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UWEZO STANDARDS ON ASSESSMENT

INTRODUCTION

Uwezo, meaning ‘capability’ in Kiswahili, is an initiative that aims to improve competencies in literacy and numeracy among children aged 6-16 years old in Kenya, Tanzania and Uganda. We do this by using an innovative, citizen-driven approach to social change that is accountable to the public. We enable policy makers as well as ordinary citizens – parents, students, local communities and the public at large – to become aware of actual levels of children’s literacy and numeracy, and build on that awareness to stimulate practical community and policy change across East Africa. Uwezo has the following key components:

1. A large household based survey covering all districts in each country;
2. The use of a very simple tool to assess literacy and numeracy that can be easily administered;
3. Inspiring a citizen volunteer-driven approach to conduct the assessment;
4. Instant feedback of the assessment results to parents/guardians, children and local leaders;
5. Broad communication across the country through the media and other forms to create debate;
6. Facilitating thoughtful learning and monitoring throughout, and feeding back these lessons into the next year’s preparations, and
7. Repeating the survey each year to create and sustain momentum for change

Unlike contemporary national assessments, Uwezo is citizen driven and implemented. Uwezo has identified and adheres to country specific policies and guidelines that relate to methodology (sampling) and test development for national assessments. In addition to this, the Uwezo processes are benchmarked alongside Pratham’s Annual Status of Education Report (ASER) from which the Uwezo methodology is derived. The Uwezo Standards Manual is the source document for the detailed organizational standards across the two main areas of Uwezo operations: Assessment and Communication.
FOREWORD

This manual was developed to provide guidance to all members of staff; interns and consultants; Uwezo partner organizations and groups officially affiliated with the initiative; and all other individuals involved in the development and implementation of Uwezo standards for assessment and communication. Implementation of these guidelines will help users identify, locate and apply Uwezo standards across all areas of Uwezo operations.

Uwezo’s annual household education survey assesses whether children of primary school age can perform literacy and numeracy skills at the Standard 2 level. In addition, demographic information on households is collected to allow for robust analysis of educational outcomes for various subgroups of the population. The assessment methodology employs random sampling to obtain a representative sample of the national population. Parents of children assessed are provided with instant feedback on their children’s performance as well as information about things they can do to improve learning for their children and in the community.

“Every once in a while an initiative is born that has the potential to be game-changing; to bear the possibilities of making a powerful difference in the lives of millions of people. Uwezo is one such initiative.”

Rakesh Rajani, Head of Twaweza
1. UWEZO STANDARDS ON METHODOLOGY

1.1 Sampling

i) Sampling for the Uwezo annual assessments shall be conducted by experts from the National Bureau of Statistics of the respective countries.

ii) The census frame shall constitute the basis of the sampling. The district shall be the main stratum, followed by 30 enumeration areas/villages per district, and 20 households per village.

iii) The census frame and resource availability shall guide the treatment of the new districts. Where the new districts deviate from the census frame, old district boundaries shall be retained. Where the census frame has been respected, and subject to availability of funds, new districts shall be included.

iv) Each year, a rotational panel of 10 villages each shall be used for sampling.

v) District Coordinators/District Contact Persons shall sample the households in each village using household listing and thereafter selection based on the nth number. A more detailed explanation on how to arrive at the nth number can be found in the District Coordinator Training Manual.

vi) One public primary school per village shall be automatically included in the sample. Where there is more than one public primary school in each village, the largest school shall be selected. When the largest schools are of similar size, a random selection shall be made.

vii) Enumeration area (EA) maps shall be produced by the National Bureau of Statistics and availed to the Uwezo District Coordinators. These will be the maps that are used to demarcate the Enumeration Area. The District Coordinator, or District Contact Person shall confirm the boundaries of the EA and seek clarification through the secretariat should there be anomalies.

1.2 Data Collection

i) National assessments shall be conducted annually in February and March across the three countries. Where there is a significant country-wide event that will prevent the assessment taking place (for example, the census or an election) this shall be communicated by the Secretariat to their partner organizations well in advance of the planned assessment.

ii) National assessments shall be household based. There will be a school component to collect school level data. Hence, no assessment will be carried out during school holidays.

iii) Volunteers shall collect the data. Volunteers will be recruited and required to meet minimum education standards according to the standards outlined in Section 4.3 of this manual.

iv) Volunteers are expected to visit both the selected primary school and the twenty sample households in order to complete all survey requirements.

v) Children will only be tested in the household environment. No children whatsoever will be tested in their school environment.

vi) The age of children to be tested shall be guided by the official entry age to primary school per country. This is 6 years for Kenya and Uganda, and 7 years for Tanzania. In all countries the upper age limit shall be 16 years.

vii) A survey booklet comprising

   a. The village information sheet;
   b. The school data sheet; and
   c. The household survey sheet

Shall be used by the volunteers to capture the required data as set out in the survey booklet. Broadly speaking:
The village information sheet captures data on education and health;

