

**INSTRUCTION MANUAL:
ASER NEPAL
(असर-नेपाल)**



Instruction Booklet

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A. WHAT IS ASER?

WHY IS THE ASER DONE?

According to official statistics over 90% of Nepali youth are enrolled in school. Increasing school enrollment is considered one of the major successes of the Govt. of Nepal and its development partners over the last 30 years. The data tells us that we have been good at getting kids to school, but what are they learning? This is the question the ASER is designed to answer. It is only when we know the current learning level of our students then we can effectively plan action for the future. The results of the ASER will guide community leaders, school teachers, parents, non-governmental organization and ideally also the Govt. of Nepal.

WHAT IS ASER?

ASER (Annual Status of Education Report) is an annual citizen led household survey that seeks to determine if children can do the basics i.e. can they read and do basic arithmetic. ASER NEPAL assesses student's ability to read in Nepali/English and to do basic math. It also assesses students ability to comprehend English.

As determined by a scientific random sampling process the ASER NEPAL volunteers visit 600 rural households in each district of Nepal. In each household, children aged 5-16 are asked to read and do basic arithmetic. For children aged 3-4 we only ask if they are enrolled in a government run ECD program or private pre-school.

ASER Nepal will reach a representative sample of children from every rural district in Nepal. A unique feature of ASER is that in each district, a local institution/organization conducts the survey. Each year, thousands of volunteers, like you, work in their own villages and home areas to carry out the ASER. The ASER Nepal will be one of the largest participatory exercises in the country. By joining ASER in their district, people contribute to a massive and important national effort.

ASER was launched in 2005 in India. It has been done there every year since then. Because of its effectiveness the ASER has been adopted in 13 countries now, sometimes with different name. The same approach, under the name Uwezo, is used in Kenya, Tanzania and Uganda. Nepal will be the 14 country to carry out the ASER.

WHAT ARE SOME OF THE MAIN FINDINGS FROM ASER AROUND THE WORLD?

In India the ASER has found that more than half of all children in Std. 5 cannot read a Std. 2 level text fluently. Similarly nearly half of all children in Std. 5 cannot solve a simple Std. 2 level subtraction

problem. In Kenya, Uwezo found that only approximately 60% of students can do everyday math.

WHAT HAS BEEN THE IMPACT OF ASER?

ASER is discussed widely at the national, state and district levels in the government and outside. ASER results are used by many governments while preparing plans for elementary education. ASER has been cited in the Government of India's 12th Five Year Plan (2012-2017) and Economic Survey of India (2013-2014). It has been cited by Bill Gates and other philanthropists as an influence on their charitable giving. In many places around the world, volunteers have come forward to help in improving the learning levels of children at the village level.

B. SUMMARY OF THE PROCESS

A team of two surveyors will go to the ward assigned to them by the ASER Master Trainer. They will take the entire Survey Pack given to them in the training.

Once in the village, the surveyors will meet the Village representative and do the following:

- Clearly explain what ASER is and why it is important.
- Give him/her the 'Letter for Village Representative' and ask him/her for permission to survey the village.

The surveyors will then walk around the entire village and do the following:

- Make a rough map of the village, marking the important landmarks in the village. Once the surveyors have walked around the entire village, they will make a final map in the

Survey booklet.
- Fill up the Village Information Sheet, based on what they observe in the village.

The surveyors will go to a government school with classes 1-8 (and if there is no such school, then visit a school with grades 1-5) and do the following:

- Meet the Head Master/senior most teacher and explain what ASER is and why it is important.
- Give him/her the 'Letter for the Head Master' and ask him/her permission to collect information from the school.

○ Collect information about the school and record it in the School Observation Sheet.
Next, the surveyors will begin the household survey. They will:

- Divide the map into 4 sections or select 4 hamlets.

- o Randomly select 5 households from each hamlet/section using the 'every 5th household rule'.

Survey 20 households in total from the selected sections/hamlets. In each sampled household the surveyors will do the following:

- o Record information about children in the age group of 3-16 years.
- o Assess the basic reading, arithmetic and English levels of children in the age group of 5-16 years with the testing tools. This will be done only in households.
- o Record information about household assets.

After all 20 households are surveyed, the surveyors should immediately submit the completed survey booklet to the ASER Master Trainers.

C. WHAT TO DO IN A VILLAGE?

Section 1: How to *collect* village information

Purpose: To understand the basic characteristics of the village you are going to survey.

You will be given the name of a village. Two surveyors will go to each village. You **MUST** go to the assigned village.

Meet the Village Representative, give him/her the 'Letter for Village Representative' and explain what ASER is and its importance. If the Village Representative is not present, meet a village representative, for e.g. Ward Citizen Forum (WCF) Chairperson. After informing him/her and asking for his/her cooperation in doing the survey, start walking around the village to collect village information.

When you are walking around the village, look out for the things listed below. If you see them, tick the appropriate box. If initially you are unable to observe, then ask the people in the village but verify it yourself.

Write the name of the state, district, ward, village, surveyors and date and day of the survey on the Village Information Sheet.

