

**G-UNITED IMPLEMENTATION TOOLKIT: Overview of implementation stages with attendant processes and standardized tools**

| Implementation Phase | Tasks              | Categories                   | Description  | G-United Program Tools: Materials, Process Documents & Strategic Plans |  |  |  |
|----------------------|--------------------|------------------------------|--|--|--|--|--|
| OVERVIEW             | Program Management | G-United Program at a Glance | See linked material for an overview of the G-United National Volunteering Program.   | <a href="#">WS/G-United Overview</a>                                   |  |  |  |
|                      |                    | Implementation Timeline      | G-United is a cyclic program that undergoes the same sequential phases for every cohort. The phases are: Recruitment and Selection, County Activation, Training, Service Period, Closure and finally Alumni. The Recruitment and selection and County Activation phases of the next cohort ideally start before the current one ends. Strict timelines are adhered to for the planning and execution of each phase to ensure the success of the cohort.  | <a href="#">Implementation Plan</a>                                    |  |  |  |
|                      |                    | Program Governance           | The Ministry of Education implements the program through the G-United secretariat which executes the program work plans based on parameters developed by the management committee and approved by the steering committee. The responsibilities of the secretariat, also referred to as the delivery unit, are: implementing the program phases, managing program procurement, ensuring program sustainability, disbursing stipend and cohort management. Evidence Action is part of the steering committee and its main role is providing technical support. The support provided is in terms of adopting the pedagogy for Kenya, monitoring program implementation, motivating and retaining volunteers and supporting the delivery | <a href="#">Governance Structure</a>                                   |  |  |  |

| Recruitment & Selection Phase Overview |   |  |   |  |  |  |  |
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| Recruiting Volunteers                  | Campaign Concept & Approvals              | A volunteer recruitment strategy is employed to ensure that goodwill and mutual understanding between the program and its public is maintained to the highest levels. The strategy should:<br>- Consider ways to (a) maximize number of initial applicants received, and (b) maintain the high application rate through the recruitment period.<br>- Include a marketing strategy; packaging the program as attractive, meaningful and important to its key audience (unemployed university graduates).<br>- Engage with university deans, to establish the program as a meaningful option and opportunity for impending graduates.  | <a href="#">Link to PR strategy document</a>          | <a href="#">Recruitment target setting</a>                       | <a href="#">G-United Recruitment Workplan 2018</a> |  |  |
|  | Broadcast & Print Media                   | The campaign employs popular broadcast and print avenues in the country that specifically appeal to the target audience of 21-30 year olds. Radio has the widest reach in the country; (Kiss FM and Homeboyz stations reach the youth, and Radio Citizen and Classic 105 reach a wider audience). Print media focuses on two leading dailies and alternates on the dates in which they are most widely read; (The Standard on Tuesdays and Daily Nation on Fridays). *2016 GeoPoll Data. Historically, the G-United Secretariat at the Ministry of Education covered costs for print and newspaper recruitment ads. Print and newspaper ads were not used in recruitment for cohort 5 volunteers (only social media ads), yet this cohort recruited the largest number of applicants. Print and newspapers ads are more expensive than social media and attract fewer applicants.  | <a href="#">Recruitment Ads in Newspapers</a>         |  |  |  |  |
|  | Social Media                              | Graphics and textual content is shared on social media platforms where target audiences are the most vibrant and active. These include Facebook and Twitter which are the most widely used social platforms for young people in the country. Employing Google Ads is also an important means of attracting applicants.   | <a href="#">Link to Social media ads</a>              | <a href="#">G-United Social Media Recruitment Strategy Guide</a> | <a href="#">Social media workplan 2018</a>         |  |  |
|  | Use of Behavioral Insights in Recruitment | Behavioural insights are used to boost interest and participation in the recruitment process. The application is made easy and intuitive employing the marketing strategy described above and considering factors in the application design such as the platform most prospective volunteers use to apply (mobile phones). Continuous engagement with the applicants is also maintained on social media platforms and the next stages of the application process are deployed in a timely manner to ensure high retention of applicants throughout the steps of the recruitment process.   | <a href="#">Behavioral nudges</a>                     |  |  |  |  |
|  | G-United Website                          | The G-United website provides prospective applicants with an overview of the volunteer experience and goals of the program, eligibility requirements, FAQs, testimonials from past volunteers, and links to the online application.  | <a href="#">Website link</a>                          | <a href="#">Domain registration</a>                              |  |  |  |
| G-United eligibility requirements      | G-United eligibility requirements         | For an applicant to be eligible to volunteer with G-United they MUST meet the following requirements:<br>- Be a University graduate.<br>- Be aged 21-30 years old<br>- Be Kenyan national.<br>- Have completed university degree studies by the time of volunteering.<br>- Not convicted of a criminal offense.<br>- Not be pregnant or have another medical condition that would affect ability to participate in the program.<br>- Not have previously volunteered with G-United   | <a href="#">Link to eligibility criteria document</a> |  |  |  |  |
|  | Online Application                        | Applicants make their submissions on an integrated portal, accessible by any device with an active internet connection. No paper applications are accepted. Applicants MUST meet the basic criteria, of being between 21-30 years and a university graduate, to be considered for next phase. The applications covers information related to applicant's' suitability to participate in the program, beyond the minimum criteria. This includes questions on their past experience with volunteering, their willingness to relocate and even situational questions to help ascertain the candidate's' suitability to work with young children, co-volunteers and teachers, however in practice cohorts 1-4 did not use additional applicant information to select candidates for the program. In the future, the application should have an attached scoring system to score all applicants and shortlist them accordingly, based on a minimum score threshold and ensuring gender and regional representation. Applications should be accessible online on a suitable online portal that is easy to use and access. Evidence Action has used a variety of survey platforms: Wizehive was used for cohort 1-3, Typeform for cohort 4 and SurveyGizmo for cohort 5. The cohort 6 application was programmed on MySQL although not ultimately implemented. | <a href="#">Link to the C5 application form</a>       | <a href="#">Link to relevant section of data process doc</a>     |  |  |  |

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| RECRUITMENT & SELECTION | Selection of volunteers               | County Preference Survey (CPS)   | All eligible applicants are sent the County Preference Survey (CPS). Completion of the survey was an important shortlisting step. The CPS asks applicants to rank their preferences for the county they would be deployed to, subject to a set of constraints. To achieve the program's national cohesion objectives, applicants were not given options of counties that were their (i) home county, (ii) county of residence or (iii) a neighboring similar county. The CPS did not guarantee that applicants would be placed in their preferred counties. The survey was sent in three waves of candidate - this is because the CPS survey is initiated when the Application form was still open. The survey was set upon ODK.  | <a href="#">Link to County Preference Survey</a>                  | <a href="#">Link to relevant section of data process doc</a> |  |  |
|                         |                                       | Transferable Skills Survey (TSS)   | The Transferable Skills Survey (TSS) intended to capture applicant soft skills, with the goal of understanding how participation in G-United influenced volunteers' acquisition of soft skills (or self assessment of). In Cohort 5, the TSS was administered prior to training, while in previous cohorts, the TSS was conducted on Day 1 of training on paper and then entered by Evidence Action. The TSS survey was administered during the recruitment process for cohort 5 to support evaluation questions. Applicant responses to the TSS were in no way used to determine shortlisted applicants in the recruitment process. The TSS was only administered to applicants who completed the CPS.   | <a href="#">Link to Transferable Skills Survey</a>                | <a href="#">Link to relevant section of data process doc</a> |  |  |
|                         |                                       | Online Learning & Evaluation   | NOTE: This activity was dropped as a part of the applicant selection process in cohort 5. Once applicants meet the basic criteria and minimum score threshold, a short content note with detailed information about the program is shared with them over email, along with instructions on how to navigate a scheduled online test related to the content shared. Within a week of sharing the content, the link to the online test is shared. The test is time-bound so that volunteers prepare beforehand for it. The content and test are based on key program components and provide the applicant an opportunity to read and learn more about the program. The test should generate individual scores for each applicant. Only applicants that meet a minimum score threshold move to the next phase of the selection process.   | This activity was dropped in 2018                                 |  |  |  |
|                         |                                       | Invitation to F2F (acceptance) + non acceptance messaging  | Applicants who complete the 3 surveys are invited to participate in an in-person interview (face to face). The email contained the venue and date of the interview, and a list of documents that the interviewee must bring to the interview station for verification i.e: Original National ID card / Passport, original University Degree Certificate and Transcript and a Recommendation Letter, either from a recognized individual or institution. The communication included information on travel reimbursements and dressing code. Candidates were invited to the interview center closest to their current county of residence.<br>The interviewees also received an SMS with the date and venue of the interview and a reminder to check their email. Additional SMS reminders are sent in the week prior to F2F interviews.<br>Due to the large number of applicants received, some applicants were put on a waiting list and did not receive invitations to the F2F interview. However, applicants who were not invited or did not attend F2F interviews could still be invited for training.   | <a href="#">Link to Email and SMS communication to applicants</a> |  |  |  |