The household survey sheet captures data on preschool attendance, schooling status, competency level per child, and household demographic information;

The school data sheet collects data on student enrolment, number of teachers, attendance levels of both students and teachers, funding status, and personal information about the headteacher.

viii) The data forms shall be shared with data analysts for advice and validation of data that will allow comparisons across the three countries.

ix) It is the responsibility of the Secretariat to monitor the data collection process across the three countries.

x) A process recheck should take place immediately after or within one week of the conclusion of the data collection in the field.

xi) The Secretariat shall select an independent and unbiased team to conduct the recheck.

xii) A minimum of three districts will undergo a full district recheck.

a. All the enumeration areas will be visited for recheck;

b. A random sample of at least eight households shall be visited per village;

c. A process recheck tool will be used to collect the data.

xiii) A process audit shall be conducted periodically. The audit will assess the key procedures of the implementation in line with the Uwezo vision, guidelines and standards.

xiv) The data collection process shall be regarded as a critical opportunity to communicate Uwezo and the Uwezo findings to citizens in their households and teachers in their school environment.

xv) Country offices will be expected to plan their communications with contact at the point of assessment being a critical opportunity to reach local citizens and contribute to the communications outputs in the Uwezo Strategic Plan.

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1.3 Data Processing and Analysis

Data processing shall include a three stage level comprising:

**STAGE 1: Data cleaning:**

1. The first stage of data cleaning shall take place at the district level, before the survey booklets are returned to the Secretariat.

2. Upon collection of the survey sheets, the District Coordinators shall check the accuracy with which the data has been entered by the volunteers.

3. The second stage of data cleaning shall be at the Secretariat.

4. The data analysis team shall check the survey booklets for consistency of villages visited against sampling frame, numbering of data form and overall visual check on the presence of the data.

5. If data is deemed inaccurate, the Country Coordinator will be alerted immediately. It is the responsibility of the Country Coordinator to follow up with the District Coordinator to determine whether or not the results will need to be disqualified.

**STAGE 2: Data entry:**

1. The data entry software will be developed and finalized before the data forms are received from the field.

2. Data entry of all assessment forms (from Kenya, Tanzania and Uganda) will take place in the Uwezo Kenya data centre, situated in Nairobi.

3. Data entry clerks will be sourced from the Uwezo Kenya data bank that contains information on data entry clerks from previous assessment cycles.
4. The data entry clerks will be assessed every year according to the Standards that are set out in the Data Entry Protocol Paper. Each data entry clerk will be graded according to their speed and accuracy.

5. The Secretariat will maintain direct oversight to ensure that data entry clerks are trained and produce work of high quality.

6. Each data entry clerk will be assigned a personal identification number that will allow the Secretariat to monitor the quality of data entry.

**STAGE 3: Data re-entry:**

1. Data shall be re-entered for every fourth household. If more than 2 mistakes are noted, the entire village shall be re-entered.

2. The data entry clerks shall be monitored for performance and additional training provided as needed.

3. Data analysis
   a. Dummy tables (that are based on previously identified variables) shall be prepared before data entry begins, and shared and validated at a regional level.
   b. Data analysis shall respect the principles of studies of scale (e.g. weighting of data for national averages).
   c. The units of analysis shall be at district and national levels.

4. The annual reports shall contain a statistical table showing the weighting, and the standard errors as an annex.

The Uwezo tests are adapted from the ASER (Annual Status of Education Report) format, which displays distinct competency levels allowing immediate scoring & instant feedback on the child’s competency level.
2. UWEZO STANDARDS ON TESTS AND TEST DEVELOPMENT PROCESSES

The tests for the national assessment are derived from the official national curriculum and related material that is developed and used by the Ministries of Education in the respective countries (for example: competency booklets). Uwezo assess competencies in literacy and numeracy. The Uwezo tests are adapted from the ASER (Annual Status of Education Report) format, which displays distinct competency levels that allow immediate scoring and instant feedback on the competency level of a child.

2.1 Framework for Test Development

i) Each country shall prepare the ‘Test Development Framework’. This document shall stipulate the guidelines for developing tests for literacy and numeracy. The framework shall adhere to the official national curriculum, syllabus and related policy documents.

ii) The Uwezo tests shall adapt the ASER format where each level is distinct and has local independence. Every test item (level) shall stand independently, and the level of difficulty shall increase in each subsequent level.

iii) The literacy and numeracy tests shall test a variety of competencies as follows:

1. Literacy
   a) Both reading and comprehension shall be tested and graded
   b) The reading test shall comprise four levels of letters names/sounds, words, paragraphs and a story. The levels shall be used for grading and grading instructions shall be contained in each level
   c) Children shall be tested in letter names/sound and words that occur more frequently
      i. Comprehension shall be tested at the story level where at least two questions; one factual and one inferential, shall be posed
      ii. Listening skills shall be tested by orally posing the comprehension questions

