

COVER PAGE



LEARNigeria Pilot is facilitated by TEP Centre
2015

INSTRUCTION MANUAL

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Welcome Volunteer!

You have volunteered your time and skills for the LEARNigeria assessment of learning which is very commendable. You are already part of a change process of the education system in Nigeria. As a LEARNigeria volunteer, you are critical to the process and quality of the LEARNigeria process. It is therefore important that you have a perfect understanding of the LEARNigeria process and procedure.

AIM OF THE MANUAL

- To give you a good understanding of the LEARNigeria initiative and process so that you are able to explain it to others
- To enable you appreciate and understand the assessment process so that you are able to follow it correctly
- To equip you with the necessary skills and prepare you to correctly carry out the survey at all levels
- To give you a good understanding of how to record collected information in the survey booklet
- To prepare you to correctly interview participants in the survey and record all necessary information
- To equip you with the necessary skills required to assess, grade and record assessment results of all children aged 5-11 years
- To give you a good understanding of what instant feedback is and how it is done.

A. ABOUT LEARNigeria

LEARNigeria is....

- An acronym meaning 'Let's Evaluate, Assess, and Report Nigeria'
- A pioneer citizen-driven initiative
- It is implemented by The Education Partnership (TEP) Centre Nigeria
- It assesses children in basic literacy and numeracy skills
- Collecting information from schools and households in both urban and rural areas
- It is inspired by the Annual Status of Education Report (ASER) in India and this citizen-led initiatives have been carried out on three continents and 9 countries around the world: India, Pakistan, Kenya, Uganda, Tanzania, Mexico, Mali, and Senegal. These countries around the world are all interested in improving the quality of learning
- These initiatives assess more than one million children around the world annually.
- A part of global citizen-led assessment body called PAL Network
- Implemented by citizens in communities
- We are inspiring citizens to take action to improve the learning levels of their children
- As a volunteer, you are part of this initiative of citizens who want to do something about the quality of learning in Nigeria.

LEARNigeria was launched in March 2015 at the first Nigerian Education Summit with collective agreement that the theme for this landmark summit ought to centre on the role of accountability in improving education quality.

The task of LEARNigeria is simple. We are not trying to re-invent the wheel, we are simply interested in finding out if children go to schools, if they can read simple text and do basic arithmetic.

The key objective of the survey is:

1. Generate data on the foundational literacy and numeracy skills that Nigerian children possess
2. Use data generated to strengthen education policymaking
3. Equip education stakeholders with information and techniques for improving learning outcomes in Nigeria.

Notes:

In your own words, describe LEARNigeria in your mother tongue or in the language you will use in the households.

B. LEARNigeria PROCESS

LEARNigeria is a citizen-led survey and assessment on the learning levels of children. The survey will be carried out in two phases.

Phase 1: Pre-survey

1. Visiting an Enumeration Area (EA) and collecting information about the EA
2. Using the EA map to list and collect basic information from all the households in the EA

Phase 2: Survey

1. Visiting one Government (Public) and Private school within the given EA and collecting information
2. Visiting the selected 20 Households within the given EA and collecting information

3. Conducting an assessment of the child in the selected 20 households using the given tools
4. Giving instant feedback to the child's parents after the assessment
5. Compile the information collected in the compilation sheet
6. Return the completed Survey Booklets to the supervisor

How to introduce LEARNigeria

As a LEARNigeria volunteer, you are the face of LEARNigeria in your Enumeration Area. You will be received better in the households if you can speak confidently and knowledgeably about LEARNigeria. You are required to understand English at the basic level and speak fluently the language you will use in the household. You will also be required to be able to properly introduce yourself to different stakeholders at the level of the Enumeration Area and schools. The degree of buy-in you are able to create will determine the response you will get from these stakeholders. Below are some of the ways you can create these buy-ins as you face these levels of people.

At the school: Good morning sir/ma, my name is Akin and I am with my friend Ides. We are volunteer data collectors for LEARNigeria. Have you heard about LEARNigeria before? LEARNigeria is.....

At the household: We send our children to school, the question we must ask ourselves is "are our children really learning?" Whatever the response to the question, we really need a way of reassuring ourselves if they have really learnt. LEARNigeria is here to.....

Generally, you are expected to introduce LEARNigeria in the following way:

Our team is doing a survey called LEARNigeria (Let's Evaluate, Assess and Report Nigeria) on the quality of education in Nigeria. We want to know if the children of age 5-15 are learning anything in the school or outside of it i.e. in home. For the pilot phase, we will be conducting this research in about 60 Enumeration Areas in two states, Lagos and Kano and your local government has been selected as one of them. We will also go to one government school and one private school (if there are in the enumeration area) to look at their standard. We will select 20 households in your Enumeration Area and ask children to read and do mathematic sums etc. This way you will also know the standard of education, and as we ask the government, the community should also come together to improve educational standards.

Notes:

Introduce LEARNigeria to the volunteer sitting beside you in English when you get to the school you want to survey.

C. HOW TO FILL THE INFORMATION ON THE COVER PAGE

Please refer to the cover page of the survey booklet

General Instructions

1. State: write the name of the state being surveyed.
2. State code: write the code of the state being surveyed. Your supervisor will give you the state code
3. Local Government Area (LGA): write the name of the LGA being surveyed.
4. LGA Code: write the code of the LGA being surveyed. Your supervisor will give you the LGA code
5. Enumeration Area (EA): write the name of the EA assigned to you to survey.

