National Population Commission

2015 Nigeria Education Data Survey (NEDS 2015)

Interviewer's Manual

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1. Introduction

The 2015 Nigeria Education Data Survey (NEDS) is a national household survey designed to provide information on education in Nigeria. The NEDS will involve interviewing parents or guardians of a scientifically selected group of children who are between 4 and 16 years of age at the time of survey administration. These parents and guardians will be asked questions about their children's background, school attendance, type of school attended, frequency of school, absenteeism, household expenditures on schooling and other contributions to schooling, the benefits and disadvantages of schooling, and other topics which will be helpful to policymakers and administrators in the education field. You will also test literacy and mathematics among children 5-16 years of age. For eligible children aged 13-16 who are living independently, you will administer the literacy and mathematics tests and the Eligible Child Questionnaire only.

You are being trained as an Interviewer for the 2015 NEDS. After the training course, selected Interviewers will work in teams traveling to different parts of the country to interview parents and guardians in their houses. This is called fieldwork. Depending on the areas assigned to your team and on how well you perform the tasks given to you, you may work on the NEDS for a period of about 3 months. However, we have recruited more Interviewers to participate in the training course than are needed to do the work. At the end of the training program we will select the best-qualified trainees to work as Interviewers.

During the training course, you will listen to lectures about how to administer a Computer- Assisted Personal Interview (CAPI) using a tablet and how to navigate the Case Management System (CMS). You will conduct practice interviews with other trainees and household members. You will be given periodic tests to assess your progress.

You should study this manual ahead of each day of training and learn its contents as this will reduce the amount of time needed for training and will assist you during fieldwork. It will also improve your chances of being selected as an Interviewer during the training.

1.1 Survey Background and Objectives

The focus of the 2015 NEDS is on basic education in Nigeria. According to the Universal Basic Education (UBE) Act 2004, which provides for a compulsory and free education for the Nigerian child, basic education is early child care education and nine (9) years of formal schooling. This formal schooling includes the pre-primary level which covers the age range 3-5 years, the primary level which covers the age range 6-11 year, and the junior secondary level which covers the age range 12-14 years. The survey extends its study to also cover the senior secondary level whose age range includes (15-17) years.

For the purpose of the 2015 NEDS and for drawing regional and global comparisons on basic education as well as other educational issues with previous surveys, the age range of 4-16 years is selected. This sample age range covers the primary school level and the junior secondary school levels significantly and to a large extent, the pre-primary and the senior secondary school levels.

Exhibit 1-1: Sample Age Selected and School Age Levels

Sample age	NEDS (4-16) years			
UBE Category	Preprimary	Primary	Junior Secondary	Senior Secondary
School age level	(3-5) years	(6-11) years	(12-14) years	(15-17) years

NEDS is part of a world-wide survey program, and is based on the need to supplement existing education data. Often, a great deal is known about the supply of schooling: the number of public, and sometimes non-public schools at each level; teachers' qualifications; pupil-teacher ratio; book-pupil ratio; and so on. However, little is known about the nature of the decisions households make about how much of what kind of education to invest in for household members, apart from system-level estimates of enrollment ratios and dropout and repetition rates. NEDS investigates this decision-making process, focusing on major factors that influence the household demand for schooling: the costs of schooling (monetary and non-monetary), and the perceived benefits of schooling.

Monitoring and evaluating the factors affecting the household demand for schooling is critical to designing and improving programs to increase children's school participation. In support of this effort, NEDS is designed to:

- collect information on education; and
- measure differences across the country in education participation, reasons for not attending school, the costs of schooling, pupil absenteeism, etc.

1.2 Sample Design

There are several ways to gather information about people. One way is to contact every person or nearly every person and ask them questions about the things you need to know. Contacting everyone is called a complete enumeration, and a national census is a good example of this type of information gathering. Complete enumerations are very costly because it takes a lot of people to contact everyone. However, in cases such as a national census, it is necessary to have a complete enumeration despite the cost.

Another way to collect information is through a scientific survey sample. A scientific survey sample allows us to collect data on a small number of people and draw conclusions, which are valid for the entire country. The main reasons for using sample surveys instead of a complete enumeration are to reduce the time and cost of collecting information.