2. Numeracy
   a) Number recognition, place value and operations shall be tested in the numeracy tests
   b) The highest level of number operations in Kenya and Uganda shall be divisions, while in Tanzania multiplication
   iv) Each year a bonus question that tests general knowledge shall be included in the testing booklet. The bonus question will be derived from the Standard 2 Curriculum in each respective country. The purpose of the bonus question is to assess the child on curriculum that falls outside numeracy and literacy competencies. This question shall be administered to all children.
2.2 Test Development Process

i) The tests for numeracy and literacy tests shall be aligned to the test development framework.

ii) A panel shall be constituted to develop the tests. The test panels shall be drawn from the ministry of education (subject specialists); curriculum institutions (for example, the Kenya Institute for Education, Tanzania Institute for Education and the National Curriculum Development Centre in Uganda); the national examining institution (National Examining Council for Tanzania, Kenya National Examinations Council and Uganda National Examinations Board). Other panel members shall include practicing teacher, book authors and specialists.

iii) Six samples, with comparable difficulty level, shall be developed for both literacy and numeracy.

iv) The English tests shall be subjected to a ‘readability test’ that informs word complexities, sentence structures, and numbers.

v) The Type Token Ratio (TTR) shall be calculated to keep track of difficulty across the samples and across the years.

vi) The texts developed for the test will be completely original. There will be no plagiarism of texts from school textbooks.

vii) Fonts used should be similar to those found in school textbooks. The font size shall adhere to international standards for grade 2 level.

viii) Not less than 3 pre-tests shall be conducted in all the countries. The test tracking tool shall be used in each round to record the status and changes in the tests.

ix) All 6 samples shall be pretested, and 4 finally selected for the assessment. The other two will remain in the test bank.

x) The test panel will be involved in test pilots.

2.3 Test administration and Grading

i) To avoid any perceived ‘familiarity’, a different set of tests shall be administered to each child within the household. To ease administration, each sample shall consist of the literacy and numeracy component.

ii) As many attempts as possible shall be offered to the child before grading.

iii) The child shall be graded based on the highest level achieved. The grading instructions shall be standard for all countries as follows:

1. **Literacy**:
   a. Letter name/sound/ Words: The child should be allowed to select and read 5 options. The child must correctly read 4 choices to be considered to be at this level.
   b. Paragraph/Story: Only two mistakes are allowed. If the child makes a third mistake, s/he is not considered to be at this level. Mistakes include word omission or skipping of words. Pronunciation is not penalized.

2. **Numeracy**:
   a. Number recognition/place value: The child should be allowed to select any 5 options. The child must correctly complete 4 choices to be considered to be at this level.
   b. Operations: The child should be allowed to select any 3 options. The child must correctly complete 2 choices to be considered to be at this level.
   iv) The grading instructions shall clearly be indicated in each test.
3. UWEZO STANDARDS ON PARTNERS, ORGANISATIONS AND INDIVIDUALS

Uwezo seeks to encourage interested citizens to act, improving the quality of education for all. To achieve this, Uwezo will enter into partnerships with organisations and individuals in order to implement all activities related to assessment and communication. Ideally, volunteers who conduct the household assessments will come from the district where the assessment is carried out. In addition, recruitment will seek to create gender equity amongst researchers in order to facilitate assessments with children.

3.1 Partner organisations

i) The Uwezo implementing partner shall be an organisation that:

1. Is registered
2. Is local and run by citizens
3. Is based within the sampled district
4. Is operational
5. Has local presence in their area of operation

ii) In every district, the Uwezo Secretariat are responsible for visiting at least three potential partner organizations with which Uwezo may enter into a partnership agreement.

To avoid any perceived ‘familiarity’, a different set of tests shall be administered to each child within the household.
iii) A partner selection tool shall be used to record information on the visited organizations.

iv) Partner organizations wishing to work with Uwezo will undergo a rigorous selection process to ensure quality implementation of the assessment. This includes:

- An institution capacity assessment conducted by a core team comprised of the Uwezo secretariat and committed members who understand Uwezo’s philosophy and approach.

vi) All organizations selected must have passion for citizen based action, must be acceptable with ability to engage, must be willing to commit to the Uwezo standards.

vi) A Memorandum of Understanding (MoU) will be entered between Uwezo and the chosen organization. The MOU will contain the obligations of both the partner and Uwezo. The MoU will be reviewed and renewed on an annual basis.

v) Once the information for three potential partner organizations in the district has been completed, it is the responsibility of the Secretariat to assess against the criteria. They must complete a comparative analysis document prior to making their final selection.

vii) A Memorandum of Understanding (MoU) will be entered between Uwezo and the chosen organization. The MOU will contain the obligations of both the partner and Uwezo. The MoU will be reviewed and renewed on an annual basis.