6. EA Code: write the name of the EA assigned to you to survey. The EA code will be given to you during the training session.
7. Volunteer name: Write your name
8. Sex (M/F): Write your gender. M for male and F for Female
9. Telephone number: Write your telephone number
10. Volunteer code: Each volunteer will be given a unique code by your supervisor. Write that code here.
11. Date of survey: Note the date you go to the EA to survey the school and household

HOW TO FILL THE ENUMERATION AREA (EA) INFORMATION

Please refer to the EA Information Sheet of the survey booklet

General Instructions to fill the EA information

Go to the EA and with the help of the EA map given to you familiarise yourself with it. Enquire about the Chief in the EA or Senior or a long term resident of the EA who can help you fill up the information.

At the EA:

1. Give the letter of introduction to the Chief/Senior/Long term resident and tell him/her about LEARNigeria.
2. It is important that the Chief/Senior/Long term resident be supportive towards this activity.
3. Be polite and patient when interacting with the people of the EA you are surveying
4. Complete the EA sheet with his/her assistance

Fill up the EA Information Sheet in the following way:

- State: write the name of the state being surveyed.
- State code: write the code of the state being surveyed. The state code will be given to you during the training.
- Local Government Area (LGA): write the name of the LGA being surveyed.
- LGA Code: write the code of the LGA being surveyed. The LGA code will be given to you during the training.
- Enumeration Area (EA): write the name of the EA assigned to you to survey.
- EA Code: write the name of the EA assigned to you to survey. The EA code will be given to you during the training.
- Volunteer name: Write your name
- Sex (M/F): Write your gender. M for male and F for Female
- Telephone number: Write your telephone number
- Volunteer code: Write your volunteer code. Each volunteer will be given a unique code during the training.
- Date of survey: Note the date you go to the EA to survey the school and household
- Supervisor name: Write the name of your supervisor
- Sex (M/F): Write the gender of your supervisor. M for male and F for Female
- Telephone number: Write your supervisor's telephone number
- Supervisor code: Each supervisor has a unique code. Write down that code

The information about EA will be filled by observation and by asking.
All facilities and services **MUST** be within the boundaries of the EA map given.

E200 Observe and put a “✓” tick under Yes or No option if there is:

- A Supermarket / market centre of 5 or more shops
- A Private and/or Public (Govt.) bank
- A religious building such as, Church/ Mosque/ Shrine
- A tarred road
- An all-weather road
- Any access to potable water such as, wells, taps, hand pump etc. publically accessible
- An internet Café
- A town Hall/Village Square
- A police station

E300. To find out the education facilities of the EA, observe and put a “✓” tick under Yes or No option. If the answer is Yes, then write the number of schools and institutions in the EA

- Public Primary School/s
- Private Primary School/s
- Public Junior Secondary School/s
- Private Junior Secondary School
- Public Senior Secondary School
- Private Senior Secondary School/s
- Public Tertiary Institution/s
- Private Tertiary Institution/s

E400. Adult Literacy Learning Programmes in the EA

- Ask the respondent if there is an Adult Literacy Learning Centre in this EA and put a “✓” tick under Yes or No option. If the answer is Yes, then write the number of Adult Literacy Learning Centres in the EA
- Note down the place where the adult learners meet and put a “✓” tick under the option that is applicable. **There can be multiple ticks.** If the option selected is “Others” then ask the respondent to specify it and write it down in the space provided
- Ask the respondent how many teachers are there in the Adult Literacy Learning Centre and write the number

E500. Main economic activity in the EA

- Ask the respondent about the main economic activity of the residents of this EA and put a “✓” tick under the option that is applicable. **There can be multiple ticks.** If the option selected is “Others” then ask the respondent to specify it and write it down in the space provided

E600. EA meeting

- Ask the respondent about the last meeting that was held in the EA and put a “✓” tick under the time period that is applicable

E700. Health Status of the EA

- Ask the respondent to tell if there is a healthcare facility (Private and/or Govt.) in the EA such as, a clinic and/or hospital and put a “✓” tick under Yes or No option. **A chemist shop is not a healthcare facility.**
- Ask the respondent if any health worker has visited the EA in the last 3 months and put a “✓” tick under Yes or No option
- Is there a trained health worker residing in the EA? Ask and put a “✓” tick under Yes or No option
- Ask and write down the number of Health Facilities run by – the government, religious organisation, individual and private organisation

E800. Predominant local language spoken in the EA

- Ask the respondent and note down the local language that is most often used in this EA. **There can be more than one language**

D. HOW TO SURVEY A SCHOOL

Please refer to the Government School Survey Sheet of the survey booklet

General Instructions

Visit the Government (Public) school that has been assigned to you with the HH list. Arrive the school early enough and have all the relevant materials with you.

Dress appropriately for the school. Remember that you are the image of LEARNigeria in the school. Do not survey the school until you get permission from the Headmaster/Headmistress or the teacher left in charge. Exercise patience and do not interfere with the school programme

Once in the school, meet the Headmaster/Headmistress of the school FIRST. If the Headmaster/Headmistress is absent then meet the most senior teacher in the school.

Tell the Headmaster/ most senior teacher/respondent about LEARNigeria and hand over the letter of introduction to him/her. You must introduce yourselves and LEARNigeria, and explain the mission and nature of the survey.

Assure the respondent that the name of the school will not be shared with anybody. Your approach should be polite and cordial at all times.

Be patient and explain the questions if required. Give all the options to the respondent when asking any information.