The precision of a sample survey depends, among other things, upon the size of the sample. For example, if you only chose a sample of 100 people from a population of 100,000, the results of the sample would probably bear little resemblance to the total. On the other hand, a scientific sample of 3,000 will yield more precise results. Therefore, the size of a sample is determined by how closely the results must reflect the whole population being studied. This is determined by statistical methods that will not be discussed during training. What you should know, however, is that the sample size is predetermined by the survey organizers according to the level of precision

needed for the results. Consequently, it is critical to a survey that field workers try their hardest to complete all assigned interviews to ensure that the correct number of people are included in the survey.

The quality of a sample survey is also dependent upon another major factor, the absence of bias which would affect the validity of the data collected. To control or prevent bias from affecting the results, the selection of people included in the sample must be absolutely random. This means that every person in the total population to be studied has the same non-zero chance to be selected in the sample. This is why it is so important to make call-backs to reach those people who are not at home, since they may be different from people who are at home. For example, it may be that parents and guardians who work long days away from the house are more likely to send their children to school, and if we don't call back to interview them, we may bias the estimates of the costs of schooling, the extent of pupil absenteeism, etc.

Eligible households for the 2015 NEDS are those households in the 2013 Nigeria Demographic and Health Survey (NDHS) sample for which interviews were completed. In that survey, approximately 38,522 households were successfully interviewed, and our goal is to perform a follow-up NEDS with a subset of the original sample. More specifically, the goal is to collect information from 30,000 eligible households, that is, households with at least one child aged 4-16, at the time of the 2015 NEDS. The 2013 NDHS sample yielded only 20,337 such households thus, in order to bring the sample size up to the required target, screening of additional households will be necessary in some states.

We expect to interview a total of at least 30,000 parents/guardians to collect data on more than 45,000 children age 4-16. Studying the reasons for not attending school and for dropping out of school, the frequency of pupil absenteeism and reasons for missing school, the costs of schooling, and other issues, will provide insights into the behaviour and attitudes of all parents and guardians in the country.

A sample of clusters based on the 2006 census frame (i.e. Enumeration Areas - EAs) will be selected. The NEDS sample covers the entire country and will be selected in such a way that it generates estimates for the whole country, for urban and rural areas, for each of the six zones, and for all states.

1.3 Changes from NEDS 2010

There are changes to how NEDS 2015 is administered compared to NEDS 2010. The first change is that for NEDS 2015, surveys will be administered using Computer-Assisted Person Interviewing (CAPI) technology. This type of data collection improves the quality of data, and benefits the entire interviewing process by reducing the amount of time needed to prepare and conduct fieldwork and simplifying the administration of multiple questionnaires. More information about this technology is described in *Chapter 2: Tablet Data Collection*.

In NEDS 2010, the Independent Child Questionnaire and Anthropometric data collection were administered but these have been removed for NEDS 2015. In addition, there are changes to the organization of questionnaires and the number of questions that has improved the flow of the interview. Key questionnaire changes include:

- Names of household members, their sex and relationship of household members to the household head are not provided. You will collect this information at the beginning of the Household Questionnaire.
- Added questions about the socioeconomic status of the household to the Household Questionnaire.
- Removed questions about the teaching of Reproductive Health Education and HIV/AIDS.
- Revised the questions on disability status for clarity.
- Integrated questions about religious schooling with questions about formal schools.
- Moved questions about expenditures for child schooling from the Eligible Child Questionnaire to the Parent/Guardian Questionnaire.
- Fewer open-ended response options. For most questions, you will be required to select a response from pre-coded options. This improves the quality of data and reduces confusion amongst respondents.

1.4 Survey Organization

The NEDS is a comprehensive survey involving several agencies and many individuals. The National Population Commission (NPC) has the major responsibility for conducting the survey. The Federal Ministry of Education and the Universal Basic Education Commission are the main beneficiaries of the survey. These two organizations as well as the National Bureau of Statistics are members of the implementation team and have provided technical assistance to the questionnaire design.

All individuals selected to work as Interviewers on NEDS will work in teams consisting of one field Supervisor, one field Editor, three Interviewers, and a driver. Supervisors and Interviewers may be either male or female. Drivers are responsible for ensuring the safety of the team, and will work under the direction of the Supervisor.

Each field Supervisor will be responsible for one team of Interviewers. The specific duties of the field Supervisor are described in detail in the Supervisor's Manual.

1.5 Role as a NEDS Interviewer

As an Interviewer, you are expected to be knowledgeable about the survey, including its purpose, how people are selected, and the interview process. You are also expected to be able to communicate this information effectively to respondents.