|                         |                                       | Face to Face Interview   | The face to face interview (F2F) was conducted by government staff in regional interview centres over 2-3 days. The primary function of the F2F interview was to validate personal information submitted in the applications, including age, citizenship, and graduation status. F2F also provided a more qualitative assessment of the applicant's suitability to participate in program. F2F interviews were needed from a government audit perspective, however, in practice, failure to show up for a F2F interview did not disqualify applicants from being invited to training. Those who did not attend F2F had their official documents verified on the first day of training. Applicants were requested to bring relevant documents to F2F interview centers, including Original National ID card / Passport, original University Degree Certificate and Transcript and a Recommendation Letter, either from a recognized individual or institution. Applicants were reimbursed for their travel to the regional centres at standard government rates, but unless they failed to present the required documents or had misrepresented their eligibility in the online application. Applicants who were deemed suitable by the interviewers (as recorded on interview forms and submitted to the Secretariat) and had relevant documents validating their application were shortlisted to participate in the program. F2F interviews were an expensive exercise (due primarily to transport reimbursements) and only reduced need to verify candidate eligibility at training by 50%. | <a href="#">Link to F2F interview script</a>                      | <a href="#">Link to F2F process doc</a>                      |  |  |
|                         |                                       | Social media management  | Applicants who begin the online application are invited to join the G-united facebook group. Those who successfully apply to the program are moved to a new facebook group: Closed facebook group 2. These applicants are invited to the face to face interviews. After the Face to Face interviews, All the applicants who were successful are moved to a new closed facebook group: The closed Facebook group 3, which consists of all the shortlisted applicants who will be invited to training. The purpose of social media management was to create a shared sense of community among G-United volunteers even before the start of service.   | <a href="#">Link to Facebook group round 3 transition plan</a>    |  |  |  |
|                         | Training Assignment (Wave 1 & Wave 2) | Two waves of training are conducted, separated by 1 week. A larger number of applicants are invited to Wave 1, while a smaller group is invited for Wave 2. Structuring training to take place over 2 waves allows for the second wave of training to fill seats of applicants that did not show up or dropped out during training. Given the importance of filling all possible seats for G-United volunteers, this 2 wave structure for training helped compensate for the unknown factor of no-shows to training.   | <a href="#">Proposed Cohort 5 Training Invitation Plan</a>  | <a href="#">Training invitation surveys (wave 1 and wave 2)</a>   | <a href="#">C5 training invitations</a>                      | <a href="#">C5 Training Invitation Data Flow</a> |  |
|                         | Official Invitation                   | Successful applicants are invited via email and SMS to join the cohort and given one week to accept/decline the offer. As part of the offer letter, they are invited for the volunteer training, which usually begins within three weeks of the offer issuance. Applicants are requested to respond to an SMS survey to indicate their intention to attend training (however, response rates were about 50% for cohort 5).<br>Unsuccessful applicants are graded based on performance and maintained as a secondary pool of applicants to act as a buffer pool, a back up in the event that there is a need to supplement volunteer numbers during later stages. | <a href="#">Link to email draft for Offer to Join G-United</a>  | <a href="#">C5 Training Invitation Data Flow</a>                  |  |  |  |
|                         |                                       |  | <a href="#">Link to email to waitlisted applicants</a>  |   |  |  |  |

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|   | Acceptance & Onboarding                        | County Assignment  | Successful applicants are assigned to a county where they will be deployed for the duration of their service with G-United. Counties of deployment are communicated to them once they have accepted the offer to participate in the program. As part of the goal of improving social cohesion and national unity, volunteers are assigned to counties outside of their home counties (county of residence and ancestral county, as recorded in their initial application). In 2019, volunteers were also not to be placed in counties similar to their home counties. Assignments of volunteers to counties is done through statistics software, in one of two ways: 1) randomly, where volunteers are randomly assigned to one of their eligible counties; or 2) through a "deferred acceptance algorithm", under which volunteers are assigned to one of their eligible counties based on their stated preference in the County Preference Survey. The deferred acceptance algorithm incorporates volunteers' personal preferences, and is thus designed to improve the efficiency of volunteer-county matches.  | <a href="#">Link to communication on County of Deployment</a>                 | <a href="#">School and Volunteer Selection Process - C5</a> |  |  |  |  |
|   |  | Confirmation to training (through SMS survey)                            | Applicants are sent an SMS survey requesting them to confirm whether or not they plan to attend training (in their assigned wave) or not. Applicants who reply "no" are not anticipated to show up at training although this has occurred. Non-response to the survey does not disqualify applicants from attending training - these applicants are still included on the registration sheets. This survey is used to help anticipate turn up to wave 1 training, and determine if more invitations should be sent.  | <a href="#">C5 Training Invitation Data Flow</a>                              | <a href="#">Link to Training Invitation Surveys</a>         |  |  |  |  |
|   |  | Pre-Training TaRL Readings   | NEW PROPOSED FEATURE: After acceptance to training, volunteers in waiting should receive a series of pre-readings or videos to pre-sensitize them to the TaRL method. The goal is for volunteers to arrive at training with some basic knowledge of the TaRL method, so we make the best use of their time at training. Readings/videos should be followed by a short quiz.  |   |   |  |  |  |  |
|   | Program Communication with G-United Applicants | Overview of recruitment & selection phase communication                  | <p>VGA communication in the recruitment phase is mostly done via bulk email and SMS services. The communication was written by Evidence Action on behalf of the Ministry of Education and shared with applicants using the following platforms: Echo Mobile and SMS Leopard for the bulk SMS and Mailchimp for the bulk emails. Due to the low response rates in online forms, we used the Echo Mobile SMS platform to collect data on time sensitive surveys. The SMS surveys don't require internet connectivity and hence have a higher response rate. SMS Leopard was used to send bulk SMS notices during the Cohort 5 recruitment period due to the large number of applicants. For SMS surveys, Echo Mobile was used, the surveys helped plan for activities that depended on volunteer turnout such as training by checking volunteer availability. Safaricom was preferred for the surveys since a large number of applicants owned safaricom lines and safaricom contacts also rarely changed as they were tied to money transfer accounts(m-pesa).</p> <p>Recruitment and selection phase communication aims to:</p> <ul style="list-style-type: none"> <li>- Keep applicants motivated through the multi-stage application process and excited for G-United service.</li> <li>- Inform applicants on the next steps of the recruitment process, the details of the program as a whole and what is expected of them.</li> <li>- Remind applicants to complete sequential steps in the recruitment process and before the deadlines have passed.</li> <li>- Confirm receipt of submitted surveys and reassure applicants that they have completed previous steps of the application.</li> <li>- Inform applicants who do not make it to the next steps of the recruitment process.</li> <li>- Communicate on issues experienced while filling the online surveys.</li> </ul> <p>Applicant contact information (email and phone) is collected during the first online application, although it may also be updated by the candidate calling the program hotline. Most communication between the G-United program and applicants was one-way, however, volunteers can reach the programme via the hotline number, which was provided in every communication. Due to the fact that SMSs have a limited number of characters, emails are used to convey detailed information and the SMSs provide a summary and directed applicants to check their email for more information.</p> | <a href="#">Link to Volunteer Communication document</a>                      |   |  |  |  |  |
| <b>County Activation Phase Overview</b> |  |  |  |   |   |  |  |  |  |
|   | County Activation Meeting                      | Programmatic role of County Coordinators & County Directors of Education | County Coordinators(CCs) are Ministry of Education officers delegated to oversee the the program at county level. In an effort to streamline processes increase the cost effectiveness,institutionalization of the G-United programme and to build strong governance structures at the county level, Evidence Action decided to transition the roles previously played by field associates to County coordinators. The ministry drafted a letter to the County Directors of Education(CDEs) requesting them to oversee implementation of G-United in their counties. The County coordinator works closely with the CDE within the county through the process of County Activation. The roles of the county coordinator include selecting schools to participate in each cohort of the programme, conducting headteacher and class-teacher orientation of the selected schools and verifying homestay details shared by the headteachers. They oversee the programme implementation right from the interview stages, where they are involved in selecting interviewers and interview centres, through to the service period and closure stage. During the service period they monitor and mentor volunteers and resolve all issues raised by the volunteers within their jurisdiction and plan for the closure ceremony when the cohort comes to a close.   | <a href="#">Roles of Programme county coordinator</a>                         | <a href="#">County coordinators manual</a>                  |  |  |  |  |