You should explain the following:

This is the pilot phase for LEARNigeria. This survey samples 30 Enumeration Areas in Ikorodu LGA in Lagos state and Ungogo LGA in Kano state. This school has been chosen because it falls within the sampled EAs. Twenty households in each EA will be visited and in those households, children aged 5-15 will be assessed in literacy and numeracy using primary 2 level tasks. The aim of the survey is to assess whether children are learning.

School information will be collected using the following methods:

- By asking the respondent and writing the response or marking a “✓” tick at the appropriate option given
- By observing and writing the observation or marking a “✓” tick at the appropriate option given
- When selecting the option “Other” with a “✓” tick, please ask the respondent to specify it

- State: write the name of the state being surveyed.
- State code: write the code of the state being surveyed. The state code will be given to you during the training.
- Local Government Area (LGA): write the name of the LGA being surveyed.
- LGA Code: write the code of the LGA being surveyed. The LGA code will be given to you during the training.
- Enumeration Area (EA): write the name of the EA assigned to you to survey.
- EA Code: write the name of the EA assigned to you to survey. The EA code will be given to you during the training.
- Volunteer name: Write your name
- Sex (M/F): Write your gender. M for male and F for Female
- Telephone number: Write your telephone number
- Volunteer code: Each volunteer will be given a unique code by your supervisor. Write that code here.
- Date of survey: Note the date you go to the EA to survey the school
- Arrival time in school: Write the time of your arrival to the school. If your arrival was in the morning then mention AM or PM if it was afternoon.
- Time of departure: Write the time of your departure from the school. If your arrival was in the morning then mention AM or PM if it was afternoon.
- Respondent Name: Write the name of the Headmaster or the most senior teacher present in the school
- Designation: Write the designation of the respondent
- Telephone number: Note the telephone number of the respondent ***for purpose of recheck***

Note: The Private School Information Sheet will also be filled in the same way

S100. School Information:

- Ask the Headmaster/Headmistress/respondent to give you the information

S200. What are the school's sources of funding and resources?

- Ask the Headmaster/Headmistress/respondent to give you the information by marking the selected option with a “✓” tick. ***Remember there can be more than one option***

S300. Pre-school Enrolment and Attendance and S400. Primary school Enrolment and Attendance:

**If there is no Pre-school in the school you are surveying then do not fill any information in sections*

- Ask for the enrolment register and record the number of children in each class. If there are more than one stream/arm of the class then write down the total number
- Write the number of boys and girls in the class and their total
- Go to the classroom and move around the class to count the number of children present on the day of the survey. You can ask the girls to raise their hands and note down their number or you can

ask the girls to come to the front of the class, form a line and pick a number. Do the same with the boys in the class.

- If there are two or more classes sitting together then ask the children from one class to raise their hands and note down their numbers
- Please note that only those children who are physically present in the class while you are counting will be included.
- If there are more than one streams/arms of the class then write down the total number
- Write the number of streams/arms for each class

For Example:

S300. Pre-school Enrolment & Attendance	1	2	3	Girls	Boys	Total			
S301. Enrolment (Take from register)**	10	13	15	12	26	38			
S302. Attendance on day of visit* (Head Count)**	10	10	10	11	19	30			
* Take a head count of the children in the room. If there are merged groups, ask the children of each class to raise their hands separately									
**Write the total from all streams/arms, if there are more than 1 stream/ arm of the class									
S303. Number of Streams/Arms	2	3	3						
S400. Primary School Enrolment & Attendance	1	2	3	4	5	6	Girls	Boys	Total
S401. Enrolment (Take from register)**	14	17	20	26	23	17	60	57	117
S402. Attendance on day of visit* (Head Count)**	13	15	20	25	21	14	60	48	108
* Take a head count of the children in the room. If there are merged groups, ask the children of each class to raise their hands separately									
**Write the total from all streams/arms, if there are more than 1 stream/ arm of the class									
S403. Number of Streams/Arms	2	2	2	2					

S500. Classroom Observation:

You will be going to two classes in Primary 2 and Primary 6 and observe them. If there are more than one streams/arms of Primary 2 and/or Primary 6 then randomly choose any one stream/arm and observe.

General Instructions:

Familiarise yourself with the questions before asking the respondent. Be polite and very confident when asking the questions. Always ask for permission.

Observe the following and fill the information:

- Seating arrangement: Are two or more classes sitting together in one class or are they seated separately in different classrooms? Tick independently for each class, class 2 and class 6
- Is there a usable blackboard/white board in the class? If yes, could you write on it easily with a marker/chalk? Observe and don't ask the teacher.
- Ask the pupils in each class to show you their English language textbooks and assess whether at least 75% of them have the textbook

- Apart from textbooks, did you see any other supplementary teaching material such as, books (non-syllabus), charts, board games, globe in the classroom? Lessons, texts, figures painted on the wall of the classroom are not counted as teaching material.
- Where were the children seated? In the Veranda, inside the classroom or outdoors. If the pupils are seated inside the classroom and outdoors or on the veranda then “✓” tick all options
- In the comments, you can write any remark or observation such as, the reason for not being able to observe the chosen classroom

S600. Teachers

- Ask the respondent for the number of qualified teacher staff and write as appropriate.
- Ask for the number of teachers who have attended trainings, workshops and seminar (Government sponsored or private) and tick as appropriate

S700.