Example:

District Name		VDC Name	
Ward #		Villages	
Surveyor's Names	1.		
	2.		
Date of Survey		Day of Survey	

	Did you see the following services in the village?	Please tick the relevant boxes (based on observation)			
		YES		NO	
BASIC SERVICES	Blacktopped road leading to the ward	YES		NO	
	Electricity in the ward	YES		NO	
	Post Office in the ward	YES		NO	
	Bank or cooperative in the ward?	YES		NO	
	Government Primary Health Center in the village?	YES		NO	
	Private medical shop in the village?	YES		NO	
	Computer center/ internet cafe in the ward?	YES		NO	
	Equipment/ facility using solar energy in the ward?	YES		NO	
SCHOOLS	Government Primary School (class 1-5) in the ward?	YES		NO	
	Government Basic School (class 1-8) in the ward?	YES		NO	
	Government Secondary School (class 1-10) in the ward?	YES		NO	
	Government plus-two in the ward?	YES		NO	
	Private School in the ward?	YES		NO	
	Preschool (Early Childhood Development Center/ Balsikshya/ Nursery/ LKG/ UKG) in the ward?	YES		NO	

Section 2: How to make a map and make sections

Purpose: To enable you to divide the village into different sections and randomly select households.

Information from 20 randomly selected households in the entire village will be collected.

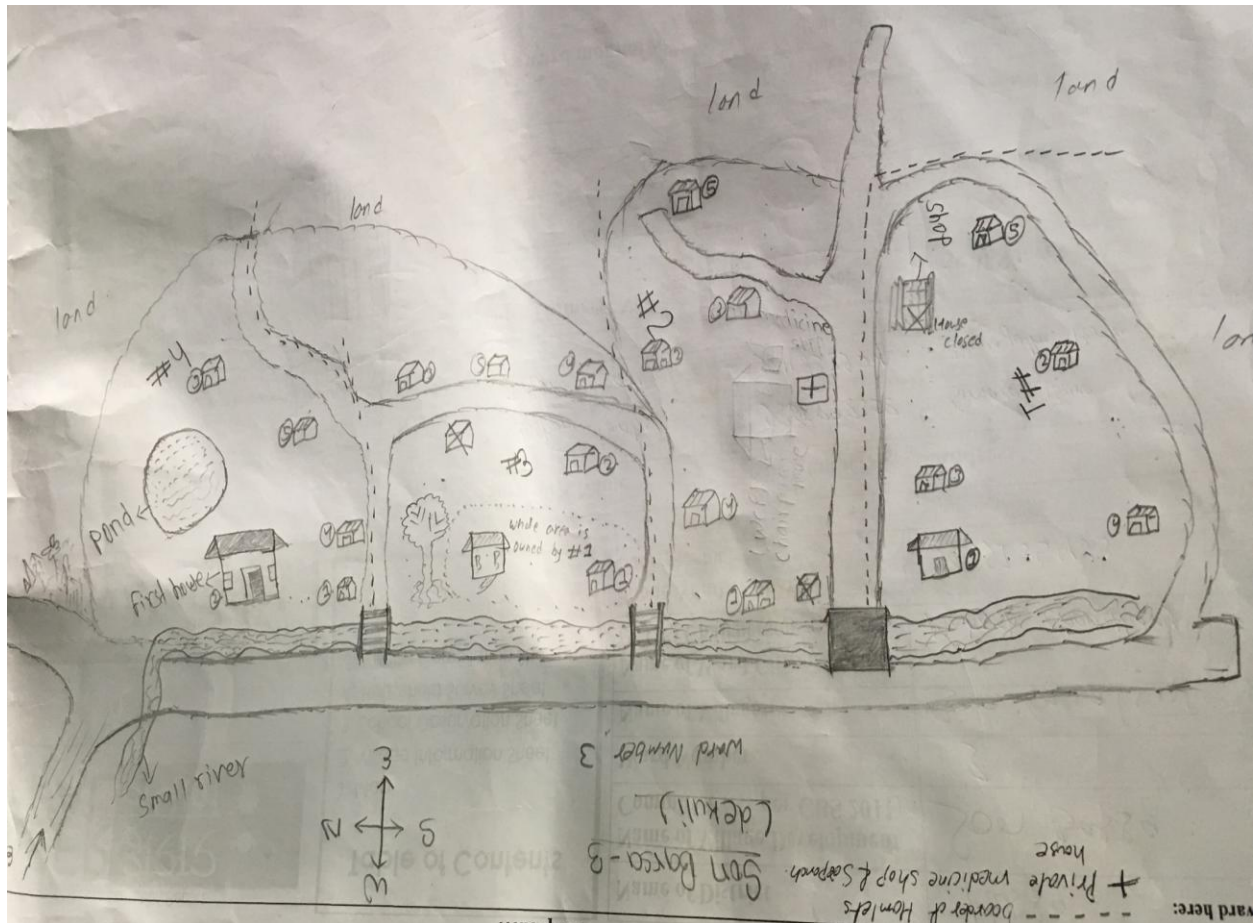
How to start making a map:

Talk to the villagers while walking around the village.

To get to know the village, walk around the whole village first before you start mapping. Talk to people: Ask how many different hamlets/sections are there in the village? Where are they located?

Ask the children to take you around the village. Tell people about ASER. This initial process of walking and talking may take more than an hour.

Rough map: The purpose of a rough map is to understand the pattern of habitations in the village.



Use the help of local people to show the main landmarks – temples, mosques, river, school, bus stop, shop etc. Mark the main roads/streets/paths through the village prominently on the map.