3.2 District Contact Persons/ District coordinators (DCP/DC)

i) Uwezo shall have an identified contact person within each district that shall be interviewed and identified during the institutional capacity assessment process. This contact person shall have a minimum of a diploma from a recognised institution.
a. Uwezo shall have equal gender representation of district contact persons. To ensure gender balance, at least 2 persons (female and male) per institution visited shall be interviewed

b. Upon engagement, Uwezo shall contract the DCP/DC. The contract shall be signed as a tripartite; among the partner organization, the DCP/DC and Uwezo. This contract shall spell out the main functions of the DCP/DC

c. It is mandatory for all DCPs/DCs to attend the training of trainers sessions that Uwezo will facilitate

### 3.3 Volunteers

i) Uwezo shall engage volunteers as the main enumerators during the assessment. Ideally, the volunteers should meet the following criteria:

   a. Can speak and read English;
   
   b. Can pass the assessment;
   
   c. Have graduated from Form 4 or Form 6

   d. Have access to a mobile phone;

   e. Come from the village where the assessment will be conducted.

   ii) Each village shall have 2 volunteers; one female and one male

   iii) A call for volunteers will be distributed in the districts and villages where the assessment will be conducted

   iv) Each volunteer will be expected to write an application letter and fill in a biodata form

   v) The DCP/DC, together with at least two other responsible persons, shall select the volunteers

   vi) Each country shall create, maintain and make reference to the volunteer data bank

Partner organizations wishing to work with Uwezo will undergo a rigorous selection process to ensure quality implementation of the assessment.
4. UWEZO STANDARDS ON TRAINING PROCESSES

4.1 Training Model

Uwezo shall use a cascading training model comprising three tiers of trainers at national, regional and district levels:

a. Key facilitators will be the main trainers who offer technical expertise. The Uwezo Key facilitator must:

i. Have a Master’s degree and above;

ii. Understand the Uwezo process and philosophy;

iii. Be a seasoned researcher and trainer and;

iv. Have good writing skills.

b. The key facilitators shall train the master trainers. There will be at least one such training for master trainers

c. Master trainers will train the district coordinators and will be drawn from universities, research institutions or civil society organizations

d. Master Trainers must possess reasonable research skills and have had previous experience in facilitation and training.

e. Master Trainers will demonstrate an understanding of the Uwezo initiative and maintain high level planning and coordination skills

f. District Coordinators/District Contact Persons will train the volunteers/data collectors within their individual districts

g. There will be a minimum of two Trainings of Trainers (ToT) for District Coordinators/District Contact Persons

h. Each of the two Train the Trainer sessions will take at least three days

i. The volunteers training will take a minimum period of two days, and will be residential

j. Schools and villages that will be visited during the practical session should be easily accessible from the training venue

k. The Training Venues shall be rotated on an annual basis

l. Training venues shall be procured not less than one month before the training. The training dates will be communicated to the District Coordinators / Volunteers where appropriate at least one month in advance

m. A reflection meeting will be held involving the different cadres of trainers. The meeting participants should include all three tiers of trainers and volunteers

4.2 Training Methodology

i) Training will comprise of two sessions. The first will be a theory session. The second will be a practical, hands-on application of the Uwezo Assessment tools

ii) During the practical training, all volunteers must complete field visits to at least one public primary school and at least 5 households

iii) Field visits will be conducted in schools and households at all training levels and adequate time will need to be planned for feedback sessions after the visits

iv) Evaluation of the field visits and the training session will be an integral part of the Training of Trainers workshops for district coordinators

v) All district level trainings shall have two trainers. Master trainers and key facilitators will accompany less experienced trainers. The evaluation process will be used to couple the training teams

vi) It will be the responsibility of the District Coordinators to identify weaker volunteers during the training sessions
vii) Monitoring of these identified volunteers will be the responsibility of the District Coordinators during the assessment.

viii) Cross country participation in the training sessions will be mandatory, ensuring that best practices shall be shared and critical decisions on training methodology will be made.

ix) Training is a compulsory pre-requisite for any person who wants to be involved in the Uwezo process.

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4.3 Training Manuals

i) The Regional Office shall prepare the training manuals and share with the country offices for review.

ii) Each country office shall constitute a technical team comprising the key facilitator, master trainer, volunteer, and a district contact person for final review of the training manuals.

iii) The training manual will be systematic and follow chronological order as per the various stages of conducting the assessment.

iv) One centrally prepared programme shall be prepared and used for all training levels. This will allow a standard schedule of all training.

v) The training manual will be reviewed and updated annually, before the next training is conducted.

vi) Two training manuals will be produced: A Trainer of trainers (ToT) manual, and a Volunteers manual.

vii) Every participant in every level of training will be availed a manual.

viii) The language used in the training manual will be Kiswahili for Tanzania, and English for Kenya and Uganda.

ix) The manuals will always use simple and direct language.

x) Illustrations shall be used in both training manuals.

xi) The manual shall have a section on research ethics.