- Ask the Headmaster/respondent about the number of teachers appointed in Pre-school and Primary school and write down the number of male and female teachers and the total.
- Similarly, ask the Headmaster/respondent about the number of trained teachers in special needs, non-teaching staff, government appointed teachers, regular teachers, trained and untrained teachers employed by parents, sponsors, donors, community etc.
- Observe how many teachers are present in Pre-school and primary school and note down the information

The Headmaster will be counted as a teacher when you are filling up information on:

1. Pre-school teachers appointed and present on the day of the survey
 2. Primary school teachers appointed and present on the day of survey
 3. Number of teachers trained in special needs
 4. Number of government appointed teachers
 5. Number of regular teacher
- Volunteer teachers should be included when filling information on the number of trained and untrained teachers employed by parents, sponsors, donors, community etc.
 - Count the number of National Youth Service Corps (NYSC) and note it down separately

S800. Health and Nutrition:

- Speak to the Headmaster/respondent and put a “✓” tick mark under Yes or No option for questions on first aid kit, school nurse, school feeding program and number of cases of pregnancy in the previous year
- If there were pregnancy cases in the school in 2014-15 then ask how many and note it down
- Ask and note down the number of girls who returned to the school post pregnancy
- Ask the Headmaster/respondent about the nearest public health facility and put a “✓” tick under the correct time taken to reach the public health facility. Do not select any option if the nearest health facility is privately owned

S900. Information and Communications Technology:

Observe the following and fill the information. Put a “✓” tick under Yes or No option and write the number after observing whether there is a:

- Functional computer lab in the school

- Functioning internet accessibility
- Observe and record the number of functional computers available for use by the students
- Ask the Headmaster/respondent and write about the number of teachers who have basic training in computer applications
- Ask the Headmaster/respondent if the school offers computer classes and put a “✓” tick mark under the option mentioned by the Headmaster/respondent

S1000. Water and Sanitation:

Observe and fill up the information

- Check the source of water regularly used by the school and put a “✓” tick mark under the option that is applicable
- Observe if the source of the water regularly used by the school is within the school compound and put a “✓” tick under Yes or No option
- Note down if there is functional hand washing facility with water and soap in the school
- If there is a hand washing facility in the school note down if it is close to the toilet
- Observe and record the number of functional toilets available for male and female pupils and male and female teachers

S1100. School Facilities

Observe or ask and fill up the information

- Count and note down the total number of classrooms and the number of classrooms being used by the pupils
- Observe if there is a complete boundary wall/fence around the school and “✓” tick under Yes or No option. Mark No if the boundary wall/fence or any of its part is broken, damaged or incomplete
- Observe if there is a playground in the school and “✓” tick under Yes or No option
- Observe and “✓” tick under Yes or No option if you saw a security personnel such as, a Gateman, at the entrance of the school
- Observe and “✓” tick under Yes or No option if see a library with books in the school. If there are no books in the library then “✓” tick NO
- Ask the Headmaster/respondent about the lighting regularly used in school and “✓” tick under all the options that apply. If the option “Other” is selected then ask him/her to specify and write it down
- Observe and “✓” tick under Yes or No option if you see one or more science laboratory in the school
- Observe and “✓” tick under Yes or No option if you see one or more T.V.s in the school. You will record “Yes” even if the T.V. /T.V.s are not functional
- Observe and “✓” tick under Yes or No option if see one or more Radio in the school. You will record “Yes” even if the Radio/Radios are not functional
- Observe and “✓” tick under Yes or No option if see one or more Phones in the school. You will record “Yes” even if the phone/phones are not functional
- Observe and “✓” tick under Yes or No option if see one or more Video deck/DVD player in the school. You will record “Yes” even if the Video deck/DVD player(s) are not functional

E. HOW TO SURVEY A HOUSEHOLD

General Instructions

- Household (HH) survey can only start once the EA Information and School Information Sheets are completed
- Make sure you visit the Enumeration Area Head or community chief BEFORE you commence the survey. Explain your mission in the EA and ask for permission to go ahead. Make sure you thank him before proceeding to the HH
- You shall visit 20 households in the selected EA
- The purpose of the HH survey is to collect information about the household, children and adults living in the household
- Always visit the households as a pair. Do not be separate at any given time
- Upon entering the household, you must confirm it is the correct household, as indicated on the list of sampled households for the EA
- Introduce yourself to the household head and tell him/her about **LEARNigeria**
- Explain the reason for your visit, stress that it is important for them to observe as you will give them feedback.
- Answer any questions the household members may have
- Ask for permission to survey the household. It is only after permission has been granted that the survey can begin. Also ask for permission to take photographs or make videos
- If you are not invited inside, you should look for a comfortable place outside to sit
- If there are children aged 3 to 4 years in the household: On the household sheet, note down child's name, age, whether they are attending any kind of pre-school centre. **WE WILL NOT TEST CHILDREN who are NOT 5 YEARS OLD YET.** It means that we will not be testing any child who is less than 5 years old (even if s/he is 4 yrs and 11 months old, we will NOT TEST him/her). If the child is not going to any pre-school, etc., note it down under the "Never Enrolled" Educational Status section
- Conduct survey and assess all children aged 5-15 years. Make sure that you go to households **ONLY WHEN** children are likely to be at home. This means that the day of the household survey should be a **Saturday or holiday**
- Be patient and explain the questions if required. Give all the options to the respondent when asking any information
- Give honest instant feedback on the children's learning levels
- Thank the household members when they have finished the survey
- Complete the Household Survey Sheet and hand it over to your supervisor

Special Cases:

- **House Closed:** If the selected house is closed or if there is no child at home or if there is nobody at home, then continue to the next household in the HH List provide to you. Once all households have been surveyed come back and check if the house is open or there are children at home. If the house is still found to be closed then note that down on your compilation sheet as **"House Closed" and call your supervisor. This household DOES NOT count as a surveyed household.**
- **No Response:** If a household refuses to participate, note that down on your compilation sheet as **"No Response" and call your supervisor.** However, as above, **this household DOES NOT count as a surveyed household.** Move on to the next house. Continue until you have completed the all the households in each Enumeration Area.
- If every house is turning out to be a No Response house, think about your team and strategy.