Final map: Once everyone agrees that the rough map is a good representation of the village, and it matches with your experience of walking around the whole village, copy it on to the map sheet that has been given to you in the survey booklet.

ONCE THE MAP IS MADE, MAKE SECTIONS ON THE MAP AS FOLLOWS:

How to mark and number hamlets/sections on the map you have made?

1. Continuous village
2. Village with hamlets/sections

If it is a village with continuous habitations

Divide the entire village into 4 sections geographically.

Assign each section a number. Write the number on the map.

Select 5 households from each section.

If it is a village with different hamlets/sections:

Assign each hamlet/section a number.

Write the number on the map.

If the village has:

<i>2 Hamlets/Sections:</i>	Divide each hamlet/section in 2 parts and take 5 households from each section.
<i>3 Hamlets/Sections:</i>	Take 7, 7 and 6 households from the 3 hamlets respectively.
<i>4 Hamlets/Sections:</i>	Select 5 households from each hamlet/section.
<i>More than 4 Hamlets/Sections:</i>	Randomly pick 4 hamlets/sections and then select 5 households from each hamlet/section. On the map, tick the hamlets/sections chosen for the survey.

****The map is also used later for the recheck process.**

Section 3: What to do in each hamlet/section

Purpose: To randomly select 20 households from the hamlets/sections.

You need to pick 5 households from each of the 4 hamlets/sections that you have selected, by using the following procedure:

- Go to each selected hamlet/section. Try to find the central point in that hamlet/section and start household selection from the left.
- Begin from the first household on your left. You must select every 5th household.

After you have surveyed this household, skip the next 4 households and select the 5th one. While selecting households, count only those dwellings that are residential. 'Household' refers to every 'door or entrance to a house from the street'.

- If you have reached the end of the hamlet/section before 5 households are sampled, go around again using the same 'every 5th household rule'. If a surveyed household gets selected again then go to the next/adjacent household. Continue till you have 5 households from the hamlet/section.
- If the hamlet/section has less than 5 households, then survey all the households in the hamlet/section and survey the remaining households from other hamlets/sections.
- If the village has less than 20 households, then survey all the households in the village.

What to do in terms of...

1. *Household with multiple kitchens:* In each house ask how many kitchens there are. If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats. You will survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house proceed to the next 5th house (counting from the next house on the street, not from the next kitchen).
2. *Household with no children:* If there are no children in the age group 3–16 in the selected household but there are inhabitants, include that household. Take the information about the name of the head of the household, total number of members of the household, household assets, name of the respondent and mobile number of the household. Also, write the number of the hamlet/section from the map from which the house has been selected. In addition, ask if anyone in the household has passed SLC and if anyone knows how to use a computer. Such a household will be counted as one of the 5 surveyed households in each hamlet/section. Household with no children but no information about mothers or fathers will be collected.
3. *House closed:* If the selected house is closed or if there is nobody at home, note that down on your Village Compilation Sheet (at the end of the survey booklet) as 'house closed'. This household does not count as a surveyed household. Do not include this household in the survey sheet. Move to the next/adjacent house.
4. *No response:* If a household refuses to participate, record the house on your Village Compilation Sheet in the 'no response' box. This household also does not count as a surveyed household. Do not include this household in the survey sheet. Move to the next/adjacent house.

Stop after you have completed 5 households in the hamlet/section. Now move to the next selected hamlet/section.

Follow the same process of selecting the households for the survey using the 'every 5th household rule'.

Ensure that you go to households only when children are likely to be at home.

This means that you will go to households after school hours and/or on a holiday/Sunday.

Summary: What to do in a village?

- Meet the Village Representative and give him/her the 'Letter for Village Representative' and explain ASER.
- Walk around the village to observe and understand it, and accordingly fill the Village Information Sheet.
- While walking around the village, start making a map. Make a rough map first and then finalize the map.
- If the village has no hamlets/sections, divide the village into 4 sections as specified.
- If the village has different hamlets/sections, assign each hamlet/section a number on the map. Randomly select 4 hamlets/sections for the survey and mark those on the map.
- In each selected hamlet/section select households to survey using the 'every 5th household rule'.

A total of 5 households from each selected hamlet/section of the village will be surveyed.

- If there is a house with multiple kitchens, then select the kitchen that the respondent's family eats from.
- If there are no children in the house, include it as a valid sampled household and record information about household characteristics.
- If the house is closed or there is no response from the household, do not include it as a valid sampled household and move on to the next/adjacent household.

Record closed households and no response households in the Village Compilation Sheet.

- Continue until you have surveyed a total of 20 households from 4 separate hamlets/sections of the village.

Household Survey Sheet

District Name		VDC Name		Date/ Day of Survey		Household #		Hamlet		Total number of family members that eat from the same HH	
Ward #		Villages				Name of Respondent				Full Name of family head	
Surveyor's Names		1.		2.							