Training is a compulsory pre-requisite for any person who wants to be involved in the Uwezo process.
UWEZO STANDARDS ON COMMUNICATION

INTRODUCTION

Communication plays a critical role within Uwezo. Communication is integral to the Uwezo processes and central to bringing to life the organizational ‘Theory of Change’: The Theory of Change attests to the power of providing citizens with information as a tool to help them help themselves. Information is also the lever that people need to hold government accountable and to ensure transparency in participative and empowering processes. But communication is often about more than providing information. It is about fostering social awareness and facilitating public democratic dialogue. It is about contributing to evidence-based policy, and about building a shared understanding which can lead to social change.

The Uwezo process starts with collecting and sharing evidence on the competency levels of East Africa’s children. It then seeks to stimulate discussions that will inspire positive action to improve literacy and numeracy of children in East Africa by 10%. Uwezo shall achieve this goal by taking advantage of existing spaces for communication, as well as by using innovative communications techniques.

For Uwezo communication to move beyond sharing information to spurring large-scale action, connections need to be made with millions of citizens. Communications must be both accessible and appealing in order to harness the positive energy that exists in citizens to improve the quality of learning in their region.

It is essential for all members of staff to adhere to the Uwezo Standards on Communication. In the development of the communication standards, Uwezo has taken into account the wide range of materials that require guidelines in order to ensure uniformity and consistency across the initiative. The Communications Standards Document and associated guidelines are essential components to the creation of a strong, clear and unified image for Uwezo.

Uwezo’s core purpose is to contribute to the improvement of the quality of education so that children in East Africa learn and develop greater competencies, particularly in basic literacy and numeracy.
1.1 How we tell our Story: Uwezo’s Organizational Identity

The creation and development of an organizational identity forms the basis of all Uwezo communications. Uwezo’s core purpose is to contribute to the improvement of the quality of education so that children in East Africa learn and develop greater competencies, particularly in basic literacy and numeracy. By effectively utilising all available methods of communication, Uwezo aims to stimulate practical and policy change in education across East Africa.

An organizational identity is essential in contributing to feelings of connectedness to the organization and the social movement for quality education. Uwezo has developed seven key messages that tell the Uwezo story and illustrate the themes and drivers that are the core of Uwezo’s work.

i) WE ARE: East-Africa wide
Uwezo assesses learning levels of school-aged children in Kenya, Tanzania and Uganda. Each of the three country offices are located in Nairobi, Dar Es Salaam and Kampala respectively. The country offices are supported by the Uwezo Regional Office, located in Nairobi.

ii) WE ARE: Citizen Driven
Uwezo is an initiative that taps into citizen agency and citizen engagement. Uwezo aims to create impact across East Africa by enabling citizens, organizations and governments to work together to focus attention to the quality of learning received by all 6-16 years olds throughout the region.

iii) WE ARE: Accountable to the Public
Uwezo has a public task, a responsibility to serve the East African community. We are accountable for what we do and how we do it. We are transparent about our objectives, results and finances. We view public accountability as a learning process and aspire to improve ourselves continuously, while focusing on our accountability to citizens.

iv) WE ARE: Focusing on Learning Outcomes
Uwezo’s main goal is to contribute to an improvement of at least 10 percent in literacy and numeracy levels among children aged 6-16 years in Kenya, Tanzania and Uganda. We pivot on assessment results to focus attention to the basic skills and competencies that ought to be delivered by an education system.

v) WE ARE: Inspiring citizens to take action
Uwezo is developing a role in providing citizens with the tools they need to take action in their communities by recognising their roles and responsibilities towards improving educational outcomes for their children. In villages and towns all over Kenya, Tanzania and Uganda, people are not waiting for change to come to them. They are intervening in small but meaningful ways to improve the educational outcomes of their children.

vi) WE ARE: Concerned for the future of all our children
Uwezo works at scale to reach millions to positively impact on learning for all children. While many innovative pilot projects exist, they are localized and are difficult to sustain or repeat at large scale. Uwezo strives for a national and regional conversation on learning and learning outputs.

vii) WE ARE: Informing the Public
Evidence captured from each of the annual Uwezo assessments are published in country-wide and regional reports and district report cards. The findings are widely publicized to create broad public awareness and debate, which will be built on to create social and political momentum to stimulate policy and practical change.
1.2 Overarching Communications Guidelines

Uwezo communication is committed to moving beyond information sharing to inspiring positive actions. The communication seeks to stir and harness the positive energies that exist in all citizens in order to improve learning for all our children.

The foundations of successful communications for Uwezo are upheld by three crucial pillars:

1. ORAL CULTURE
Uwezo recognizes the power of the ‘word of mouth’ in reaching and giving life to information. Oral cultures are dominant throughout East Africa, and word of mouth is often the preferred mode of connection and sharing among citizens. Uwezo communication will strive to hinge on this pillar.