- If the number of households that are either closed or not responding is high then call your Supervisor and explain the situation. Your Supervisor will give you a new HH List to replace the ones that are closed or not responding. However, please remember household replacement should NEVER take place without the permission of the Supervisor.

How to fill a Household Survey Sheet

A household is a group of people who eat together from the same pot and have the same head of household.

Refer to the Household Survey Format in your Survey Booklet

If you do not get an answer/information for a question in the Household Survey Sheet, leave the appropriate column or row blank

H100. Basic Information

- Write the household code on each HH survey sheet from the HH List given for survey
- Ask the respondent and note down the full name, age, gender (M/F) of the household head. Respondent must be 18 years and above and must be a member of the household
- Note down the household head's level of education and put a "✓" tick the option that is applicable. If there is no information to be filled then leave the space empty
- Write down the address and telephone number of the household.

**Be mindful that some respondents may be wary of giving telephone numbers. Kindly inform them that the phone numbers are used for monitoring the survey process and this information will not be revealed to the public.*

H200. Household Indicators

- Ask the respondent about the number of people both males and females (young and adult) who eat together from the same pot at least 4 times a week AND have the same Head of Household. Visitors, guests, relatives with different household heads and/or those who do not eat at least 4 times a week will not be included.
- Observe and note down the kind of walls the household has and "✓" tick under the option that is applicable. There can be multiple ticks.

For example: a household may have one wall made of polythene and another of iron sheet

- Ask the respondent about the lighting regularly used in the house and "✓" tick under the option that is applicable. There can be multiple ticks. If the option selected is "Others" then ask the respondent to specify it and write it down in the space provided
- Ask what is the main language spoken in the house and write it down. If there are more than one main language spoken in the household then write all of them
- Ask the respondent about the source of water regularly used in the household and "✓" tick under the option that is applicable. There can be multiple ticks. If the option selected is "Others" then ask the respondent to specify it and write it down in the space provided
- Ask the respondent if they treat the water before drinking. If the response is Yes, then ask what type of treatment is given to the water before drinking and "✓" tick under the option that is applicable.

There can be multiple ticks. If the option selected is "Others" then ask the respondent to specify it and write it down in the space provided

- Ask the respondent that on a regular basis how many meals are cooked in the household every day? "✓" tick under only one option
- Ask the respondent if they eat green vegetables and fruits every day "✓" tick under Yes or No, as applicable
- Ask the respondent and note down the number of TVs, Computer, Radio, Animals (cow, goat, chickens, camel, buffalo, sheep, horse etc.), Pets (dog, cat, birds etc.) the household owns. Non-functioning TV/Computer/Radio will be also included
- Ask the respondent and note down the kind of transport - Motor vehicle (four wheeler such as car, jeep), Motor bike (two wheeler such as scooter, motorcycle), Motorised three wheeler (Tricycle), and Bicycle the household owns. Non-functioning Motor vehicle/Motor bike/Motorised three wheeler will be also included. If the household does not own any transport then "✓" tick under "None"

**Be mindful that some respondents may be wary of giving information related to household assets (TV, Computer, Radio, Animals, Pets and Transport). Explain that this information will be used to link the child's learning level with his/her economic conditions*

- Ask the respondent whether the house is owned by him/her/household head/household member or rented and "✓" tick under Yes or No option

F. HOW TO ASSESS A CHILD

General Instructions

- **In each household:** We will note information about the children aged between **3-15** years and test children between the ages of **5-15** who live in the household on a regular basis

IT IS IMPORTANT TO BE IN THE RIGHT FRAME OF MIND WHEN ASSESSING CHILDREN. REMEMBER WE ARE NOT GOING TO THE HOUSEHOLD TO "TEST" CHILDREN OR TO BE EVALUATORS. WE ARE GOING TO FIND OUT WHAT CHILDREN CAN DO COMFORTABLY IN TERMS OF READING AND NUMERACY.

- Given this objective, it is essential that children are relaxed and not worried about how they are going to perform. A friendly chat with the child prior to testing always helps to make friends and create a more relaxed atmosphere.
- If you see the child is visibly nervous, calm the child first before administering the test
- Often family members and neighbours gather to watch how the child is performing. This could potentially create tension for the child. LEARNigeria team should make sure that the child is not getting pressurized; this can be done by speaking in a friendly way to children and also to those who are watching. One member of the team can talk to the others, while the second member of the team can work with the child. Make sure you tell the family and all the Seniors around that you are trying

to find out about quality of education and HOW his/her learning can be improved through encouragement from the household and attention from the government to do better. It is NOT about examining their child.