|   |  | County Activation Meeting (County Committee Meeting)                     | A one-day meeting is held, at the county level, to sensitize all county committee members on the program. The county committee consists of: a representative of the County Commissioner, the County Director of Education, the County Director (Teachers Service Commission), County Executive in Charge of Education and Youth, Chair of the Education Committee in the County Assembly, Kenya National Union of Teachers Branch Executive Secretary, Kenya Primary School Heads Association Branch Chair, a representative of the Sub-County Director of Education in the County and the program County Coordinator who acts as the Secretary. If the county is a new program county, then the county coordinator is expected to onboard the committee on all aspects of the program. If the county has already been participating in the program, then the meeting is used as a forum to discuss past happenings of the program, from previous cohorts. The meeting is also used as a forum to discuss and select program schools.  | <a href="#">Link to County Committee Meeting folder C5</a>                    | <a href="#">County committee meeting process</a>            |  |  |  |  |
|   |  | County Activation Monitoring   | Observational survey to assess the County Activation Meeting. Data was filled by independent monitors from MLIS team. One monitor attended each CA meeting and filled data based on observation using ODK platform.  | <a href="#">County activation monitoring details (protocols &amp; sheets)</a> | <a href="#">County Activation Monitoring Survey</a>         | <a href="#">County Committee Monitoring Portocol</a> |  |  |  |

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| COUNTY ACTIVATION           | County Coordinator Orientation | County Coordinator Orientation                      | This is a three-day orientation and onboarding of the County Coordinators that happens in the last quarter of the programme financial year. The county coordinators are Ministry of Education officers delegated to oversee the program at county level. The orientation is organized by the Ministry of Education as an advance preparation for the new cohort and to onset the County Activation. Evidence Action plays a major role in the agenda with both the Ministry of Education and Evidence Action taking the lead in the orientation. The orientation onboards the county coordinators on all phases and aspects of the programme and discusses roles and responsibilities of the different staff members. The daily subsistence and lodging of the county coordinators during the orientation is covered by the Ministry of Education which also provides the imprest meant to run the next activities of county activation.                        | <a href="#">Link to CC orientation planning folder C5</a>    | <a href="#">CC attendance sheet</a>                        | <a href="#">CC orientation data process</a>                            |   |
|                             |                                | County Coordinator Post-Orientation Survey          | The CC Post-Orientation Survey is administered a few days after conclusion of CC orientation. This survey is collected via web platform (Google forms), sent to CCs via email. Data collected was intended to track whether CC orientation was held and attended by CCs., and assess retention of programmatic information provided in the orientation, with the goal of identifying CCs that need further follow up to give guidance on their roles. Evidence Action staff conducted follow ups via email and phone calls. In C5, there was an issue with the survey - as it missed collecting identifiers, so we have data on knowledge retention but unable to relate that back to individual CCs.   | <a href="#">Link to CC post-orientation survey</a>           |  |  |   |
|                             | Head Teacher Orientation       | Head Teacher Orientation                            | A half - day orientation is organized and led by the county coordinator for head teachers of all program schools at each participating county. The orientation provides an overview of all program aspects to the head teachers, with special focus on the role of the volunteers in the school. Head teachers are provided detailed information on the structure of the remedial sessions and on engaging learners so that they can support and oversee volunteers in the process.   | <a href="#">Link to HT orientation agenda and toolkit C5</a> | <a href="#">HT orientation attendance collection tools</a> |  |   |
|                             |                                | Confirmation of Head Teacher details                | Collected directly from HTs using Echo Mobile platform. A short survey was sent to the HTs asking them to confirm their name and school name and also their presence at the HT orientation. School bank account details are also collected to facilitate stipend payments to homestays, which are administered via the school bank account.   | <a href="#">Link to Echo Mobile Survey</a>                   | <a href="#">Head teacher data process</a>                  |  |   |
|                             |                                | Head Teacher Orientation monitoring (phone survey)  | A sample of HTs are called and asked follow up questions to assess knowledge retention post orientation. This data is collected via a phone survey conducted by the program team and filled into a web platform (google form) directly during the call.   | <a href="#">Post-Head Teacher Orientation Survey</a>         |  |  |   |
|                             | Class Teacher Orientation      | Class Teacher Orientation                           | A half-day orientation is organized and led, by the county coordinator, for class teachers of all program schools at each participating county. Only class teachers of the participating classes in the schools are invited for the orientation. The orientation is structured similarly to the head teacher orientation, with focus on the remedial sessions structures, especially on assessing and tracking reader levels, and the role of the class teacher in supporting the G-United volunteer. Class teachers are asked to bring in filled host family application forms to the CT orientation and share with the CCs.   | <a href="#">Link to Class Teacher Orientation Folder C5</a>  | <a href="#">CT orientation attendance collection tools</a> | <a href="#">Class teacher orientation attendance data process</a>      |   |
|                             |                                | Class Teacher Orientation monitoring (phone survey) | A sample of CTs are called and asked follow up questions to assess knowledge retention post orientation. This data is collected via a phone survey conducted by the program team and filled into a web platform (google form) directly during the call.   | <a href="#">Post Class Teacher Orientation Monitoring</a>    |  |  |   |
|                             | School & Homestay Selection    | School Selection                                    | County Committees, led by the County Directors of Education and supported by the County Coordinators, select the schools which will participate in the program. The list is discussed and finalized at the County Committee meeting. The selection is based on need, prioritizing schools with poor performance, on ensuring regional balance within the county and in selecting schools with higher readers, to ensure that volunteers are working at capacity. Schools participating in previous cohorts are continued in the program, with additional schools being selected in each cohort.   | <a href="#">School selection kit C5</a>                      | <a href="#">Link to school selection form</a>              | <a href="#">Link to CC template checklist</a>                          | <a href="#">School selection data process</a> |
|                             |                                | Homestay Selection                                  | The head teacher of each participating school is expected to nominate two families for hosting the volunteers during the 10 months of the program. Head teachers circulate application forms among their community which they then verify and scrutinize before finally selecting two applicants. Host families receive a stipend of 3000 Kenyan shillings/month for hosting a volunteer. Homestays which are open to hosting both male and female volunteers are preferred.  | <a href="#">Link to homestay sensitization script</a>        | <a href="#">Link to HS application form</a>                | <a href="#">Homestay Experience: Brainstorming Improvements_NOT ES</a> | <a href="#">Homestay matching process doc</a> |
|                             | Training                       | <a href="#">Volunteer Training Phase Overview</a>   |   |  |  |  |   |
| G-United Volunteer Handbook |                                | Program Material Review & Approval                  | The G-United Volunteer Handbook is the core program overview material that is covered during training. Volunteers are also trained in additional materials, including the volunteer record book, reader assessment tool, and remedial activities list (see "Conducting Remedial Sessions" below for full description of program materials).<br>The G-United Volunteer Handbook includes chapters on (1) welcome from MoE and KICD stakeholders, (2) program overview, (3) running remedial sessions, (4) national cohesion and integration objectives, (5) professional development through service, (6) code of conduct for volunteer graduate assistants.<br>The handbook materials listed above have been developed following key principles of the "teaching at the right level model" and in discussion with key partners like Zizi Afrique (education experts), the Kenya Institute of Curriculum Development (KICD) and the Ministry of Education (MoE). | <a href="#">Link to C5 Volunteer Handbook</a>                | <a href="#">Note on curriculum development</a>             |  |   |
|                             |                                |   | The program materials, and particularly the Volunteer Handbook go through a rigorous review process by experts at the Kenya Institute of Curriculum Development. Any significant changes in these documents in following cohorts require further review by the same body before going into print.   |  |  |  |   |

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| VOLUNTEER TRAINING  | Training Preparation                      | Government procurement  | The Ministry of Education, through its Procurement Department, welcomes procurement bids for venue and volunteer resource materials. The department selects a final bidder who is given the printing order for the different resource material: volunteer handbook, record book, reader identification tools and other program merchandise like t-shirts, bags, Identification badges, notebooks and pens all bearing the G-United brand. It is easier to work with Teacher Training Colleges (TTCs) as the volunteer training venue because they are part of government and give preferred rates to government trainings. TTCs also offer accommodation for volunteers, seminar facilities, enough rooms for training sessions, playground for team building, and catering. | <a href="#">Program Cost Overview (see slides 31-36)</a>                                  |   |   |   |  |
|   |   | Final Training Package: Agenda, Slides, Supplementary Material  | A package of documents and digital material meant to guide the winning start team when conducting training sessions in the various training centres during VGA training. Each training centre receives printed copies of the training agenda, registration sheets, attendance sheets, school A and B lists, feedback survey, training signage, material allocation sheets, Climate setting talking points, G-United FAQ talking points, adjusting to new environments script and registration tickets. Soft copies of all the documents will also be provided in a flash disc. The digital materials to be used on the different days of training are also shared on the flash disk.   | <a href="#">Link to C5 training package</a>   | <a href="#">Volunteer training data process</a>       |   |   |  |
