RUNYAKITARA, a language not popular in the district. Only few people embrace it. Secondly, the picture of a Parent kneeling for child on the UWEZO T. shirt was questioned in relation to the culture of the area. Old people don't do that to children. The DCP informed the UWEZO communication Officer over this.

NOTE:

It was also observed that in both the training survey booklets and the final assessment survey booklets had printing and typing errors. The RA and DCP

improvised by replacing missing parts of the survey booklets with those plucked out of the training booklets.

Household/School Visit (pilot).

Volunteers were all dispatched for the household practical's to Kidodo village in Kasese Municipality and were received by Peter Bwambale the LC Chairperson of the area. The exercise was a success though it drizzled.

For the school visit, only 6 volunteers were dispatched to Kasese primary School because there were no logistics to support a big team

Finally the two teams had to share experiences and committed errors were corrected.

At the end of the training, Volunteers were dispatched to their EAs. The following items were given to them; a) transport refund b) 50 % of their Volunteer Stipend, c) Items such survey booklet, bags, pencils, eraser/ sharpener, UWEZO IEC Materials and d) Introduction letter from CAOs Office. The remaining 50% of the Stipend was given upon handing of Materials required to be handed back to UWEZO especially the Survey booklets.

FINAL ASSESSMENT:

Visit to the LC Chairperson/member or village elder.

ALL the 30 pairs of Volunteers managed to visit and collect data from the LCs.

The School Visit;

All schools were visited on Friday however in some EAs, a few schools had gone for regional games and sports which affected the head counting. Never the less, the RC advised that the interview of the Headteacher should go on but the head count be on the following Monday. This was successfully done. Only 1 school out of 30 visited fell into this category; and did its head count on Monday

The Household Visit

The household visits were a little bit of challenging due to the following reasons:

- A number of sampled households had no children which greatly affected the side of the testing.
- A bout two household heads in some EAs had died after the listing and sampling process, these were replaced in consultation from the DCP.
- It also happened that for quite a long period of time, the region had not received rain for long and so after the golden chance of some rain during the assessment days, many of the house hold members had visited their gardens, this also somehow interfered with data collection .Volunteers were advised to revisit the household again late in the evening.
- The households that went missing were replaced as it is clearly indicated on the household lists with their respective reasons.

Testing of children and giving feedback

A bout 99% of the Questions in data collection tool indicated that instant feedback at household level was given. Only 1% seems not to have given feedback and this was a household with no children.

Communication materials left in the households

The communication materials left in the households were the calendars, whatto do poster plus reading material for children.

FIELD SUPERVISION AND MORNITORING.

- Monitoring was done by the RA and DCP. Owing to some logistics only 9 EAs out of 30 sampled and visited. In these EAs, 3 schools were visited, 3 LCs visited and 9 house one in each EA was interviewed by Volunteers in the presence of DCP and RA.
- Many people both at school and community level were expecting financial support from Uwezo. This was handled by giving a deeper explanation by the DCP and the RA during monitoring.
- DCP made several calls to almost all EAs to ascertain that Volunteers were on duty.
- The idea of advancing the monitoring funds to the partner institutions was an important decision. It enabled proper monitoring.

AREAS FOR IMPROVEMENT

- Number of days for training of Volunteers be increased to 3
- Volunteers emoluments and those of the DCPs be increased

- The Partner Institution meets some costs indirectly. A special consideration be made for them.
- A budget for LCs be included.
- A proper analysis of which language to be included on the Communication materials be made for the country. No generalization. If resources cannot allow maintain a unifying language. Pictures on Posters be analyzed very well before distributing them.

STORY OF CHANGE

During the introductions, some Senior Volunteers shared their experiences from the 2012 assessment and pointed out the following issues;

1. IsingomaAgabas a Volunteer in Bulhambairi-Kasingiri Village reported that due to the Uwezo initiative, the enrollment of Learners at Kasingiri Primary School had increased, this resulted into the initiation of P.5 class which was not in existence before.

He further reported that as a result of Uwezoinitiative , parents have seen the need for staff quarters at Kasingiri Primary School

2. A member also reported that they hardly hear Uwezo through media like radios, television stations among others. This has affected the publicity of the initiative to many local communities yet the few who are aware about it, greatly appreciate the services.
3. ERESY and Rabson Volunteers from Sebwe village also reported that the L.C Chairman appreciated their work and the work Uwezo initiative. The idea of visiting of children at school has been embraced by parents in Sebwe.Rabson reported that there was now reduced drop out at Sebwe primary School.
4. Mubunga Robert sensitized parents of Kyabikuha primary school in Muwelo EA .Formerly, there was no display of UPE funds but as a result of UWEZO interventions, funds are being displayed on walls. Mubunga Robert has been co-opted to the school management committee.

5. The display of School funds and accountabilities was reported by majority of Volunteers including, Kate Timbigamba of Kagando, Mugenyi of Kabatunda I, Jimmy Bikoba of Kitooma, Kombi of Kyambogho II
6. Monica Balinda a Volunteer in Nyamwamba reported that during the previous assessment, Nyamwamba Primary School had no adequate latrine but after the Uwezo Sensitization, a new pit latrine was constructed by the parents.

This report was compiled by

- 1) Bwambale Christopher –DCP
- 2) Sserwaddalvan - RA