- **Encourage the child at whatever she/he is attempting to do in the test. Give the child ample time to read, solve and to think. Be patient.**
- Our attempt in the LEARNigeria survey is to establish the **HIGHEST** level at which the child can do different tasks (reading and numeracy) **comfortably**. You may need to take a child through the series of tasks until you can decide where he or she is really at. Practice and familiarity with a task improves the child's performance
- The tests are progressive in an increasing level of difficulty
- If the child is unavailable for assessment then leave the section H900 blank

Rules for selecting children

- **Children aged 3 to 4 years:** On the household sheet, note down child's name, age, whether they are attending any kind of pre-school centre. **WE WILL NOT TEST CHILDREN who are NOT 5 YEARS OLD YET.** It means that we will not be testing any child who is less than 5 years old (even if s/he is 4 yrs and 11 months old, we will NOT TEST him/her). If the child is not going to any pre-school, etc., note it down under the "Never Enrolled" Educational Status section
- **Children aged 5 to 15 years:** On the household sheet, note down child's name, age and all other details. **ALL CHILDREN IN THIS AGE GROUP (5-15) WILL BE TESTED for English Literacy (inclusive of Hausa Literacy in Kano) and Numeracy.** We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform. Ensure that the child is comfortable before and during the test and that sufficient time is given to each child
- We will test children age 5 and above even if they are studying in primary or Pre-school
- **Non-Resident Children:** Do not survey children who are visiting their relatives and friends in the household. These children **may be tested** if the family or children insist but make sure they are **not recorded** in the household sheet. Ask members of the household as well as neighbours about who all live in the household on a regular basis
- **Older Children:** Often older girls and boys (in the age group 11 to 15) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like "children". Probe about who all live in the household to make sure that nobody that is in our age group is left out. Further, often such children are busy working in the household or have gone out to assist the parents at work. Ask family members to call them so that you can speak to them directly. If they do not come immediately, **mark that household and revisit** it once you are done surveying the other household
- **Mothers under 15 years of age:** Often in Enumeration Areas, you can come across mothers who are below or 15 years of age. They will be **TESTED** as they fall under the survey age group. You will also collect information on them as mothers (i.e. if they have a child age 3 or above). However, **they MUST BE TESTED and RECORDED in their household sheet as well**
- Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But concentrate on the fact that data must be noted down **ONLY** for children from households that have been selected

H300. Child's Bio Data - To be answered by: Parents/HH Head/Guardian

- Ask the Parent/Household head/Guardian for the names of all the children aged 3 to 15 years. Write down their names, age, sex (F for Female and M for Male)
- Ask the respondent if they pay any school fees for the child and put a "✓" tick under Yes or No
- Ask the respondent if the child is attending the school (Government or Private) surveyed by you and put a "✓" tick under Yes or No

H400. Child Schooling - for children aged 3 - 15 years

- Ask the respondent if the child has never been enrolled in school then put a “✓” tick under “Never Enrolled”
- If the child has dropped out of school then put a “✓” tick under “Dropped Out”
- Note down the level the child was in and the year when he/she dropped out of school
- Ask the respondent why the child dropped out of school and write down
- Ask the respondent if the child is currently enrolled in school and if the response is Yes then put a “✓” tick under “Currently Enrolled”
- Note down the level the child is in if the child is “Currently Enrolled”
- Ask the respondent whether the child is currently enrolled in a Public (Government) or Private school and put a “✓” tick under the option chosen
- Ask the respondent if the child has in the past or is currently attending Almajiri, Arabic, Nomadic or any other type of education and put a “✓” tick under the option chosen. In case the option “Other” is chosen then please ask the respondent to specify it and note it down.
- If the child has attended/attending any other form of formal education then note down the number of years the child has attended/is attending and put a “✓” tick under the time period chosen

H500. Child's Health challenges

- Ask the respondent if the child has any known health challenges and put a “✓” tick under Yes or No as per the response
- If the response is Yes, then ask the respondent to state the health challenge and put a “✓” tick under the option/options chosen. In case the option “Other” is chosen then please ask the respondent to specify it and note down.

H600. Mother/ Female Guardian Information

- Ask for the name of the child’s mother. Note down the mother’s name and information only if she is alive and living in the household regularly. If the mother is *deceased simply write "Deceased" and skip this section*
- If the child’s is now looked after by a female guardian such as, step-mother/grandmother/aunt/ older sister who regularly lives in the same household, then record her details
- Ask and note down her name, age and total number of children (adopted, biological, step-children)
- Ask her if she has even attended school and put a “✓” tick under the Yes or No
If the mother/female guardian has attended school then ask and write the highest level completed

H700. Father's/ Male Guardian Information

- Ask for the name of the child’s father. Note down the father’s name and information only if he is alive and living in the household regularly. If the father is *deceased simply write "Deceased" and skip this section*
- If the child’s is now looked after by a male guardian such as, step-father/grandfather/uncle/ older brother who regularly lives in the same household, then record his details
- Ask and note down his name and age
- Ask him if he has even attended school and put a “✓” tick under the Yes or No
If the father/male guardian has attended school then ask and write the highest level completed

H800. Sample number of the Testing Tool being used to test the child

- You will be assessing the child now. Take out one of the Testing Tool samples and give it to the child. Note down the Testing Tool sample you are giving to the child. There are six Testing Tool samples
- Administer one sample per child – English and Arithmetic
- Only one child at a time should be tested

H900 Basic Learning Levels (For 5-15 age group)

Instruction to follow when conducting the assessment of the child

Give the child a different sample of the test to each child within the household

At each level, a child shall be given two chances to answer questions before you decide whether to move on or terminate the specific assessment

Children will start answering at the lowest level progressing till they reach the highest level