|   | Training Period Communication             | Training Notification SMSs to CCs, HTs and CTs  | Once training dates are confirmed, SMSs are sent to CCs, HTs and CTs to inform them of training dates and when they should expect volunteers. This is also an opportunity to encourage HTs to re-sensitize host families on the arrival of the volunteers to ensure that hosts understand what is expected of them and when to expect volunteers. The reception the VGA receives from the host family and community may influence VGA retention.   | <a href="#">Link to training date email</a><br><a href="#">Link to training dates SMS</a> |   |   |   |  |
|   |   | Notification of volunteers matched to schools   | Volunteer-school pairing occurs midway through training, to allow for late arrivals. By Wednesday of training, late arrivals are no longer accepted and all volunteers who have registered before Wednesday are assigned to schools. SMSs are sent to CCs, HTs and CTs to inform them of the volunteers who have been matched to their school and when they will be deployed. This message should only be sent to school personnel from schools matched to volunteers in wave 1 training, and then again to personnel from schools matched to volunteers in wave 2 training. The details of the matching is shared via a spreadsheet to training center leads by the data associate.   | <a href="#">School/volunteer matching process</a>   |   |   |   |  |
|   |   | G-United Branded Materials  | G-United branded materials are used throughout training and deployment. These include branded banners, posters, powerpoint templates, fonts, logos and stationary.   | <a href="#">G-United Branded Materials</a>  |   |   |   |  |
|   | Trainers of Trainers (ToT) Sessions       | Identification of Master Trainers   | Kenya Institute of Curriculum Development identifies both national and regional trainers, who are literacy experts from their department. These national trainers then identify regional trainers, from teacher training colleges. External speakers for professional skills sessions are also identified at the regional level, by the county committee. These external speakers are usually leading professionals in the public and private sectors.   | <a href="#">Link to master trainer list</a>   |   |   |   |  |
|   |   | Trainers Manual for Literacy  | The trainers manual is expected to build the capacity of (ToTs) and Trainers in order to prepare the recruited Volunteer Graduate Assistants(volunteers) for the volunteer program. It is used hand in hand with the G-United VGA handbook.  | <a href="#">Link to Trainers Manual</a>   |   |   |   |  |
|   |   | Trainers Manual for Professional Development  | These are key non-technical skills that are considered to be most important for young graduates to have when entering the market. It covers four key areas:<br>- Self Management<br>- People management<br>- Work Management<br>- Communication<br>Content on professional development is shared with volunteers during volunteer training and throughout the volunteering period. They are expected to develop these skills within the G-United framework and community engagement projects.  | <a href="#">Link to professional development materials</a>                                | <a href="#">Work Management G-United Presentation</a> | <a href="#">Self Management G-United Presentation</a> | <a href="#">Communication G-United Presentation</a> |  |
|   |   | Training of Trainers (ToT)  | A four-day centralized training is organized for the regional trainers. The training is led by national Master Trainers who convene one day in advance of the ToT to align on instruction. The ToT covers all aspects related to the remedial session component of the program. Regional trainers are provided with the necessary tools and knowledge to lead the remedial education sessions during the volunteer training.   | <a href="#">Training of Trainers C5 full kit</a>  |   |   |   |  |
|   | Training Support Team (Technical Partner) | Training of VGA Alumni Assistants   | Evidence Action and Ministry training persons are supported at volunteer training by G-United alumni training assistants. County coordinators are asked to nominate two outstanding volunteers in their county from the preceding cohort. Evidence Action calls each of the nominees to assess their suitability to serve as alumni trainers. Evidence Action plans and conducts alumni training to prepare and build capacity of the alumni to provide support in training session delivery and training management.  | <a href="#">Link to training kit for alumni assistants</a>                                |   |   |   |  |
| Refresher Training for Technical Support Partner Training Leads |   | Technical support partner leads for each training center undergo refresher training training on training registration, logistics and training management. The refresher also covers deployment verification process for volunteers deployed to schools.   | <a href="#">Link to training prep needs checklist</a>  |   |   |   |   |  |
| Volunteer Registration  | Reporting & Agendas                       | Once volunteers report to the training venue, they are expected to sign and share key details, which include: national ID number, bank account details and their health insurance details (NHIF number). A physical signature is required, per audit requirements of the Ministry of Education.   | <a href="#">Link to VGA paper sign in registration</a>   |   |   |   |   |  |
|   | Volunteer Registration                    | Volunteer registration is handled by EA training leads, MOE officials and VGA Alumni Assistants. It is organized in five stages, at the training venue, these stages are separated into five tables and each stage takes place after the previous one is complete. When the volunteer arrives at the training venue, they check in at the first table with their national ID to ensure they are in the right training venue. Volunteers who did not attend the face to face interviews have their documents verified at this stage and their suitability determined. The next stage is signature verified registration where they sign against their name on a physical sheet, per audit requirements of the Ministry of Education. They then verify their personal contact details via an ODK survey and provide their bank details in the third stage before proceeding to the fourth stage of material allocation. Here they are given materials to use during training and also some of the materials they will use after deployment. They then proceed to the last stage of registration where they receive their materials. | <a href="#">Link to VGA registration google sheets</a>   | <a href="#">Registration Process - C5 Volunteer Training</a>                              |   |   |   |  |

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|  | <b>Volunteer (VGA) Training</b> | Training Materials & Agenda                    | The volunteer training is conducted over a six day period and covers sessions on the following areas:<br>a) Remedial education guidelines - assessing and categorizing learners by their levels, conducting sessions, recording details from sessions<br>b) Professional skills - external speakers are invited to provide sessions on key professional skills like communication, work management, self-motivation and management , leadership and teamwork<br>c) Programmatic aspects - on program structures, key players involved, code of conduct, volunteer agreement and living with host family.  | <a href="#">Volunteer training kit C5</a>                 |  |  |  |
|  |                                 | Daily Attendance Tracking                      | Attendance data is collected 3 times per day. volunteers sign their name on a pre-filled sheet to prove attendance for morning, afternoon and evening sessions. The details of attendance tracking are described in the Registration Process document. In practice, volunteers are not penalized for missing individual sessions.   | <a href="#">Link to daily attendance tracking</a>         |  |  |  |
|  |                                 | Official Opening                               | A Senior officer from either the Office of the Deputy President or the Ministry of Education is invited to open the Training. This opening speaker gives the training legitimacy and underscores the Ministry ownership of the program.   |   |  |  |  |
|  |                                 | Training management                            | The ministry of education nominates officers from the ministry to manage the training, which includes:<br>a) Maintaining attendance sheets each day<br>b) Ensuring all training logistics are in place (meals, presentations, speaker presence)<br>c) Ensuring that all handouts for different sessions are distributed<br>d) For overall coordination and leadership of each training center.  |   |  |  |  |
|  |                                 | Refunds  | Facilitators are given transport refunds and per-diems for the period of engagement. Volunteers are issued with transport reimbursement (from their respective County of Residence to the Training venue, according to Government of Kenya rates) as well as deployment transport funds which will take them to the County where they will conduct their volunteer service. This takes place on the final day of volunteer training. Refunds are organized and executed by Ministry of Education.   |   |  |  |  |
|  |                                 | VGA Post Training Survey                       | The program measures effectiveness of volunteer training. To do this, an echo mobile survey is sent and administered to all volunteers on the last day of volunteer training. It is a measure of training knowledge retention on the topics covered during the residential training.  | <a href="#">Link to C5 post training survey</a>           |  |  |  |
|  |                                 | VGA Feedback Survey                            | Paper based tool completed by all volunteers on the last day of the residential training. The survey provides a volunteer rating on the delivery of each of the training sessions covered in the residential training.  | <a href="#">Link to C5 feedback survey</a>                |  |  |  |
|  | <b>Volunteer Deployment</b>     | Volunteer Pairing and School Assignment        | Training registration is closed on Tuesday of the training week. Volunteers that arrive after Tuesday are turned away from training. On the Wednesday of training, the list of volunteers who registered for training is considered final for that training wave and Evidence Action staff oversee pairing of volunteers to program schools. Volunteer/school matching is conducted at this stage to ensure that all volunteers attend the same training as their co-volunteer (who is assigned to the same school) and can travel to the school together. Volunteer/school pairings are communicated before the end of the training. Schools are also notified of the names of the volunteers and anticipated arrival date so they are prepared to receive volunteers.   | <a href="#">School / volunteer matching process</a>       |  |  |  |
|  |                                 | Deployment                                     | Volunteer deployment occurs on the final day of training. Volunteers are expected to arrange their own transport to the county, but are encouraged to travel in groups. Volunteers are first received by the county coordinator at the county level before they travel to schools of deployment. If for any reason (security, natural calamities) the county coordinator needs to change assigned school, it happens here before volunteers travel. At the school, they are welcomed by the head teacher who introduces the volunteer to the host families and school community. Volunteers are reimbursed for their travel to their county of deployment in accordance with Government of Kenya standard travel rates.   |   |  |  |  |