As an Interviewer, you must always maintain the highest ethical standards. You must collect data with objectivity and treat all of the information you observe or gather with complete confidentiality. Furthermore, you must follow all questionnaire administration procedures. By doing so, you ensure that a respondent's confidentiality is preserved and that you have obtained high-quality data, that is, a respondent's truthful responses.

In general, the responsibilities of a NEDS Interviewer include:

- locating the structures and households in the sample which are assigned to you and completing the Household Questionnaire;

- identifying all eligible children and their respondents (parents/guardians) in those households;
- interviewing the designated parent/guardian respondents about eligible children in the households assigned to you using the Parent/Guardian Questionnaire, and Eligible Child Questionnaires; and for Independent Children, using the Eligible Child Questionnaire only;
- testing children's (aged 5 – 16) literacy and mathematics;
- administering literacy and mathematics test to available adults in the household with no tertiary education;
- returning to households to interview respondents you could not contact during the initial visits (call back).

Each of these tasks will be described in more detail throughout this manual and during training.

1.6 Interviewer Training

Although some people are more adept at interviewing than others, anyone can become a good Interviewer through experience. Your training will consist of a combination of classroom training and practical experience. Before each training session you should study this manual carefully along with the questionnaires, writing down any questions you may have. Ask questions to avoid mistakes during actual interviews. Interviewers can learn a lot from each other by asking questions and talking about situations encountered in practice and actual interview situations.

Interviewers will learn how to use the Samsung Galaxy tablet to conduct Computer-Assisted Personal Interviewing (CAPI) where you will read questions from the tablet and enter the responses in the tablet. Trainers will demonstrate how to access the Case Management System (CMS) to find information related to each household and conduct interviews using the tablet.

During training you will see and hear demonstration interviews conducted in front of the class by two of the trainers as examples of the interviewing process. In this part of the training program you will learn about each question in the three questionnaires and questionnaire protocols. You will be required to complete a homework assignment each evening during this part of the training. You will practice reading the questionnaire aloud to another person several times so that you will become comfortable with reading the questions aloud. This is a very important assignment to prepare you for the next phase of training.

The next phase of training is role playing in which you practice by interviewing another trainee. One person will be the interviewer and one will be the respondent. Later on, you will be assigned to groups according to language, and will practice interviewing in your language.

The third phase of training is field practice interviewing in which you will actually interview household respondents and the parent/guardians of eligible children. You will be given tests to see how well you are progressing during your formal training period. Your familiarity with and understanding of the questionnaire and the survey process will be tested. At the end of the training course, the Interviewers will be selected.

Your training as an Interviewer does not end when the formal training period is completed. Each time a Supervisor meets with you to discuss your work in the field, your training is being continued. The formal training period provides you with the basic knowledge and information regarding the survey, questionnaires, etc. Continued observation and supervision during the fieldwork completes the training process. This is particularly important during the first few days of fieldwork. As you encounter situations which you did not cover in training, discuss them with your team. Other Interviewers may be experiencing similar problems that you can all benefit from each other's experiences.

1.7 Interviewer Requirements and Performance Expectations

During training, your presence, interest, participation, and cooperation are absolutely vital. We will try to do all that we can during this time to provide you with the necessary information, training tools, and support for you to accomplish this very important task. In order for the workload to be equally divided and the support equally shared, the following requirements have been established and will be strictly enforced.

Every position on the survey team is vital to the success of the survey. If you are chosen to be on a team and accept the position, your presence is required for each day of fieldwork.

Except for illnesses, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from his/her Supervisor may be dismissed from the survey.

Tardiness in attending the training sessions or arriving late at an assigned work site will not be tolerated.

The selection of the survey team members is competitive; it is based on performance, ability, and testing results during the training. Therefore any person found offering assistance to or receiving assistance from another person during tests will be dismissed from the survey.

Throughout the survey training and the fieldwork period, you are representing the NPC. Your conduct must be professional and your behavior must be congenial in dealing with the public. We must always be aware of the fact that we are only able to do our work with the good will and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to the people in the field may be dismissed from the survey team.

For the survey to succeed, each team must work closely together sharing in the difficulties and cooperating and supporting each other. We will attempt to make team assignments in a way that enhances the cooperation and good will of the team. However, any team member who in the judgment of the Project Director creates a disruptive influence on the team may be asked to transfer to another team or may be dismissed from the survey.