The child shall be graded based on the highest level achieved

Give the child the test booklet to hold while reading

Do not put marks on the child's work to show them whether they have gotten the correct answer or not. You should be familiar with the answers and avoid marking

Reading English: Hand the testing tool to the child with the "Letter" section open

- Step 1 - Ask the child to select any 5 LETTERS and read. If the child is able to read 4 LETTERS correctly out of the 5 chosen then proceed to the step 2. If the child is unable to read then put a "✓" tick under the "Beginner" Level in the survey sheet
- Step 2 – Ask the child to select any 5 WORDS and read. If the child is able to read 4 WORDS correctly out of the 5 chosen then proceed to the step 3. If the child is unable to read then put a "✓" tick under the " Letter" Level in the survey sheet
- Step 3 – Ask the child to read the PARA. If the child is able to read the PARA correctly and fluently then proceed to step 4. If the child is unable to read or makes 2 or more mistakes put a "✓" tick under the "Word" level in the survey sheet
- Step 4 - Ask the child to read the STORY. If the child is able to read the STORY correctly and fluently then proceed the questions on comprehension. If the child is unable to read or makes 3 or more mistakes then put a "✓" tick under the "Para" level in the survey sheet

Comprehension: Questions on comprehension will be asked only to those children who are marked at the STORY Level

- Step 1 - Ask the child the first question. If the child gives the correct answer then put a "✓" tick under "Can do". If the child does not answer correctly then put a "✓" tick under "Cannot do" in the survey sheet and ask the second question
- Step 2 – Ask the child the second question. If the child gives the correct answer then put a "✓" tick under "Can do". If the child does not answer correctly then put a "✓" tick under "Cannot do" in the survey sheet

Reading Hausa: Hand the testing tool to the child with the “Letter” section open

- Step 1 - Ask the child to select any 5 LETTERS and read. If the child is able to read 4 LETTERS correctly out of the 5 chosen then proceed to the step 2. If the child is unable to read then put a “✓” tick under the “Beginner” Level in the survey sheet
- Step 2 - Ask the child to select any 5 SYLLABLES and read. If the child is able to read 4 SYLLABLES correctly out of the 5 chosen then proceed to the step 2. If the child is unable to read then put a “✓” tick under the “Letter” Level in the survey sheet
- Step 3 – Ask the child to select any 5 WORDS and read. If the child is able to read 4 WORDS correctly out of the 5 chosen then proceed to the step 3. If the child is unable to read then put a “✓” tick under the “ Syllable” Level in the survey sheet
- Step 4 – Ask the child to read the PARA. If the child is able to read the PARA correctly and fluently then proceed to step 4. If the child is unable to read or makes 2 or more mistakes put a “✓” tick under the “Word” level in the survey sheet
- Step 4 - Ask the child to read the STORY. If the child is able to read the STORY correctly and fluently then proceed the questions on comprehension. If the child is unable to read or makes 3 or more mistakes then put a “✓” tick under the “Para” level in the survey sheet

Comprehension: Questions on comprehension will be asked only to those children who are marked at the STORY Level

- Step 1 - Ask the child the first question. If the child gives the correct answer then put a “✓” tick under “Can do”. If the child does not answer correctly then put a “✓” tick under “Cannot do” in the survey sheet and ask the second question
- Step 2 – Ask the child the second question. If the child gives the correct answer then put a “✓” tick under “Can do”. If the child does not answer correctly then put a “✓” tick under “Cannot do” in the survey sheet
- Step 3 – Ask the child the second question. If the child gives the correct answer then put a “✓” tick under “Can do”. If the child does not answer correctly then put a “✓” tick under “Cannot do” in the survey sheet

Please note:

- You can allow the child to make one more attempt at Reading and Comprehension if the child is visibly nervous and hence making mistakes. If the child continues to read incorrectly and/or makes mistakes then it means the child is having difficulty in reading at that level
- Usually if a child is told to read again carefully, he/she will read again and in most situations will not make mistakes
- Mistakes include word omission, skipping of words, or reading a sentence as a string of words
- If the child reads the same word incorrectly more than once. It will be counted as only ONE mistake
- If a child replaces a word with another word of the same meaning, it will be counted as a mistake
- There may be variations in the child’s pronunciation due to the influence of native/local language or usage. Do not count this as mistake
- You are not allowed to interfere during the assessment or correct the child’s mistakes. You can however encourage the child
- You are not allowed to scold the child. Do not help the child or give the child any clues

Numeracy: Give the tool to the child

Ask the child to attempt the questions on the addition, subtraction, multiplication and bonus on the back of the Survey Sheet. If there are more than one child then ask each child to write his/her name on the space provided and solve underneath

The children will attempt all questions of the numeracy tool. The child will be marked for all the questions he/she answers correctly