|  |                                 | Development of CC deployment lists             | County coordinators are responsible for oversight of G-United volunteers during their service period. Once school/volunteer pairing is complete, Evidence Action compiles a list of the names and contact details for all volunteers to be deployed to each county and shares this with the respective county coordinators to help facilitate their oversight of the volunteers.  |   |  |  |  |
|  |                                 | Development of VGA Stipend List for month 1    | Volunteers receive a monthly stipend, conditional on their active service. However, Month 1 stipend list is different from the consecutive stipend lists, as it includes all the volunteers who attended training, although some volunteers will drop out between training and deployment. The rationale behind including all volunteers who attend training on the first stipend payment is to minimize delays in disbursing the first stipend. Due to varied travel distances and personal circumstances, the timing between conclusion of training and arrival at schools can be unpredictable. Rather than delay the first payment until arrivals are confirmed for all volunteers, which could compromise volunteers' trust in the payment system. Ensuring the first payment is reliably made is important to increase confidence in the program and boost morale.  | <a href="#">C5 Stipend Management Data Flow_DRAFT</a>     | <a href="#">Stipend list generation process</a>      |  |  |
|  |                                 | Development of School Stipend List for month 1 | Month 1 stipend list is different from the consecutive stipend lists. It includes schools and homestays of all the volunteers who attended training, i.e they are in the deployment list. The rationale behind this is that delays in deployment will not affect the stipend disbursement and it is therefore processed early enough to increase confidence in the program and boost morale.  | <a href="#">Stipend list generation process</a>           |  |  |  |
|  |                                 | Deployment Verification Survey (Volunteers)    | NEWLY DESIGNED FEATURE 2019: Volunteer arrival at their school of deployment is verified through a system that requests volunteers to retrieve a unique school code that is only accessible by making physical contact with the school or head teacher. Head teachers receive unique school codes sent to them via echo mobile. Upon volunteer arrival at the school, HTs share the unique code with volunteers. Verification survey is sent to each of the deployed volunteers within the first week of deployment. Volunteers confirm arrival at the assigned deployment school by sending back the unique school code. The verification process seeks to answer four basic questions: a) How many volunteers have reported and present at school? b) How many volunteers have not reported but plan to report? c) How many volunteers have dropped out of the programme after deployment? and d) How many volunteers have been transferred from their assigned school of deployment? | <a href="#">Link to C5 deployment verification survey</a> | <a href="#">Deployment verification analysis kit</a> | <a href="#">C5 Deployment Verification Process</a> |  |

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|  |   | Deployment Verification Survey (Head Teachers and Class Teachers)  | NEWLY DESIGNED FEATURE 2019: An echo mobile SMS is sent to HTs & CTs 15 days after VGA deployment. Survey seeks to establish if volunteers have reported to the school of deployment and whether they have requested for the unique school code which they would require for their verification survey. The survey will be open for 1 week, Headteachers and Class Teachers who will not have responded will be called to verify volunteer deployment. | <a href="#">Link to C5 deployment verification survey</a>                        | <a href="#">Deployment verification surveys</a>                                  | <a href="#">C5 Deployment Verification Process</a> |  |
|  |   | Deployment Verification Survey (County Coordinators)   | NEWLY DESIGNED FEATURE 2019: The county coordinator receives an echo mobile SMS after volunteer deployment to confirm the number of volunteers who have reported to the counties of deployment and the transfers they have made.   | <a href="#">Link to C5 deployment verification survey</a>                        | <a href="#">Deployment verification surveys</a>                                  | <a href="#">C5 Deployment Verification Process</a> |  |
|  |   | Deployment Verification Follow up Phone Calls  | NEWLY DESIGNED FEATURE 2019: Follow up calls made to a sample of Headteachers to confirm VGA presence. Serves as an additional check to the Deployment Verification system.  | <a href="#">Link to follow up Phone Call survey</a>                              |  |  |  |
| <b>Service Period Phase Overview</b>           |   |  |  |  |  |  |  |
| <b>Overview of Remedial Session Management</b> | Overview of Remedial Sessions                                   | Remedial sessions are the crux of the Winning Start program. They are structured times of interactive learning. They are targeted to learners who are behind in their grade and aimed at improving their literacy skills. Critically, remedial sessions are conducted according to each child's current learning level. Volunteers meet students where they are, in skill and comprehension, to get them where they need to be.  | <a href="#">Link to Volunteer Handbook</a>   | <a href="#">Link to Draft Volunteer Handbook Chapter for Numeracy</a>            | <a href="#">Briefing Note: Winning Start/G-United Remedial Sessions Model_C5</a> |  |  |
|  | Remedial Activities (Literacy & Numeracy)                       | G-United volunteers conduct activities based on the Teaching at the Right Level approach, pioneered by Pratham in India. TaRL activities are designed to break free of the "chalk and talk" practices commonly found in primary school classrooms by encouraging the use of engaging, fun, and creative activities focused on building foundational skills in literacy and numeracy. TaRL activities are additionally designed to be responsive to the current learning level of the child, actively engaging and lively, multifaceted - combining reading, writing, speaking, listening and physical demonstration, and confidence-building for the child.  | <a href="#">Literacy Master Records Book</a>   | <a href="#">Draft Numeracy Records Book</a>                                      |  |  |  |
|  | Key Concepts in G-United Remedial Sessions                      | <b>Session:</b> A structured time of interactive learning lasting approximately 60 minutes. Sessions are conducted in either Kiswahili or English by a trained volunteer for a set of learners. Sessions involve both group and sub group activities.<br><b>Group:</b> The total number of readers in a particular remedial support "camp." The group may have a maximum of 25 readers and a minimum of 15 readers. The group includes a mix of readers belonging to two or more levels. Group sessions last approximately 20-30 minutes. In most cases, there will be 2 groups at each school, with one volunteer leading each group.<br><b>Sub-Group:</b> Sets of 5-6 learners of the same group. Sub groups are made by combining learners from Level 1 and 2 or Level 3 and 4. Sub-group activities last for approximately 30 minutes.<br><b>One-on-one activities:</b> Additional time the volunteer spends with learners in the lower levels who are in need of extra and targeted support. One-on-one activities are conducted outside of the scheduled sessions.<br><b>Camp:</b> A fifteen (15) day stretch of daily sessions conducted by volunteers for a group of readers. All sessions in a camp are conducted in the same language (Kiswahili or English) with the goal of improving literacy skills among the readers. | <a href="#">Link to Volunteer Handbook</a>   | <a href="#">Briefing Note: Winning Start/G-United Remedial Sessions Model_C5</a> |  |  |  |
|  | Record Keeping: Learning levels, attendance, progress           | Record keeping is a vital aspect of the volunteer work in the field. G-United volunteers keep accurate records of the learners in target classes, and their levels after assessment. They also keep detailed records of the learners engaged in the camps, their levels at the end of every camp and the attendance during the 15 sessions in each camp. The records are kept in the volunteer records book in a structured manner to help volunteers plan the camps and sessions, respond to the weekly and monthly surveys and set their session and camp goals. The record books are designed in such a manner that a pair of volunteers at a school are both actively involved in the record keeping. There are separate record books for literacy and numeracy camps.   | <a href="#">Literacy Master Records Book</a>   | <a href="#">Draft Numeracy Records Book</a>                                      |  |  |  |
|  | Progress updates to HTs/CTs/CCs                                 | NEWLY DESIGNED FEATURE 2019: The County Coordinators, Headteachers and Class teachers play a vital role in the smooth running of the program. The county coordinator provides oversight leadership and introduces the volunteers to the headteachers, who introduce and manage the volunteers within the school. The class teachers introduce and assist the volunteers in the classes they teach. A cordial relationship is maintained between the volunteer and the class teacher as they collaborate in assessing the learners. The class teacher supports this role by providing the class attendance book, which they use to record all the learners in the class to the VGA record book. The volunteers also share the camp progress report on the learners in each camp with the headteacher who verifies that the volunteer has been conducting remedial sessions and monitors the progress of the learners in the camp.   |  |  |  |  |  |
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|  | Reader Identification (Literacy Learning Level Assessment Tool) | To conduct remedial sessions geared towards improving literacy, volunteers begin by identifying the learning level of a child through a "learner identification process". A standard reading assessment tool, developed in collaboration with Zizi Afrique, Uwezo and Pratham is used to assess the reading level of each learner. Zizi Afrique and Uwezo are a part of the PAL network for assessment. All PAL network country assessment tools are based on the ASER assessment tools developed and used by Pratham in India. The reading assessment is conducted in all relevant languages (e.g. in Kenya, the reading assessment is conducted in both English and Kiswahili). Class teachers aid the volunteer in carrying out the reader identification exercise, which entails assessing each student individually, using the tool provided, in Kiswahili and English to identify their current reading level. The volunteers record the individual level of each learner in their record books.   | <a href="#">Reader Assessment Book</a>   |  |  |  |  |
|  | Literacy Learning Levels  | <b>Level 1 "Beginner"</b> - Cannot identify letters. Cannot say the sounds produced by the letters.<br><b>Level 2 "Letter"</b> - Can identify letters. Cannot read simple 3 and 4 letter words.<br><b>Level 3 "Word"</b> - Can read simple 3 and 4 letter words. Cannot read short paragraph fluently.<br><b>Level 4 "Paragraph"</b> - Can read short paragraph fluently. Cannot read a short story with ease and fluency. Cannot answer questions related to comprehension of the story correctly.<br><b>Level 5 "Story"</b> - Can read a story and answer questions related to the comprehension of the story correctly.   | <a href="#">Reader Assessment Book</a>   |  |  |  |  |