S. No.	Name of child	For children age 3-5												For children age 5-16														Father's background information																									
		Preschool children		In-School children			Out-of-School children			Tuition		Does the child go to the surveyed school?	Does the child currently take paid tuition?	Does the child was	Medium of instruction in school	Language in which the child was	Which sample was used to test?	Basic Learning Levels				English					Mother's name				Age	Has the father ever attended school?	If yes Class completed?																				
		ECD (public)	Private	Not attending	Class	Public	Private	Other	Never enrolled	Drop out	Grade dropped out in							Year dropped out	Y	N	Y	N	Y	N	Y	N		Y	N	Y				N	Y	N																	
		Age	Sex	ECDF	Private	Not attending	Class	Public	Private	Other	Never enrolled	Drop out	Grade dropped out in	Year dropped out	Y	N	Y	N	Medium of instruction in school	Language in which the child was	Which sample was used to test?	Reading (highest level only)	Math (highest level only)	English		Meaning																											
1																																																					
2																																																					
3																																																					
4																																																					
5																																																					
6																																																					
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Mother's Background Information				
S.No.	Mother's Name	Age	Has the Mother ever attended School?	If attended school, which class completed?
1			Yes/No	
2				
3				
4				

Household indicators (please tick the appropriate columns)																	
Motorized 2 wheeler (pooter, motorcycle, etc.)		Motorized 4 wheeler (car, jeep, etc.)		Electricity connection (hook or wires and fittings)		If electricity in household, was there electricity today?		Toilet in the household		TV in the household		If TV in household, is there cable TV?		Reading materials (other than textbooks)			
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Has anyone in the family completed SLCT*		
Yes	No	Don't know
*Note: do not include mother(s) and father(s) mentioned above		
Does anyone in the HH know how to use a computer?		
Yes	No	

Does anyone in the Household have a mobile phone?		Yes	No	If yes, what is the mobile number?	

Start time of survey		
End time of survey		

D. WHAT TO DO IN EACH HOUSEHOLD?

Purpose: To collect information about the selected households.

Section 1: General information

Fill in the general information about the household in the top block of the household survey sheet:

HH No.: Write down the household number in every sheet. Write '1' for the first household surveyed, '2' for the second household surveyed and so on till the 20th household.

Total number of members in the HH who eat from the same kitchen: Ask this question to the adults present in the household and write down the total number. If there are multiple kitchens in the household, remember to include only those members who eat regularly from the same kitchen.

Note down the following:

- Respondent name: Respondent is an adult who is present in the household during the

survey and is providing you with information.

- o Hamlet/Section no. (From the map) and/or name of hamlet/section from which the household is selected.

Section 2: Information about children and adults living in the household

No information will be written in the household survey sheet about any individual who does not regularly live in household and does not eat from the same kitchen.

Collect information from the sampled household about all children aged 3-16 years who regularly live in the household and eat from the same kitchen. Ask members of the household to help you identify these children. All such children should be included, even if their parents live in another village or if they are the children of the domestic help in the household.

Older children: Often older girls and boys (in the age group of 11 to 16 years) may not be thought of as children. Avoid saying 'children'. Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive about this issue.

Children who are not at home during the time of the survey: Often children are busy in the household or in the fields. If the child is somewhere nearby, but not at home, take down information about the child, like name, age, and schooling status.

Ask family members to call the child so that you can speak to her directly.

If she does not come immediately, make a note of the household and revisit it once you are done surveying the other households. But if there are children out of the village on the day of the survey who do regularly live in the household, for e.g. a child has gone to visit her relatives, write their information even if you cannot test

Children who are relatives but live in the sampled household on a regular basis: Include these children because they live in the same household on a regular basis. But do not take information about their parents if parents do not live in this household.

Children not living in the household on a regular basis: DO NOT INCLUDE children of this family who do not regularly live in the household, for e.g. children who are studying in another village or children who got married and are living elsewhere.

Visiting children: DO NOT INCLUDE children who have come to visit their relatives or friends in the sampled household as they do not regularly live in the sampled household.

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 data must be noted down ONLY for children living in the 20 households that have been randomly selected.

Children:

Now that we have identified which children to survey, let us review what information is to be collected about each child. Remember, **one row of the household survey sheet will be used for each child.**

Child's name, age, sex: The child's name, age and sex should be filled for all children selected for the survey. For female children write 'F' and for male children write 'M' (F=Female, M= Male).

Children aged 3-6 years: The first block, 'Pre-school children (Age 3-6)', is to be asked only for children aged 3 to 6 years. On the household survey sheet, note down whether they are attending ECD, or private school (classes nursery/LKG/UKG). If the child is not going to any ECD/pre-school, etc., put a tick under 'Not going' under section of 'Pre-school children (Age 3-6)'.

Children aged 5-16 years: The remaining blocks of information are ONLY to be filled for children aged 5-16 years.

- For in school children (currently enrolled in school): The child's current schooling status and Std. should be noted. The following terms should be written under 'Class', if the child is in pre-school: 'NUR' for nursery; 'LKG' for LKG; 'UKG' for UKG; 'ECD' for ECD.
- For out of school children (who are currently not enrolled in school):
- 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 'Drop out'.

Note the class in which the child was studying when she dropped out, irrespective of whether s/he passed or failed in that class. Probe carefully to find out these details. Also note the actual year when the child left school. E.g. if the child dropped out in 2007 write '2007'.

For all children (aged 5-16 years):

- Ask the respondent if the child aged 5-16 takes any tuition, meaning paid classes outside school. If they do take classes, then ask how much the parents pay for the child's tuition per month.
If the respondent cannot tell you the payment made per month then leave the box blank.
If the child takes more than one paid tuition class, then add the payment for all the classes (per month) and write the total amount paid for the child's tuition classes per month.
- Also ask children if they attend the specific government school which you have/will be surveying.