- Step 1 – Questions on Count and Match (0-9): Ask the child to select any 5 questions. Let the child choose any 5 SET of symbols on the left and match them to the numbers on the right. If the child is able to count and match the 4 SET correctly out of the 5 chosen, then put a “✓” tick under the “Count and Match (0-9)” Level in the survey sheet and continue to the next question.
- Step 2 – Questions on Number Recognition 10-99: Ask the child to select any 5 numbers and read. If the child is able to read 4 NUMBERS correctly out of the 5 chosen then put a “✓” tick under the “Number Recognition 10-99” Level in the survey sheet and continue to the next question.
- Step 3 – Questions on Number Recognition 100-200: Ask the child to select any 5 numbers and read. If the child is able to read 4 NUMBERS correctly out of the 5 chosen then put a “✓” tick under the “Number Recognition 100-200” Level in the survey sheet and continue to the next question
- Step 4 – Question on Addition without carry over: Ask the child to select any 3 sums and solve them. If the child is able to solve 2 sums correctly out of the 3 chosen then put a “✓” tick under the “Addition without carry over” Level in the survey sheet and continue to the next question
- Step 5 - Question on Addition with carry over: Ask the child to select any 3 sums and solve them. If the child is able to solve 2 sums correctly out of the 3 chosen then put a “✓” tick under the “Addition with carryover” Level in the survey sheet and continue to the next question
- Step 6 - Question on Subtraction without borrow: Ask the child to select any 3 sums and solve them. If the child is able to solve 2 sums correctly out of the 3 chosen then put a “✓” tick under the “Subtraction without borrow” Level in the survey sheet and continue to the next question
- Step 7 - Question on Subtraction with borrow: Ask the child to select any 3 sums and solve them. If the child is able to solve 2 sums correctly out of the 3 chosen then put a “✓” tick under the “Subtraction with borrow” Level in the survey sheet and continue to the next question
- Step 8 - Question on Multiplication: Ask the child to select any 3 and multiply them. If the child is able to multiply 2 correctly out of the 3 chosen then put a “✓” tick under the “Multiplication” Level in the survey sheet and continue to the bonus question
- Step 9 – Bonus question: Ask the child to solve the 2 fractions. If the child is able to solve 1 correctly out of the 2 chosen then put a “✓” tick under the “Bonus” Level in the survey sheet. Ask the child to say the names of the people on the bonus question. At least one name should be said correctly. If the child is able to say the name(s) correctly, put a “✓” tick under one of the bonus question.

Points to remember:

- Make sure that when we listen to children read or do numeracy, we are not simply looking to catch mistakes
- Appreciate and understand the attempts the child is making
- Even if the child is wrong, do not mark the mistakes in front of him/her. Do it immediately after you finish the assessment
- Do not interfere or correct the child during the assessment. You can however encourage the child.

G. HOW TO GIVE INSTANT FEEDBACK

General Instructions

- Giving Instant feedback is VERY important
- You MUST provide open and honest feedback to parents/guardians before you leave the household
- Do NOT tell parents/guardians what to do

There are three steps to follow for feedback at the Household level

1. **Preparation:** At introduction, parents/guardians should be prepared that their children will be assessed and feedback provided
2. **Assessment:** Make parents/guardians part of the assessment process by encouraging them to observe
3. **Engagement:** After the assessment, talk to the parent/guardians and tell them that the assessments have been pegged on basic/primary 2 two
 - Inform the parents/guardians that any child who is assessed and is in a class above basic/primary 2 should be able to complete these assessments without any difficulty.
 - If a child in any class above basic/primary 2 cannot complete these assessments, you can tell the parents/guardians that the child does not possess basic competencies in literacy/ numeracy. If they do not achieve the highest levels in these assessments, then they are weak
 - Do not exaggerate, for example: "This child is very good and will become a professor"
4. Provide general advice on the need for parents to:
 - Send children to school
 - Monitor children performance by checking on their school work daily. Engage with school authorities to ensure children receive quality attention and education in school
 - Initiate and participate fully in Parents Teachers Association (PTA) Meetings and other community base education activities.
 - Support and partner with LEARNigeria to identify challenges and mobilise community and government interventions in education
5. Be patient and caring with families. Some families live under very difficult circumstances
 - Always be polite and respectful to the parents
 - Do not take sides with them or the child

Notes:

Are there other creative or ethical ways in which situations in the households can be handled?

Share helpful tips.

Further Feedback Suggestions

1. Describe that the purpose of the assessment is:
 - To collect data on the basic learning skills of children of school going age irrespective of class or school they attend
 - To inform government policy and education support in terms of curriculum design, teaching material, teacher training etc

2. Commend the child's performance irrespective of how poor they perform considering that depending on the age of the child, there is room for improvement in the child's subsequent school years and for older children (and dropout cases), there is still room to enroll back in school and acquire the basic skills.

3. Show appreciation to the children and the parents for their time and their support

Some points to remember

1. Children should not be tested without the parent or guardian's consent
2. Volunteers MUST report to the chief or village elder before carrying out household survey
3. Permission from the household head to conduct the survey is mandatory before the survey starts
4. Volunteers must follow all the processes and procedures as explained in the training
5. Volunteers must NOT promise any help or assistance from LEARNigeria
6. Be a good listener. If a person is mistrustful, be a good listener and understand why. Resolve their doubts and fears with clear information about the LEARNigeria process. Be humble and friendly to gain the person's trust
7. As long as the children fit the criteria for assessment, they MUST all be assessed
8. Introduction letters must be carried at all times
9. Before leaving the household, re-check to make sure all information is complete and accurate
10. Volunteers must NOT share the names or personal information of anyone with other people either in the EA or elsewhere
11. If a house is closed, volunteers must not assume they know details of the household and fill them in
12. Volunteers must be truthful to the process and not take shortcuts
13. Volunteers must not take any photographs without first obtaining permission
14. Volunteers should wear their badges at all times
15. Each child/household assessed has a right to receive the results of the tests. Feedback is a right
16. Watch your eating habits
17. Have control over the urge to use electronics i.e. phone calls, SMS, facebook, twitter etc.

Notes:

Quiz on what you have learnt in the training