It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccurate or invalid data, spot checks will be conducted. Interviewers may be dismissed at any time during the fieldwork if their performance is not considered adequate for the high quality this survey demands.

Vehicles and fuel are provided for the survey for official use only. Any person using the vehicle for an unauthorized personal reason will be dismissed from the survey.

NEDS data are confidential. They should not be discussed with anyone, including your fellow Interviewers, family members or friends. Under no circumstances should confidential information be passed on to third parties. Persons breaking these rules, and therefore, the confidence placed in them by the respondent, will be dismissed.

1.8 Professional Ethics and Respondents' Rights

Ethics can be broadly defined as a set of moral values or principles of conduct governing an individual or group. As a NEDS Interviewer, you are expected to show integrity, honesty, and responsibility in all aspects of your work. All Interviewers are expected to protect the rights of survey respondents. These rights include the following:

- The *right of informed consent*, which refers to the requirement that respondents be given complete and accurate information so that they can make an informed decision about their participation in the survey.
- The *right to refuse*, which refers to an individual's right to decline to participate in the survey or to refuse to answer individual questions once an interview has begun.
- The *right to accurate representation*, which requires honesty in dealing with respondents and answering their questions about the survey. For example, you cannot tell the respondent that an interview will take only a few minutes if you know it will last considerably longer.

All staff involved in the collection, processing, and analysis of the NEDS survey data must be continually aware of the important responsibility to safeguard the rights of survey participants. Because Interviewers are in direct contact with these respondents, you must demonstrate high ethical standards in all of your contacts related to this survey.

Respondents can be assured that all identifying data, such as their name and address, will never be made available to anyone outside the NEDS project team. All answers will be used for analysis and cannot be used for any other purpose. Furthermore, respondents' names and addresses will never be associated with their interview responses, and all respondents' answers will be combined with those of other participants.

1.9 Role of the NEDS Supervisor

Training is a continuous process. Observation and supervision throughout the fieldwork are a part of the training and data collection process. Your team Supervisor will play a very important role in continuing your training and in ensuring the quality of NEDS data. In general, NEDS Supervisors will:

- observe some of your interviews to ensure that you are conducting yourself professionally, asking the questions accurately and interpreting the answers correctly;
- spot check some of the addresses selected for interviewing to be sure that you interviewed the correct households and collected information about the right number of eligible children;

- meet with each member of the team on a daily basis to discuss performance and give out work assignments; and
- help you solve any problems that you might have with finding the assigned households, understanding the concepts in the questionnaire(s) or dealing with difficult respondents.

NPC will also send a quality control Supervisory team to the field to conduct field observations to ensure all study protocols are being followed. At any time during the field period, NPC may choose to release from service any Interviewer who is not performing at the level necessary to produce the high quality data required to make the NEDS a success.

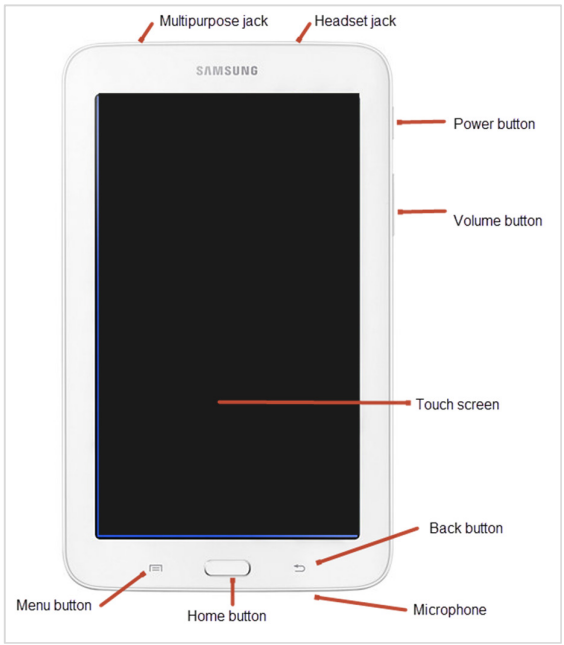
2. Tablet Data Collection for NEDS

The 2015 NEDS will use a Samsung Galaxy tablet for the entire interviewing process from accessing case assignments, locating households and tracking contact attempts to administering all questionnaires. This chapter introduces the tablet used for this project and serves as a reference whenever you have questions about using the tablet. If you cannot find an answer to a question, please contact your Field Supervisor. A significant amount of project resources have been invested in this tablet and you are expected to treat it with extreme care as you work.