Do not ask this question to children who are not currently enrolled in school. All children in this age group will be tested in basic reading, arithmetic and English. (We know that younger children will not be able to read much or solve arithmetic problems but still follow the same process for all children so as to keep the process uniform).

Mother's background information: Ask for the name of the child's mother. Note down her name only if she is alive and regularly living in the household. If the child's mother is dead or not living in the household, do not write her name. If the child's stepmother (father's present wife) is living in the household, include the stepmother as the child's mother. Note down the mother's age and schooling information in the box 'Mother's Background Information'.

Father's background information: At the end of the entry for each child, we ask for the age and schooling information of the child's father. We will only write this information if the father is alive and regularly living in the household. If the father is dead or not living in the household, do not ask for this information. If the child's stepfather (mother's present husband) is living in the household, we will

include the stepfather as the child's father.

PAY SPECIAL ATTENTION:

For children aged 5 and 6 information shall be recorded under both sections 'Pre-school children (Age 3-6)' and 'In school children/Out of school children (age 5-16)'.

Some special cases to keep in mind for young children.

Case 1: A 5-year-old child (Kiran) is going to Class 1. In a government school. In the 'Pre-school children (age 3-6)' section tick under 'Not going' and under the 'In school children (age 5-16)' section write '1' under class and tick under 'Government'.

Case 2: A 6-year-old child (Rita) never went to school/pre-school. In the 'Pre-school children (age 3-6)' section tick under 'Not going' and under the 'Out of school children (age 5-16)' section mark under 'Never enrolled'.

Case 3: A 6-year-old child (Amit) is in LKG in a private school. This child's information will be recorded under both 'Pre-school children (age 3-6)' and 'In school children (age 5-16)'. In the 'Pre-school children (age 3-6)' mark under LKG and in 'In school children (age 5-16)' write 'LKG' under 'Std.' and mark under 'Private'.

Case 4: A 7-year-old child (Ramesh) is in LKG in a private school. This child will be recorded under 'In school Children (age 5-16)', not under 'Pre-school children (age 3-6)'. Write 'LKG' under 'Std.' and mark under 'Private'.

Section 3: Household indicators

All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot observe them, note down what is reported by household members only and not by others. In case of assets like TV and mobile phone, ask whether it is there in the household and whether it is owned by the household or not. This information is being collected in order to link education status of the child with the household's economic conditions.

Motorized 2-wheeler: Ask the respondent and mark 'yes' if the household owns a motorized 2 wheeler like a motorcycle/scooter, otherwise mark 'no'.

Motorized 4-wheeler: Ask the respondent and mark 'yes' if the household owns a motorized 2 wheeler like a car/van, otherwise mark 'no'.

Electricity in the household:

- o Mark 'yes' or 'no' by observing if the household has wires/electric meters and fittings, bulbs or not.
- o If there is an electricity connection, ask whether the household has had electricity any time on the day of your visit, not necessarily when you are doing the survey.

Toilets: Mark 'yes' or 'no' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask whether there is a constructed toilet or not.

Television: Mark 'yes' or 'no' by observing if the household has a television or not. If you are not able to observe, then ask. It does not matter if the television is in working condition or not.

Cable TV: If there is a TV in the household, ask whether there is cable TV. This includes any cable facility which is paid for by the household (include Direct to Home (DTH) facility). Mark 'yes' if there is cable. If not, mark under 'no'.

Reading material

- o *Newspaper:* Mark 'yes' if the household gets a newspaper every day. If not mark under 'no'.
- o *Other reading material:* This includes story books, magazines, religious books, comics etc. but does not include calendars and textbooks. If the above reading material is available, mark 'yes', otherwise mark 'no'.

Other questions for the household:

Mark 'yes' if anyone (apart from the mother(s) and father(s) whose background information has already been recorded earlier) in the household has completed SLC.

Mark 'yes' if anyone in the household knows how to use a computer.

If the household has a mobile phone, mark 'yes' and please note the mobile number in the next column. **The mobile number will solely be used for the recheck process and not for any other purpose.** *Please tell household members that this is the reason for recording the mobile number.*

If you do not get an answer for a question in the household survey sheet, leave the appropriate column blank.

Be polite. Often a lot of people gather around and want to know what is going on. Explain what you are doing and why. Tell them about ASER. Remember to thank people after you have finished surveying the household.

Summary: What to do in each household?

Write down the household number in every sheet. Find out the total number of members in the household who regularly live in the household and eat regularly from the same kitchen.

Collect relevant information about all children aged 3-16 who regularly live in the household and eat from the same kitchen.

Collect additional information about mothers and fathers of those children whose names have been recorded in the household survey sheet and who regularly live in the household and eat from the same kitchen. In addition, collect information on household indicators.

Test children in the age group of 5-16 on basic reading, arithmetic and English using the respective tools.

E. WHAT TO DO WITH CHILDREN?

Purpose: We will test children aged 5-16 years to find out what is the highest level of basic reading, arithmetic and English that they can do comfortably.

Section 1: General instructions

What will be tested: Children's ability to read simple texts in Nepali/their first language and ability to do basic arithmetic will be assessed. Their ability to read and understand Basic English will also be assessed. Therefore, 3 tests will be administered in this order: basic reading in first language, arithmetic and English.