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|  | Conducting Remedial Literacy Sessions | Literacy Master Records Book                | The VGA Master Record book for literacy is the core content for volunteers to plan and conduct remedial reading camps. This book provides guidelines for work planning, readers' progress tracking and reporting, instructions on assessing and grouping learners, and activity lists of fun and interactive reading activities volunteers can do with learners. The Master VGA record book is to be maintained by both volunteers in a school. Recorded information should be reviewed and signed off by the head teacher.  | <a href="#">Literacy Master Records Book</a>   |  |  |  |
|  |                                       | Grouping Learners                           | Using the reader level data, volunteers organize learners into groups of 25 for a remedial camp. Level five is considered the level of fluency and students who register a reading level of five in a particular language are not selected to participate in remedial sessions delivered in that language. Groups are capped at 25 students and priority is given to students who register reading levels one and two. Volunteers start camps in the most familiar language, usually Kiswahili. Volunteers conduct the first three camps in Kiswahili and next four camps in English. One camp consists of 15 sessions (conducted over 15 consecutive days). The details of the camp are recorded in the volunteer record book.  | <a href="#">Literacy masters record book</a>   |  |  |  |
|  |                                       | Conducting literacy sessions                | Literacy sessions are targeted at grades 2 and 3. Volunteers arrange to conduct 60-minute remedial sessions with their group of learners on a daily basis. Sessions involve daily interactive, educational activities that utilize everyday objects to make learning relatable and fun for learners. Each session includes group and sub-group activities. Sessions begin with group activities in which children of all levels participate. Group activities last between twenty to thirty minutes and can include storytelling, picture card reading, roundtable discussions, and mind mapping.<br><br>After the group activities, students are divided into sub-groups of five to six students sharing similar reading levels - but there must be at least two students of represented level, in a subgroup. Students in reading levels one and two ("Beginner" and "Letter") may be grouped together, as may students in reading levels three and four ("Word" and "Paragraph"). Activities in sub-group activities are tailored to the level of children. They last approximately thirty minutes and can include activities ranging from word games to read aloud sessions. | <a href="#">Literacy Master Records Book</a>   |  |  |  |
|  |                                       | Assessing Progress and Re-Grouping Learners | At the end of each camp, volunteers deliver another reading assessment to gauge students' learning level and regroup students accordingly. Students who maintain the same learning level, continue to be engaged at that level until they achieve proficiency. Once students achieve level five ("story") proficiency, they no longer require camps in the language of proficiency. They are moved to camps delivered in a language in which they are less proficient or - if they are proficient in all the languages remedial sessions are offered in - successfully exited from the program.  | <a href="#">Draft Numeracy Records Book</a>    |  |  |  |
|  | Conducting Remedial Numeracy Sessions | Learner Level Identification (Numeracy)     | Class Teachers aid the volunteer in Learner identification exercise. The exercise entails using the tool provided to assess each learner individually, in numeracy for their current competency level. The volunteers record the individual level of each learner in their record books.   | <a href="#">Draft Numeracy Assessment tool</a> |  |  |  |
|  |                                       | Numeracy Learning Levels                    | <b>Level 1 "Beginner in Numeracy"</b> - Unable to recognize one digit numbers (innumerate).<br><b>Level 2 "Addition"</b> - Unable to do two-digit addition with carry over.<br><b>Level 3 "Subtraction"</b> - Unable to do two-digit subtraction with borrowing.<br><b>Level 4 "Multiplication"</b> - Unable to do multiplication.<br><b>Level 5 "Division"</b> - Unable to do division.<br><b>Level 6 "Proficient"</b> - Able to perform addition, subtraction, multiplication and division. Learners in Level 6 are not included in the numeracy camps.  | <a href="#">Draft Numeracy Assessment tool</a> |  |  |  |
|  |                                       | Numeracy Master Records Book                | The VGA Master Record book for numeracy is the core content for volunteers to plan and conduct remedial reading camps. This book provides guidelines for assessing learner levels in numeracy, planning for numeracy camps, guidelines on taking attendance and tracking learner progress, preparing for numeracy sessions, conducting numeracy sessions, setting goals for numeracy camps, session planning template, and numeracy activity list. Recorded information should be reviewed and signed off by the head teacher.   | <a href="#">Draft Numeracy Records Book</a>    |  |  |  |
|  |                                       | Grouping Learners                           | Using the learner level data, volunteers organize learners into groups of between 15 to 25 for a remedial camp using the lowest level attained. One camp consists of 15 sessions (conducted over 15 consecutive weekdays). Volunteers only select learners of different competencies to participate in a camp. The details of the camp are recorded in the volunteer record book.  | <a href="#">Draft Numeracy Records Book</a>    |  |  |  |
|  |                                       | Session Planning & Goal Setting             | To effectively plan for and conduct activities, volunteers are asked to conduct weekly lesson planning exercises that promote reflection on progress made and learners' reception to the planned activities. This tool is designed to allow for flexibility in the daily activities depending on learners' level of mastery of a given concept. The Master Record Book for Numeracy provides an example template to help guide volunteers in creating their own planning template in their notebook. Using this Session Planning Template helps to (1) realize session outcomes and improve learner progress, (2) reduce time wastage during the session (for example, in preparing materials for numeracy activities), (3) improve group and subgroup management, (4) reflect and build on previous competencies gained by learners, and (5) be prepared and know what resources/materials are needed for each activity before the start of the session.  | <a href="#">Draft Numeracy Records Book</a>    |  |  |  |

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| SERVICE PERIOD                            | Conducting numeracy sessions                | Numeracy sessions are targeted at grades 4 and 5. Volunteers arrange to conduct 60-minute remedial sessions with their group of learners on a daily basis. The sessions begin with group activities where all participating learners sit together and the volunteer demonstrates the numeracy activity while learners watch and listen. The group activities provide mechanical guidance on conducting the numeracy activities and enhance the learner's confidence and excitement about solving numeracy problems.   | <a href="#">Draft Numeracy Records Book</a>   |  |   |   |   |
|   |   | After group activities, learners split into subgroups of 5-6 learners belonging to the same numeracy learning level. During subgroup activity, learners practice the numeracy activity demonstrated in the group session. Working in small groups allows the learners to be engaged and practice the numeracy concept individually and while learning from their peers. Subgroups who master the concept quickly can be given more challenging problems to work on. At the end of the subgroup activities, volunteers administer the daily checkpoint problem for learners to work on individually. The checkpoint problem is a useful tool to quickly assess whether learners have understood the concept taught that day. |   |  |   |   |   |
|   | Assessing Progress and Re-Grouping Learners | At the end of each camp, volunteers deliver another numeracy assessment to gauge students' learning level and regroup students accordingly. Students who maintain the same learning level, continue to be engaged at that level until they achieve proficiency. Once students achieve level 6 "proficiency", they no longer participate in the numeracy camps.  | <a href="#">Draft Numeracy Records Book</a>   |  |   |   |   |
|   | Professional Development                    | Community Engagement Projects (CEP)   | Volunteers use free time when they are not conducting remedial sessions to undertake community engagement projects (CEPs). CEPs are meant to provide the volunteers with an opportunity to develop professional skills by taking initiative to start their own project with their host community. They also give the volunteers an avenue to give back to the community as the projects directly benefit host communities or the schools of deployment. Some examples of community engagement projects are:<br>- Building sanitary facilities<br>- Conducting health sensitization campaigns e.g Anti-jigger campaign<br>- Mentoring the youth e.g on entrepreneurship  | <a href="#">Link to instructions on CEP</a>                        | <a href="#">CEP survey</a>                            | <a href="#">CEP data process</a>                      |   |
|   |   | Professional Development  | As part of the volunteering process, volunteers are expected to gain key professional skills which would help to make them work-ready at the end of the program. Volunteers are expected to gain these skills from engaging in different aspects of the program. Volunteers are also expected to carry out a community engagement project during their time volunteering, details of carrying these projects is provided in their handbook and also discussed during the training. Along with skills directly gained from these exercises, volunteers also receive regular messaging and resources on professional skills to encourage them to reflect and perform.   | <a href="#">Link to Professional Development Document</a>          | <a href="#">Work Management G-United Presentation</a> | <a href="#">Self Management G-United Presentation</a> | <a href="#">Communication G-United Presentation</a> |
|   | Service Period Data Collection              | Dashboard management  | G-United Dashboards provide a visualization of data related to the program for each of the program phases where volunteer data is collected (recruitment, selection, county activation, training, deployment, and service period learner data). Dashboards and data-based graphics are used internally to inform program design improvements and guide monitoring strategy, and are also shared with stakeholders and active volunteers via the newsletters to motivate and foster friendly competition among program counties. The dashboards are developed by program technical staff using data collected from volunteers and program stakeholders.  | <a href="#">C5 Recruitment Dashboard</a>                           | <a href="#">C4 Dashboard folder (all dashboards)</a>  | <a href="#">COHORT 5: DASHBOARD NOTES</a>             |   |