2.1 The Tablet: Samsung Galaxy Tab 3

The key features of the tablet are the following:

1. **Power button**: The power button is used to turn the device off and on. Press and hold the Power button for a few seconds to turn on the device. To turn off the device, press and hold the Power button. Then tap Power off.



2. **Volume button**: Press the Volume button up or down to adjust sound volume. To switch to silent mode, press and hold the Volume button until it switches to silent mode. Or press and hold the Power button, and then tap Mute.
3. **Touch Screen**: The color touch screen displays the screening program and the other tablet programs. While the tablet screen is somewhat durable, it can be scratched or damaged if not handled properly, so please treat it with care. Keep the case cover closed when possible to further protect the tablet screen.
4. **Back button**: Tap to return to the previous screen.
5. **Microphone**: Used for calls or entering text by voice. This feature is not used on this project.
6. **Home**: Press to return to the Home screen. You may also press and hold this button to open a list of recent applications.
7. **Menu**: Tap to open a list of options available for the current screen.
8. **Multipurpose jack**: Plug the USB cable into this port to charge the tablet's battery. This port can easily be damaged, so always attach the USB cable with care. Do not force the cable into this port.
9. **Headset jack**: This is not used for this project.

The tablet is also equipped with two other features:

- A camera, which you will use **not** use on this project.

- A “micro SD card” reader, which is on the left side of the tablet. There is a SD card in that slot. Do not remove the SD card from the reader unless instructed to by a supervisor or manager.

Special note! Your tablet case has been specifically designed to protect your tablet. Because of the additional protection it provides that will maximize the life of the tablet, you are required to use the case at all times.

2.2 Tablet Power

With a full charge, the tablet battery should be sufficient for a normal day of work in the field. **You are responsible for keeping your tablet powered. Charge the battery every night**. Keep the tablet connected to an electrical outlet when you are not in the field.

Unlike some other types of rechargeable batteries, you can charge the tablet battery as often and for as long as you like. Your battery will not be damaged by frequent charging nor can it be overcharged.

TIP! If your battery power runs down while in the field, you can charge the battery by connecting to an electrical outlet in a respondent’s home or a public location such as a library or Internet café.

When working in the field, monitor the battery power level so you are aware of how much power is left. A green icon displaying the battery charge status is located at the upper right corner of the screen next to the time.

When 15% battery power remains, a low battery power message appears and the device will emit a warning tone. Touch OK to close the pop-up box. If you continue using the tablet, the warning will re-appear when 5% battery remains. To avoid having the warning potentially interrupt an interview with a respondent, avoid starting an interview with less than 5% battery power remaining.

Remember, the battery is very reliable and if charged every night, should last for a full day of work in the field.

2.2.1 Charging the Tablet

You are responsible for powering your tablet at the end of every day. If possible, charge your tablet during the day. If your tablet runs out of power, then you cannot conduct any interviews and our work will be delayed. You need 2 things to power your tablet:

- **Charging cable:** Each tablet has a USB cable to provide power to the tablet. It is essential that you charge the tablet with power each day.
- **Adapter:** To charge the tablet, it is necessary to attach the power adapter into the charging cable before plugging the cable into an electrical outlet.

Remember to charge your tablet everyday! You can charge the tablet at the end of the day, and also during the day.

Steps to Charge Your Tablet

1. Insert the Power Adapter into the Outlet Connector on the charging cable
2. Connect the charging cable to the tablet’s multipurpose jack (on the top of the tablet).

3. Plug the charging cable into the electrical outlet.
4. Let the battery charge for a minimum of one hour but preferably overnight. The time needed to fully charge the battery varies depending on whether you use the tablet while the battery is charging. It charges faster when not in use.
5. When charging is complete, unplug the Power Adapter from the electrical outlet and disconnect both ends of the USB cable.
6. To remove the USB cable from the tablet, grasp the connector end (not the cord) and gently pull to remove. Leave the Power Adapter assembled after use.

Careful! It is VERY important to use caution when connecting and disconnecting the cable from the tablet, as damage to the tablet can occur!