2. EXPLOITING TECHNOLOGY AND EXISTING NETWORKS
In order to reach millions of citizens, communication activities must be vast in their scope and able to engage different communities. A two pronged strategy that (a) exploits technology and the related opportunities it presents and (b) leverages existing networks shall be used to achieve scale.

3. THE RIGHT TO INFORMATION
All citizens have the right to access the evidence Uwezo collects on the basic education status of children. The evidence will be communicated through many different avenues (audio, visual, print) and in language(s) and formats that are appealing and easy to understand.

1.3 The Five Principles of Uwezo Communications

1. EVIDENCE BASED
Uwezo’s evidence base will form the backbone of Uwezo’s communications. Uwezo communications must always be linked back to the evidence that has been collected and collated. Uwezo will not promote or advocate for any single solution for improving education; but will foster a vibrant discussion based on the evidence from the assessment.

2. INTERACTIVE
Uwezo’s communications will be interactive, inviting citizens to correspond with each other and with Uwezo. Mechanisms shall be put in place to facilitate these two-way communication processes.

3. REPETITIVE
Uwezo messages will repeatedly be communicated using different types of media (for it is better to repeat one message six times than have six different messages)
4. USING THE NARRATIVE
Uwezo recognizes the power of the 'word of mouth' in reaching and giving life to information. Uwezo understands that figures and numbers can be dry. Uwezo will use people and narratives to make communication more accessible, participatory and attractive to all. Narratives shall be used to ‘connect to the heart’.

5. EVERY CONTACT IS COMMUNICATION
Every contact made by Uwezo (from children in the home to policy makers in ministries) should be used as an opportunity to build and solidify relations that can drive and inspire awareness and citizen action to improve learning. As receptivity is higher upon personal contact and word of mouth, the assessment process will be critical in driving and promoting Uwezo communications.

1.4 SMART Communication Planning
More communication does not automatically mean better communication. In certain situations, badly planned and confusing communications materials can actually hinder the grasp and understanding of the Uwezo initiative.

1. A full SMART Planning session will be held to help in the conceptualization, design and planning of all communication activities

2. The Communications department of each country office will spearhead SMART planning. Other staff members, including the Country Coordinator are required to participate in these conceptualization meetings.

3. The SMART Planner Tool must be fully completed prior to a decision on what type of material will be produced

4. All Objectives shall rigorously evaluated and adapted accordingly to ensure that they are

i) Specific

ii) Measurable

iii) Attainable

iv) Realistic

v) Time-bound

5. The SMART planning process shall aid in conceptualizing what type of tactic or communication method will meet your objectives.

6. It is essential that there is no final output in mind. For example, a full SMART planning session to plan for the development of an A5 results summary brochure is not correct use of the tool.

“Uwezo recognizes the power of the ‘word of mouth’ in reaching and giving life to information.”
7. Monitoring and Evaluation of all Uwezo Communications Method shall be an essential and integral component to the planning process.

8. Without measurable objectives for monitoring and evaluation of Uwezo materials, Uwezo are unable to demonstrate the impact of these communication materials, and therefore justify the expenditure.

9. Once the type of communication material to be produced has been finalized and approved, more detailed planning on the design and production of the specific material may take place.

TOOLS, CHECKLISTS, GUIDELINES FOR COMMUNICATION MATERIALS

1. The regional office shall be responsible for creating specific checklists that contain guidelines on overall image and formatting for Communications Materials that must be adhered to across the three countries.

2. These checklists shall be availed to every staff member both in soft copy (pdf) and in hard copy in a printed booklet. These checklists take into account all general Standards on Communication and Branding Guidelines.

3. The Communication Checklists shall be strictly adhered to by each country office in order to ensure uniformed communications across East Africa, presenting a unified organizational image.

4. Where interviews and / or interactions occur during radio broadcasts initiated by Uwezo, a member of the Communications staff must either be physically present or immediately contactable via telephone.

5. All radio communication shall encourage and promote two way conversations with the listeners. These responses can be collected via telephone interview, SMS messages or other media where appropriate.

6. When contacted by radio programs and stations, Uwezo will have a communications brief already developed to aid the journalists with their work and knowledge of Uwezo as an organization.

7. All television broadcasts and appearances are subject to the final approval of the Head of Twaweza, who may delegate this responsibility to the Country Coordinators and Regional Manager of Uwezo.

8. All content developed for documentaries and short films will be held to the same standard as material developed for radio and television broadcasts.

Print Press

i) When approaching, or being approached by the print press or other media houses, Uwezo will do its upmost to provide accurate and interesting information about Uwezo and the education sector in a timely manner.

ii) The Uwezo principles of communication and identity of Uwezo as an organization must be at the forefront of any Uwezo communications.

iii) Uwezo will develop a key messages for East African print media page and make available for download on the Uwezo website.

iv) Uwezo shall use communications holistically, ensuring reception of the full effect of efforts for both calls to action and monitoring.