Who will be tested: Every child in the age group of 5-16 years in the sampled households will be administered the 3 testing tools- Reading, arithmetic and English.

How will we test: It is very important to be in the right frame of mind when assessing children. We are not going to the village to test the children or as evaluators. We want to find out what children can do comfortably in terms of reading, arithmetic and English. Our objective is to find out the highest level that the child can do comfortably.

It is important that you follow the guidelines given below while testing children:

Relaxed environment for the child: Establish a relaxed environment by having a friendly conversation with the child before you start assessing the child. You should tell the child that the assessments are just activities you would like them to participate in and that it is not an exam.

No pressure on the child from others: Often family members and neighbors gather together to watch how the child is performing. This can make the child nervous. The surveyors should make sure this does not happen. One of the surveyors can talk to the adults or do some activities with the other children, while the other surveyor assesses the child.

Encouragement and patience with the child: Encourage the child by appreciating the effort she is making. Be patient with her while she is reading or solving arithmetic problems. Give the child ample time to read, think and solve. Do not hurry her.

Child's familiarity with the tool: To establish the highest level at which the child can comfortably do different tasks, you may need to take the child through a series of tasks until you can decide the level at which she really is. Practice and familiarity with a task improve the child's performance. For example, the child may not be able to read a simple paragraph

fluently, but after successfully attempting an easier task like reading words, she may be able to read the same paragraph better. This is because now she is more comfortable with the tool and tasks.

Recording the language in which the child was tested: Note down the language in which the child has been tested in the appropriate column in the household survey sheet.

Recording the sample number used to test the child: Record the sample number of the testing tool used to test the child on the household survey sheet. Please ensure that you use the same sample for basic reading, arithmetic and English for a child. Also make sure you use all 4 samples equally during the survey in the village.

Different samples for different children: Each tool has 4 samples. In order to ensure that the children are not copying from each other, please use different samples of the tools for children in the same household.

English testing: If the child's first language is English, give the child the reading/language tool in English. Then give her arithmetic and then the English tool. Regardless of the language in which the child's first language test is done in, the English tool should be administered to her.

Section 2: How to test Reading

Start from Paragraph

Ask the child to read either of the 2 paragraphs.

Let the child choose the paragraph herself. If the child does not choose give her any one paragraph to read.

Ask her to read it. Listen carefully to how she reads.

The child is not at 'Paragraph Level' if the child:

Reads the text like a string of words, rather than a sentence.

Reads the text haltingly and stops very often.

Reads the text fluently but with more than 3 mistakes.

The child is at 'Paragraph level' if the child:

Reads the text like she is reading sentences, rather than a string of words. Reads the text fluently and with ease, even if she is reading slowly.

Reads the text with 3 or less than 3 mistakes.

If the child can read a paragraph, then ask the child to read the story.

If the child is not at 'Paragraph Level' then ask the child to read words.

WORD

Ask the child to read any 5 words from the word list.

Let the child choose the words herself. If the child does not choose, then point out any 5 words to her.

The child is at 'Word Level' if the child reads at least 4 out of the 5 words with ease.

If the child is at 'Word Level', then ask her to try to read the paragraph again and then follow the instructions for paragraph level testing.

If she is still struggling with the paragraph, then mark the child at 'Word Level'

STORY

Ask the child to read the story.

The child is at 'Story Level' if the child:

Reads the text like she is reading sentences, rather than a string of words.

Reads the text fluently and with ease, even if she is reading slowly.

Reads the text with 3 or less than 3 mistakes.

If the child can read the story then mark the child at 'Story Level'.

If the child is not at 'Story Level', then mark the child at 'Paragraph Level' (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.

LETTER

Ask the child to recognize any 5 letters from the letter list.

Let the child choose the letters herself. If the child does not choose, then point out any 5 letters to her.

The child is at 'Letter Level' if the child correctly recognizes at least 4 out of 5 letters with ease.

If the child is at 'Letter Level', then ask her to try to read the words again and then follow the instructions for word level testing.

If she can recognize at least 4 out of 5 letters but cannot comfortably read words, then mark the child at 'Letter Level'.

If the child is not at 'Letter Level' (cannot recognize at least 4 out of 5 letters chosen), then mark the child at 'Beginner Level'.

ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

Section 3: How to test Arithmetic

NOTE: ASK THE CHILD TO SOLVE THE ARITHMETIC PROBLEMS AT THE BACK OF THE HOUSEHOLD SURVEY SHEET.

Start from Subtraction

SUBTRACTION: 2 OR 3 DIGIT WITH BORROWING

The child is required to solve 2 subtraction problems. Show the child the subtraction problems. First ask the child to choose a problem, if not then you can pick one.

Ask the child what the numbers are, then ask the child to identify the subtraction sign.

If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe if the answer is correct.

Even if the first subtraction problem is answered incorrectly, ask the child to solve the second question with the same method. If the second problem is correct, ask the child to try and do the first problem again.

If the child makes a careless mistake, then give the child another chance with the same question.

If the child cannot do both subtraction problems correctly, then ask the child to recognize numbers from 10-99.

Even if the child does just one subtraction problem wrong, give her the number recognition (10-99) task.

If the child does both the subtraction problems correctly, ask her to do a division problem.

NUMBER RECOGNITION 10-99

Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If she does not choose, then point out any 5 numbers to her.

If she can correctly recognize at least 4 out of 5 numbers, then mark her at 'Number Recognition (10-99) Level'.