|   |   | Echo Mobile Data Collection   | Echo Mobile is an SMS platform that G-United uses to connect with volunteers and program stakeholders through sending SMS, voice and USSD messages to the user's phone. Through this platform, you can create surveys for data collection, send quizzes and notices and collect data in real-time. The G-United program uses the platform to monitor the performance of volunteers in the program by collecting weekly data through surveys. Echo Mobile surveys are created online, then sent to volunteers' phones via SMS. Responding to the survey is free of charge for the user and has the benefit of not requiring an active internet connection for the sending and receiving of data. Echo Mobile data can be exported in CSV format. G-United has also used the platform to send out notices to volunteers and applicants during recruitment and volunteer engagement. | <a href="#">Echo Mobile communication/surveys 2019</a>             | <a href="#">Echomobile training guide</a>             |   |   |
|   |   | Reader Levels   | The reader level data records the number of children across each of the different literacy levels for both Kiswahili and English. The data is collected directly from volunteers using the Echo Mobile platform. For C5, the reader assessment process has been designed to conduct 3 assessments through the course of the service period: (i) Reader identification (baseline) right after deployment, (ii) Progress Check (midline) mid service period, and (iii) RAS closure (endline) at end of service period.  | <a href="#">C4 Reader Levels Survey</a>                            | <a href="#">Reader Levels Data Process</a>            | <a href="#">C4 Reader Levels Data and Graphics</a>    |   |
|   |   | Reader Levels Verification  | Verification of the reader identification exercise (baseline) right after deployment was conducted through school visits by independent monitors from MLIS. Monitors visited a sample of schools (evenly distributed across all program counties) and observed the assessment and reported back on the process followed.  | <a href="#">C4 Reader Identification process monitoring survey</a> |   |   |   |
|   |   | RAS Camp Data   | We introduced a standard camp/monthly survey which was linked to remedial camps. The survey was sent via Echo Mobile to volunteers at the same time each month. This survey collected data on the conduct of the remedial sessions and on the progress of learner levels after camps. Table 3 of the VGA record book collects the same data as the survey - requiring the VGA to copy the same data from the record book to complete the survey. Data is used to determine (i) Number of camps conducted across volunteers, (ii) Language of camp, (iii) Number of learners engaged, (iv) Number of learners attending regularly and (v) % of learners progressing by at least one level at end of camp (this was a quicker turnaround to reader levels composition).   | <a href="#">C4 Camp survey</a>                                     | <a href="#">Camp Data Process Doc</a>                 |   |   |
| Community Engagement Project Survey (CEP) |   | The CEP data refers to the data collected from volunteers on their Community Engagement Projects. The survey was sent to volunteers three times: (i) at the start of the program (ii) mid-point of service (iii) end of service. The survey captures info on the progress of their project with questions on the details of their project.  | <a href="#">CEP survey</a>  | <a href="#">CEP Data Process</a>                                   |   |   |   |

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| VGA presence monitoring | Administrative Data                             | Volunteers are expected to share weekly self-reports through an interactive SMS platform. The reports contain information related to their presence in school and on the remedial education activities conducted by them over the week (number of remedial session, number of readers attending). The reports are sent through an interactive SMS platform called Echo Mobile, which encourages volunteers to share reports through prompts of specific questions and reminders.   | <a href="#">Data process for service period administrative data collection</a> | <a href="#">C5 weekly surveys shared with volunteers</a> |  |  |
|                         | Volunteer weekly SMS survey                     | Each week, on Friday afternoon, all volunteers receive an echo mobile survey. Volunteers have a whole weekend to respond to the survey before closure on Monday morning. This Echo mobile survey collects self reported data on the following outcomes: a) volunteers presence in the county of deployment b) volunteer presence at school c) number of literacy intervention sessions conducted for that week.  | <a href="#">Data process for service period administrative data collection</a> | <a href="#">C5 weekly surveys shared with volunteers</a> |  |  |
|                         | Weekly Headteacher Calls                        | Self-reports of the volunteers are verified through calls to head teachers. Each week, a sample of schools are selected for head teacher calls. Head Teachers are asked questions related to volunteer presence and their remedial session activities. The calls are conducted by the program team. Data form the calls is used to verify the self-reports of the volunteers at an aggregate level. The calls are also used for Identifying volunteers that have potentially dropped from the program (no response for 3 weeks or more OR being absent for 3 weeks or more). Note: Past experiences have shown this is a time consuming activity that does not necessarily produce helpful results: HTs can be difficult to get on the phone, and do not necessarily have access to the relevant information to verify volunteer self reports. This activity may be discontinued for large cohorts and replaced with monthly SMS to head teachers. | <a href="#">C5 weekly head teacher calls</a>                                   |  |  |  |
|                         | Monthly SMS to Head Teachers and Class Teachers | NEWLY DESIGNED FEATURE 2019: Presence verification concept under development. The Idea is to send Monthly echo mobile SMS to Head Teachers and Class Teachers to confirm volunteer presence on a monthly basis.  | <a href="#">Monthly presence verification survey</a>                           | <a href="#">C5 Deployment Verification Process</a>       |  |  |
|                         | Monthly SMS to CCs                              | CONCEPT UNDER DEVELOPMENT 2019: The Idea is to send monthly echo mobile surveys to CCs to record volunteer transfers and Volunteer drops.  | <a href="#">Monthly transfers and drops survey</a>                             | <a href="#">C5 Deployment Verification Process</a>       |  |  |
|                         | Unannounced School Visits                       | Unannounced visits to a sample of schools is also conducted on a monthly basis to provide further information on the progress of program and also to validate volunteer reports. The school visits entail surveying the head teacher and class teachers and both volunteers and also include observational questions on the remedial sessions and the maintenance of the record books. The survey is conducted by the monitoring team at Evidence Action and data is compared as against that of the self-reports. Note: Given the high geographical dispersion of schools, unannounced school visits proved to be a costly and logistically complicated exercise, with limited value. This activity was discontinued for cohort 5.  | This activity was dropped in 2018  |  |  |  |
| Stipend Management      | Stipend Management                              | Volunteers, schools and homestays all receive stipends to facilitate participation in the program. Volunteers receive 6,000 ksh per month of active service, homestays receive 3,000 ksh per month of hosting a volunteer and schools receive a once off stipend at the start of the program. Stipends are distributed to volunteers via bank transfers to personal bank accounts while school and homestay stipends are sent to the school bank account and distributed to homestays by the head teacher. Only active volunteers are to receive stipends, thus the program team is responsible for identifying any volunteers who have dropped out of the program, and removing them from the monthly stipend disbursement list. Stipends are processed and disbursed by the Government of Kenya, via the Kenya Institute of Curriculum Development based on a volunteer stipend list maintained monthly by the technical partner.                | <a href="#">C5 Stipend Management Data Flow</a>                                | <a href="#">EFT template</a>                             |  |  |
|                         | Stipend Tracker                                 | There are two stipend trackers attached the Hotline Issue Tracker Database: The homestay stipend tracker and the VGA stipend tracker. The VGA stipend tracker holds the stipend payment details of the volunteer while the homestay stipend tracker holds the payment details of the school. The trackers include the banking information and the stipend payment history of the VGA and school. They indicate whether the volunteer is still part of the program or whether they were dropped and the reason for the drop. The stipend trackers are specifically designed to aid in investigating finance issues raised by the volunteer and Homestay.  | <a href="#">Volunteer stipend tracker C5</a>                                   | <a href="#">Homestay stipend Tracker C5</a>              |  |  |
|                         | Volunteer stipend                               | An updated list of volunteers is prepared by the technical partner and shared with the Ministry of Education on the 15th of every month. The list contains all details of the volunteers currently in the program, with all their bank account information. This is an extremely important administrative step, as stipends are disbursed each month based on this list, and generating the list requires working across multiple datasets. If a VGA is not on the stipend list, they will not receive their stipend. The list is processed by the Kenya Institute of Curriculum Development who hold the program funds on behalf of the Ministry of Education. Stipends are received by the volunteers by the end of each month. Any returns, due to inaccurate bank information, are reprocessed by the department within two weeks.   | <a href="#">EFT template</a>   |  |  |  |
|                         | Homestay stipends                               | An updated list of volunteers and their homestays is prepared and shared with the Ministry of Education on the 15th of every month. The list contains all details of the volunteers currently in the program, their respective school and homestay details and the bank information of the schools. Schools are responsible for distributing the homestay stipend to the VGA's host families. The list is processed by the Kenya Institute of Curriculum Development who holds the funds on behalf of the Ministry of Education. Stipends are to be received by the schools by end of the month. Once received, the head teachers of the schools are expected to disburse the stipend amounts to the homestay families hosting volunteers assigned to that school. Any returns, due to inaccurate bank information, are reprocessed by the department.   | <a href="#">Homestay family payment form</a>                                   |  |  |  |