MEDIA COMMUNICATIONS

Radio Communications

i) All Radio communications must be based upon the Guiding Principles of Uwezo Communications.

ii) Radio Communication must be partnered with a physical ‘Uwezo Key Messages’ sheet.

iii) A script shall be developed for the radio presenter / member of Uwezo staff to follow.

Television Communications, Documentaries and Short Films

i) All television broadcasts must be based upon the Guiding Principles of Uwezo Communications.

ii) All communication briefs prepared for television broadcast must be partnered with an ‘Uwezo Key Messages’ sheet and where possible, a full script will need to be developed for the television presenter / member of Uwezo staff to follow.

iii) Uwezo will develop a key messages for East African print media page and make available for download on the Uwezo website.

iv) Uwezo shall use communications holistically, ensuring reception of the full effect of efforts for both calls to action and monitoring.
In order to reach millions of citizens, communication activities must be vast in their scope and able to engage different communities.

purposes. We shall seek to make journalists our partners by including them where possible in our assessment and planning processes. All communications teams will make it their business to know and work with journalists

v) Where required or recommended, Uwezo will also provide visual aids to media houses that include but are not limited to: photographs, short films or interviews, maps and graphs that have been made available in Uwezo publications

ONLINE COMMUNICATIONS

Uwezo website

i) The Uwezo Website Policy will be governed by the requirements of the Twaweza Website Policy Document

ii) The content includes but is not limited to authorship, permissions, professionalism standards, functions and other critical communication considerations surrounding the use of the Uwezo website

iii) Critically, all content published on the website will be held to the same standard as material published in hard copy reports

iv) Final decisions on Uwezo website content will ultimately lie with the Regional Manager

Social Media

i) The Uwezo Social Media Policy will be governed by the requirements of the Twaweza Social Media Policy Document
ii) For the purposes of this policy, social media means any facility for online publication and commentary, including without limitation blogs, wiki’s, social networking sites such as Facebook, LinkedIn, Twitter, Flickr, and YouTube.

Uwezo Correspondence: E-mail

i) When present in the office environment, individual staff e-mail accounts will be monitored and checked daily by the appropriate member of staff.

ii) Where planned visits to the field have been arranged, it is the responsibility of the member of staff to set their Out Of Office to the following message:

Many thanks for your e-mail. I am currently out of the office with limited or no access to e-mail. I will return to the office on (Day, Date, Month) and shall respond to your e-mail upon my return.

If your enquiry is of an urgent nature, please contact (Name) at (e-mail address)

Thanks

(Name)
(E-mail Signature)

iii) In the instance of planned or unplanned long-term absence or leave, it is the responsibility of the staff member to notify their colleagues of the length of their absence. It is also necessary to set an Out Of Office message that will be immediately delivered to the sender of the e-mail. The Out Of Office message shall be set to the following:

Many thanks for your e-mail. I am currently on a leave of absence with limited or no access to e-mail. I will return to the office on (Day, Date, Month) and shall respond to your e-mail upon my return.

If your enquiry is of an urgent nature, please contact (Name) at (e-mail address)

Thanks

(Name)
(E-mail Signature)

iv) All e-mails will be answered within one working week, unless otherwise stated in the Out of Office message.

v) All Uwezo staff members must display an e-mail signature at the foot of their e-mails. Every staff member must adhere to the e-mail signature template that is displayed on page 20 of the Uwezo Brand Guidelines.
All citizens have the right to access the evidence Uwezo collects on the basic education status of children.
Uwezo produces a number of printed reports and report cards across the three countries. These reports can be considered as the culmination of the assessment process that collects and collates data from a large-scale national assessment. The reports present data on selected aspects of the school, school participation and competency levels of children in basic literacy and numeracy. Uwezo thereafter develops communication that uses this evidence as the pivot of creating general awareness and spurring conversations and actions among varied audiences. The reports are therefore considered to be a critical vein in the communication highway.

As the report preparation and printing is decentralised in each country, this section contains the standards that will guide the conceptualisation and preparation of the variety of reports and publications by Uwezo.

1. Types of Publications (post assessment)

   i) A national report shall be prepared within three months of the conclusion of the annual national assessment
   
   ii) This shall be a comprehensive report whose main intention will be to communicate the status of literacy and numeracy
   
   iii) The national report shall be in print, CD format and pdf on the Internet.
   
   iv) The master language shall be English
   
   v) The datasets from which the reports are compiled will be available on the Internet.
   
   vi) The stapled reports shall be printed similarly from country to country (using country colours); a mechanism will be sought for printing the country, name of the report and the year on the spine
   
   vii) A summary report of four pages that highlights three to five main points shall be prepared by each country. While the messages will be similar to the national report, the summary report shall be written in a more popular and easy to read style
   
   viii) A district ranking report shall be prepared by each country
   
   ix) Report cards detailing the education status of smaller administrative units (district or county in Kenya) shall be prepared. Each card shall contain a call to action based on three facts.
   