If the child is not at 'Number Recognition (1099) Level' (cannot correctly recognize at least 4 out of 5 numbers chosen), then ask her to recognize numbers from 1-9.

DIVISION 2 DIGITS by 1 DIGIT

The child is required to solve 1 division problem. Show the child the division problems. She can choose any one problem. If not, then you pick one.

Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark the child at 'Division Level'.

If the child makes a careless mistake, then give the child another chance with the same question.

If the child is unable to solve a division problem correctly, mark the child at 'Subtraction Level'.

NUMBER RECOGNITION 1-9

Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If she does not choose, then point out any 5 numbers to her.

If she can correctly recognize at least 4 out of 5 numbers, then mark her at 'Number Recognition (1-9) Level'.

If the child is not at 'Number Recognition (19) Level' (Cannot recognize at least 4 out of 5 numbers chosen), then mark her at 'Beginner Level'.

ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

Section 4: How to test English

There are 2 parts in the English tool: Reading and Meaning.

First administer the reading section and mark the highest reading level of the child.

Then administer the meaning section. This is only for children who are marked at word or sentence level in the English reading section.

READING

START WITH CAPITAL LETTERS

Ask the child to recognize any 5 capital letters from the capital letter list. Let the child choose the letters herself. If the child does not choose, then point out any 5 letters to her.

The child is not at 'Capital Letter Level' if the child cannot recognize at least 4 out of the 5 letters with ease.	The child is at 'Capital Letter Level' if the child correctly recognizes at least 4 out of the 5 letters
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If the child is not at 'Capital Letter Level' (cannot recognize at least 4 out of the 5 letters chosen), then mark the child at 'Beginner Level'.

If the child is at 'Capital Letter Level', then ask the child to recognize small letters.

SMALL LETTERS

Ask the child to recognize any 5 small letters from the small letter list. Let the child choose the letters herself. If the child does not choose, then point out any 5 letters to her.

The child is not at 'Small Letter Level' if the child Cannot recognize at least 4 out of the 5 letters.	The child is at 'Small Letter Level' if the child correctly recognizes at least 4 out of the 5 letters With ease.
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SIMPLE WORDS

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If the child does not choose, then point out any 5 words to her.

The child is not at 'Word Level' if the child cannot read at least 4 out of the 5 words.	The child is at 'Word Level' if the child correctly reads at least 4 out of the 5 words with ease.
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EASY SENTENCES

Ask the child to read all four of the given sentences.

The child is not at 'Sentence Level' if the child cannot read at least 2 out of the 4 sentences fluently.

The child is at 'Sentence Level' if the child reads at least 2 out of the 4 sentences fluently.

- Reads the sentence like a sentence and not reads the sentences like a string of words, rather than a sentence.

- Reads the sentences haltingly or stops very often.

If the child is **not** at 'Sentence Level', then mark the child at 'Word Level'

AND

Ask the child to tell you the meaning of the words she has read correctly.

- Reads the sentence fluently and with ease, even if she is reading slowly

If the child is at 'Sentence Level', then mark the child at 'Sentence Level'

AND

Ask the child to tell you the meaning of the sentences she has read correctly.

ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

WHAT IS A MISTAKE AND WHAT IS NOT?

As you listen to children read, you may hear the following. Here are examples from Nepali:

What is NOT a mistake?

- 'aachin' 'आउँछिन्' is read as 'aacha'आउँछ or 'chahanchhin'चाहन्छिन् is read as 'chahanchhan' चाहन्छन् or 'ho' हो is read as 'thiyō' थियो etc. There may be variations in children's reading due to local pronunciation or usage. Do not consider this a mistake.
- A word is replaced with another word of the same meaning while reading. For example: the text says 'jado mausam' but the child reads it as 'jado mausam'. Do not consider this a mistake.
- Usually if a child is told to read again carefully, she will read again and in most situations will not repeat these mistakes.
- At times children may read the word wrong – such as 'need' is read as 'nadi' or 'naak' नाक is read as 'kaan' कान.

It is also the case that sometimes children skip a word. Here too, if a child is told to read again carefully, in most situations she will not repeat the same mistake |

What is a MISTAKE?

If in spite of reading the same text several times, the child is repeatedly reading some words incorrectly or not reading them at all, then these have to be treated as mistakes. This means the child is having difficulty in reading at that level.

If the child reads the same word incorrectly more than once, it will be considered as only one mistake.

In a paragraph, if a child makes more than 3 mistakes of this type then she cannot be considered a 'Paragraph Level' child. The same rule should be applied for the story.

F. WHAT TO DO IN A SCHOOL?

General instructions

Visit any government school (Class. 1 to 8) in the village. If there is no school in the village which has classes from Std. 1 to 8, then visit the government school in the village which has the highest enrollment in Std.1 to 5. Do not visit a government school if it has no classes from Std. 1 to 5. If there is no government school in the village with classes from Std. 1 to 5 then do not visit any school. In the top left box of the School Observation Sheet, tick according to the school type.

Meet the Head Master (HM). If the HM is not present, meet the senior most teacher. He/ she will be the respondent. Explain the purpose and importance of ASER and give him/her the letter. Be very polite. Assure the respondent and teachers that the name of the school will not be shared with anybody.

Ask the respondent for his/her phone number for the purpose of recheck.