|                         | School Stipend                                  | One-off stipend given to schools for hosting volunteers. It is disbursed to the School General Purpose Account on the first month of deployment with homestay stipend. [Note: taken from GoK budget. Check w Fred if we actually do this]  |  |  |  |  |

|                                      |                                  |   |   |   |  |   |  |
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| Communication                        | Hotline/Issue Tracker Management | <p>For effective issue management, volunteers are provided with a program hotline where they can call in to ask questions, report issues and receive guidance from program staff. All issues are recorded in a database for referral and follow-up. The hotline number is shared with the volunteers right at the application phase and is used throughout the duration of the cohort. Particularly during the service period when volunteers are in schools, the hotline serves as a point of connection to help volunteers--who are often deployed to remote or isolated locations--feel connected to the larger programme. Issues commonly raised on the program hotline:</p> <ul style="list-style-type: none"> <li>- Questions about the application process and training</li> <li>- Issues with stipend payments</li> <li>- Challenges with data submission to SMS surveys</li> <li>- Other issues volunteers experience while in the field, such as security, homestays and schools.</li> </ul> <p>Issues raised on the hotline are recorded in the hotline issue tracker for follow up and resolution. The issue tracker is in the form of a google sheet that utilizes the information we have about the volunteers to quickly record issues in a structured and categorical manner to allow for quick follow up and resolution by the team members responsible for different sections of the programme.</p> | <a href="#">Hotline Issue Tracker</a>   | <a href="#">Hotline issue tracker programming logic</a> | <a href="#">Issue tracker summary report 2018</a>  | <a href="#">Issue Tracker Operator Document</a>     |  |
|                                      | Volunteer Newsletters            | Volunteers are kept engaged and informed about the program through a weekly newsletter, where they receive programmatic updates and see features of volunteer stories. Newsletters are sent by email but additionally often circulated via volunteer Whatsapp groups as not all volunteers have access to email at their school of deployment. Newsletters are intended to motivate volunteers and employ behavioral nudges to foster friendly competition for improvement - for example, sharing remedial session progress on a county basis or sharing the top performing counties in consistent data reporting. Data from service period SMS surveys was used to create dashboard graphics to showcase current statistics related to the program, and shared with volunteers via the newsletter.   | <a href="#">Example newsletter</a>  | <a href="#">Volunteer performance graphics</a>          |  |   |  |
|                                      | G-United Blog                    | The G-United blog features stories about volunteers currently serving, and were typically written by volunteers themselves, with support of the programme staff. The blogs provide a humanist perspective on the challenges and rewards of the G-United experience, such as living with a host family from a different culture or working with young learners.  | <a href="#">Link to G-United Blog</a>   |   |  |   |  |
|                                      | Social Media                     | As described above in the volunteer newsletter section; Facebook, Twitter and Instagram are used to keep volunteers informed on the program and act as platforms to share their C.E.Ps with other volunteers, celebrating good performers and offer a unique opportunity of peer mentorship through testimonials etc  | <a href="#">Link to G-United Facebook group</a>   | <a href="#">Link to G-United Instagram</a>              | <a href="#">Link to G-United Twitter</a>           | <a href="#">G-United Social Media Workplan 2018</a> |  |
|                                      | Whatsapp Group                   | County VGA leaders create whatsapp groups for their various counties and add the G-united hotline. These groups are instrumental in conveying county specific information and planning county specific activities among the volunteers.   |   |   |  |   |  |
|                                      | GoK Memos                        | These are documents shared with the government personnel and contain program updates.   | <a href="#">GoK presentation memos</a>  |   |  |   |  |
|                                      | G-United Videos                  | Short curated video clips featuring interviews with volunteer alumni speaking on aspects of the G-United experience. These videos were used to generate excitement among volunteers as they awaited training.   |   |   |  |   |  |
|                                      | Behavioural Nudges               | To motivate volunteers to continue their volunteering activities in a high performing fashion, a performance rating system is introduced which scores volunteer performance (related to key indicators on remedial education and professional development activities) and ranks it both at an individual and at an aggregate level. The performance feedback is shared with volunteers, through the communication forums, in a way to motivate them to improve their performance and hence their score. Well-performing volunteers/counties can earn non-monetary rewards such as having their work showcased in special features and receiving growth opportunities.   |   |   |  |   |  |
|                                      | Managing Early Exits             | Identifying early exits   | An Early exit occurs when a volunteer exits the program before the stipulated cohort period. Early Volunteer exits are identified in different ways: Self reporting through VGA communication channels, non-response to weekly volunteer SMS survey, Monthly Headteacher surveys, Monthly CCs survey and Information from MoE officials.  | <a href="#">Volunteer Exit Plan 2019</a>                |  |   |  |
|                                      |                                  | Process for managing early exits  | The volunteer is deemed to have exited the program early after writing to the programme secretariat and copying the headteacher giving a 14 day notice or they may leave abruptly without notifying the G-United secretariat. The Volunteer receives different email communication depending on whether their exit was regular or abrupt as stipulated in the exit plan. Volunteers who exit early are removed from future months stipend list and from the communication list. In both cases, the volunteer receives an exit survey. | <a href="#">Volunteer Exit Plan 2019</a>                | <a href="#">C5 Deployment Verification Process</a> |   |  |
| Early Exit Survey                    |                                  | The exit survey is sent to both volunteers who exit the program early (before conclusion of stipulated service period) and volunteers who have completed their service. The survey is on a google form that remains closed and is only opened once a month when it is shared with the volunteer who have exited the program in the previous month.  | <a href="#">Early Exit Survey</a>   |   |  |   |  |
| <b>Closure Phase Overview</b>        |                                  |   |   |   |  |   |  |
| Preparations & Logistics for Closure | Community & School Closure       | Material handover   | In the final week of service, the volunteer is required to take photos of the VGA Records Book filled-in pages and finally submit all remedial session materials to the Headteacher, including the Reader Assessment Book. The Headteacher will then relinquish these to the County Coordinator.  |   |  |   |  |
|                                      | Exit Survey                      | County Preparation  | The exit survey is sent to both volunteers who exit the program early (before conclusion of stipulated service period) and volunteers who have completed their service. The survey is on a google form that remains closed and is only opened once a month when it is shared with the volunteer who have exited the program in the previous month.  | <a href="#">Volunteer Exit Survey</a>                   |  |   |  |
|                                      |                                  | Alumni Sign-Up  | County Directorates of Education make adequate preparations at their discretion for volunteer graduation and certificate presentation. This includes venue allocation, invitations and any other logistics around a closure event.  |   |  |   |  |
|                                      |                                  | Ahead of the completion of their service, volunteers are introduced to the 'Alumni Connect' LinkedIn platform, Volunteers are encouraged to set up and complete their profiles on the platform and also join the G-United program group and page where resources on professional development and available opportunities can be shared.   | <a href="#">G-United Alumni Connect group on LinkedIn</a>   |   |  |   |  |

|         |                 |                            |  |  |  |  |  |
|---------|-----------------|----------------------------|--|--|--|--|--|
| CLOSURE |                 | National Cohesion Survey   | The survey was administered as part of the evaluation process to understand professional and cultural experiences of youth in Kenya. The merging of national cohesion and professional development was due to the sensitive nature of questions relating to tribe and ethnicity. The survey was administered through Enketo.   | <a href="#">National Cohesion C4 follow up survey</a>      |  |  |  |
|         | Acknowledgement | Certificates of Completion | Volunteers who complete the entire duration of their service period receive certificates of completion. Letters of recommendation are drawn up at County Level (CDE office), while certificates are drawn at the Ministry of Education headquarters. Printing and allocation of the certificates of completion and letters of recommendation is done by the national coordinator at the Ministry of Education.   | <a href="#">Link to Certificate of Completion template</a> |  |  |  |
|         |                 | Collection of Record Books | Record books are collected at the Ministry of Education offices when volunteers go to collect their Certificates. The Volunteer is required to present their ID cards and the record book before they are given signed G-United certificates of Completion and Recommendation Letters.   |  |  |  |  |
|         |                 | Recommendation letter      | Volunteers who complete the full duration of service are entitled to letters of recommendation/service completion from the Ministry of Education.  | <a href="#">Recommendation Letter Template</a>             |  |  |  |
|         | Alumni Connect  | Alumni Connect Platform    | After the closure of the volunteer service, volunteers are invited to join the 'Alumni Connect' LinkedIn platform. Alumni Connect is planned as an online platform which enables G-United volunteer alumni to have access to: <ul style="list-style-type: none"> <li>- An alumni database with profiles and testimonials of all volunteers by cohort</li> <li>- Intra- and inter-cohort alumni interaction</li> <li>- Entrepreneurship and employment opportunities and resources</li> </ul> | <a href="#">Link to C4 Alumni LinkedIn Page</a>            |  |  |  |
|         |                 | Alumni Employment Survey   | A survey to determine the professional development achieved from the program and a follow up on the Alumni progress after completing the program.  | <a href="#">C4 follow up survey</a>                        |  |  |  |