   x) At least two subsequent reports, that are themed, and are targeted to specific audiences shall be prepared by Uwezo or facilitated by Uwezo

2. Structure

All publications produced by Uwezo shall adhere to an agreed structure, standard and quality.

i) Structure of the National Report:
   The cover page will contain the following information:
   - Uwezo (Country)
   - Year of Publication

   ii) The National Report will conform to the following format:
   - Title (“Are Our Children Learning? Annual Learning Assessment Report)
   - Strip of photographs taken during the National Assessment
   - Uwezo logo (bottom middle)
   - Donor Acknowledgement
   - Foreword by Head, Twaweza
   - Note to Readers by Country Coordinator

ANNEX: Checklists and Guidelines
3. Content and Style

3.1. Annual National Report

i) The annual national report shall conform to all Uwezo Branding Standards – as laid out in the Uwezo Branding Manual

ii) The annual national report in all three countries shall be in English. The report shall be translated in appropriate national languages

iii) The national report shall aim not just to present evidence, but to communicate a message. This has implications on not only the quantity of data presented, but also the form and structure it is presented in

iv) The national report shall delimit and present critical evidence that will form the focus of the communication

v) The main findings/facts shall not be more than five points. The thread connecting the reports and communication will always be observed

vi) The writing style of the report shall be simple and accessible to the readers. Key facts shall be explained in a concise and precise manner. Word economy shall be observed

vii) The national report is not intended for an academic audience; hence effort shall be on the authors to ensure its ease and understanding. Social math and related style that demystify concepts and enhance understanding shall be used

viii) The national report shall mainly utilise descriptive statistics that may be presented in a variety of tables, graphs and maps

a) The style and format of the national report shall remain constant, as is the nature of annual reports

b) The final draft of the national report shall be presented to the advisory board members, and to the ministry of education officials for inputting

c) The report may only go to print after (a) it has been subjected in peer reviews and discussion; (b) it has been edited; (b) it has been given a go ahead by the Head of Twaweza, through the Uwezo Regional Manager

d) The national report shall be in print, CD format and pdf format to be made available on the Uwezo website. The master language shall be English

e) The datasets shall be made available for download on the Uwezo website

3.2. Annual Regional Report

i) The annual regional report shall conform to all Uwezo Branding Standards – as laid out in the Uwezo Branding Manual

ii) The annual regional report shall be written in English

iii) The regional report covering all three East African countries shall be prepared by the end of the fiscal year

iv) This report shall be a summary report concluding and comparing the assessment statistics across the three countries

v) The regional report shall be in print, CD format and pdf format to be made available on the Uwezo website

vi) The regional report is intended for an academic audience

3.3. A5 Summary Reports

i) The A5 summary reports report shall conform to all Uwezo Branding Standards – as laid out in the Uwezo Branding Manual

ii) An A5 summary report shall be prepared annually by each country. This will be printed on an A4 sheet and folded in half to create a four page summary booklet

iii) The report will highlight three to five main points that will be extrapolated from the Annual Country report

iv) While the messages will be similar to the national report, the summary report shall be written in a more popular and easy to read style

v) The Cover Page shall conform to the exact same specifications as the Annual National Report cover page

vi) The report shall be written in English
## UWEZO STORY BOOKS: A CHECKLIST FOR EMERGENT READERS

<table>
<thead>
<tr>
<th>Questions</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the story book possess a child friendly font (for example, Trebuchet MS / Comic Sans)</td>
<td></td>
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<tr>
<td>2. Is the font large enough for a child to read (between font sizes 18 – 24)</td>
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<tr>
<td>3. Is the same font consistent throughout the book?</td>
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<tr>
<td>4. Is the text situated at least two lines down from the top of the page and at least two lines up from the bottom of the page?</td>
<td></td>
<td></td>
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<tr>
<td>5. Does the text sit on a white or plain, pale coloured background?</td>
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<tr>
<td>6. Is the text black in colour?</td>
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<tr>
<td>7. Does the story book have wide margins around the edge of the page?</td>
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<tr>
<td>8. Does the text have generous line spacing (at least 1.5 points)?</td>
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<tr>
<td>9. Do the illustrations directly support the text?</td>
<td></td>
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<tr>
<td>10. Is it easy to tell the story just by looking at the pictures?</td>
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<tr>
<td>11. Are the illustrations clear and not too busy?</td>
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<tr>
<td>12. Does the story have a clear beginning, middle and end?</td>
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<tr>
<td>13. Is the story about events and experiences that a primary-school aged child can identify with?</td>
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<tr>
<td>14. Does the story have an unbiased approach to gender, race, culture and individual abilities?</td>
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<td></td>
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<tr>
<td>15. Is there a different illustration on each page?</td>
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</table>