Note the time of entry, date and day of visit to the school.

Ask the HM for the enrollment register or any official document for the enrollment figures in that school.

Section 1: Children's enrollment and attendance

Ask for the registers of all the standards and fill in the enrollment from them. If a standard/class has many sections, then take total enrollment.

Then move around to the classes/areas where children are seated and take down their attendance class-wise by counting them yourself. You may need to seek help from the teachers to distinguish children class-wise as they are often found seated in mixed groups. In such a case, ask children from each Std. to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class-wise. Please note that only children who are physically present in the class while you are counting should be included.

Attendance of class with many sections: Take a headcount of the individual sections, add them up and write down the total attendance.

***Note: Take a headcount of children present. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.**

Section 2: Official medium of instruction in the school

Note the official language used as the medium of instruction.

If the school has more than 1 official medium of instruction, note all of them in the box provided.

Section 3: Teachers

Ask the respondent and note down the number of teachers appointed. Acting HM will be counted as a regular teacher. HM on *kaaj* in the surveyed school will be counted under the regular HM category. The number of regular government teachers does not include the HM.

Observe how many HMs/teachers are present and note down the information. Do not include NGO volunteers in the list of teachers.

Section 4: Classroom observations

This section is for Std. 2 and Std. 4 only. If there is more than one section for a class, then randomly choose any one to observe. You may need to seek help from the teachers to distinguish children class-wise as more than one classes may be seated together.

Observe the following and fill accordingly:

- Seating arrangement of children: Are two/more classes sitting together in the same class or is a single class sitting separately?
- Is there a blackboard where the children are sitting? If yes, could you write on it easily?
- Was there any teaching material other than textbooks available like charts on the wall, board games etc.? Material painted on the walls of the classroom is not counted as teaching material.
- Where are children sitting (in the classroom, in the verandah or outside)?

Section 5: Facilities observation

Observe the following and fill accordingly:

- Observe and count the total number of pucca rooms (excluding toilets). Also observe and count the total number of pucca rooms used for teaching on the day of the survey.
- Observe if there is an office/store/office-cum-store. Tick under 'Yes' if even one is present.
- Observe if there is a playground (Definition of playground: An area within the school premises with a level playing field and/or school playing equipment eg: slide, swings etc).
- Observe if there are library books in the school (even if kept in a cupboard).
- If there are library books, then observe if library books are being used by children.
- Observe if there is a handpump/tap. If yes, check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, check whether drinking water is

available in any other way.

- Observe if the school has a complete boundary wall or complete fencing. It can be with or without a gate.
- Observe if there are computers in the school to be used by children. If yes, then did you see children using computers?

Section 7: Toilets

Observe whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a separate toilet for teachers.

Ask the HM, any teacher or any child if you cannot tell who the toilets are for.

For each type of toilet facility that you find at the school, note whether it is locked or not. If it is unlocked, note whether it is usable or not.

If more than 1 common toilet or other types of toilets are there in the school, then take information about the toilet that is in a better condition.

Section 8: Continuous Assessment System (CAS)

Ask the respondent if he/she has heard about CAS.

If he/she has not heard about CAS, then do not ask the next question.

If he/she has heard about CAS, then ask how many teachers have received a CAS manual/format.

If yes, ask the respondent to show you the CAS manual/format and tick accordingly.

Section 9: School Management Committee (SMC)

Ask the respondent if currently there is an SMC for this school.

If there is an SMC for the school, then ask when the last meeting of SMC was held. Ask how many members attended the last meeting of SMC.

Section 10: School Improvement Plan (SIP)

Irrespective of the answers to the SMC question, ask whether a School Improvement Plan (SIP) was made for the school for the current school year (2073). The SIP is made every five years.

If yes, ask if the SIP was updated for this year (2073).

Section 11: School Grant Information (SSA)

Assure the HM and others that the name of the school will not be shared with anybody.

The information for this section should be taken from the HM. In the absence of the HM, ask the senior most teacher present. Tick the designation of the person being asked for grants information (HM/Regular teacher/ Para-teacher).

Section 12A: SSA Annual School Grant

Ask the respondent this section about the grants very politely. If the person refuses to answer or is hesitant to answer this section, do not force the person and move on to Section 12B.

We will ask for information about four kinds of government grants – scholarship for girl students, Dalit students, marginalized students, and disabled students. For each grant, we want information for two separate time periods: school year 2072 and school year 2073 (till date of survey)

For each grant, first ask if the school received the grant for 2072. Mark the appropriate column

Yes/No/Don't know

If yes (the school received the grant), then ask if the full amount was spent, and answer as follows:

- Mark 'Yes' only if the full amount was spent.
- Mark 'No' if nothing was spent or if less than the full amount was spent.
- Mark 'Don't know' if the person answering the question is not aware whether the full amount was spent or not.

Now ask the same questions for the remaining three grants.

Once you have asked about all four grants for 2072, repeat this entire process for the period for 2073 till the date of the survey

Section 12 B: Activities carried out in school (since Baisakh 2073)

In this section, we want to know whether the following activities have taken place in the school. The activities are categorized into: construction, repair and purchase.

Ask if each of the activities listed has been done since Baisakh 2073 (construction of new classroom(s), white wash/plastering, repair of drinking water facility, repair of toilet, etc) and tick the appropriate box

Yes/No/Don't know