When the tablet is plugged into an electrical outlet, the battery recharges automatically. If you plug the tablet in while it is turned off completely (i.e., not in sleep mode), a battery level icon appears on the screen indicating the device is charging. The icon fades after about 10 seconds, and disappears completely after about 20 seconds. There are no other lights on the tablet to indicate the device is charging. To display the battery level icon again, simply press the power button once.

It is fine to use the tablet while it is charging—the tablet charges whether it is on or off.

Unplug your tablet from an electrical outlet during a lightning storm. Lightning can travel down electrical lines and damage the internal workings of any electronic device.

Careful! It is VERY important to use caution when connecting and disconnecting the cable from the tablet, as damage to the tablet can occur!

2.3 Care of the Tablet

Tablets are amazing devices, but they can be extremely sensitive to their surroundings and may react unpredictably if not handled properly. As you work with the tablet, follow these safeguards to protect yourself and the device. Failure to comply with these safeguards could result in injury to you or damage to the device.

2.3.1 Temperature, Moisture, and Dust

Do not expose the tablet to extremely hot or cold temperatures, moisture, or dust. Store the device only in safe environments—those that are not too hot (over 40°C or 104°F) or too cold (under 0°C or 32°F). Storing the tablet in temperatures outside this range can cause it to malfunction. Heat can also damage the case and the internal parts of the unit. Do not leave the tablet near a heater or locked in your car. (Temperatures in closed cars can exceed the desired range quickly on hot or cold days.)

Do not leave the tablet in a location that is dusty, damp, or wet. Dust and moisture can damage the tablet and cause it to malfunction. You must be particularly careful when working in rainy weather or dusty locations.

If the tablet gets wet while plugged in, unplug the power adapter from the device before doing anything else. Doing so will help prevent you from getting an electric shock.

2.3.2 Screen Care

Take care not to break the glass screen. Do not drop the tablet or subject it to any strong impact.

Do not press too hard on the screen when touching. Do not forcefully jab or hit the screen.

Be careful not to scratch the screen.

To clean the screen, wipe it with a soft cloth such as one made for cleaning eyeglasses. Dampen the cloth with water first if that will help remove fingerprints and spots. Do not use harsh cleaners or strong solvents to clean the screen.

When your device is not in use, keep the case cover closed to protect it.

2.3.3 Cables, Ports, and Expansion Slots

Do not use frayed or otherwise damaged cables. When connecting or disconnecting a cable, hold the cable only by its connector (the plug), not by the cord.

Never force a connector into a port if the connector and port do not join easily. Make sure the connector matches the port and that it is properly aligned before you attempt to attach it.

When transporting the device, always disconnect any cables or cords.

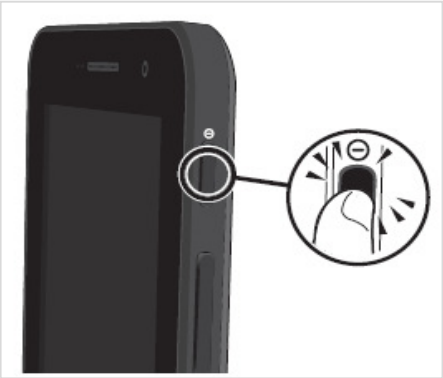
2.3.4 Traveling by Air with the Tablet

When traveling by air with the tablet, you can safely put it through airport security devices that do not harm laptop computers. If the security device is not marked as safe for computers, ask.

If airport security personnel will not guarantee the safety of the device, hand it to the security guard, who will probably request that you turn on the tablet to prove that it works. Do not pack your tablet in your luggage. Expensive electronic equipment should always be taken on the aircraft in your carry-on luggage. If the tablet is checked with your baggage, the chances of it being stolen or damaged are increased.

2.4 Using the Tablet

Data are entered on the tablet by touching the screen with your finger. Touching the appropriate answer or indicator displayed on the screen tells the tablet to enter that response. When you touch the screen, you may be touching:



- boxes (or buttons)
- words
- arrows
- keyboard

Regardless of what you touch on the tablet screen, be careful not to press too hard.

2.4.1 Starting the Tablet

To turn on the tablet, press and hold the power button on the upper right side of the device. Wait patiently as several start-up screens appear. When ready, the unlock screen appears.

2.4.2 Unlocking the Tablet

When you are not using it, the tablet will "lock" itself. The tablet does this for security purposes. To unlock the tablet, follow these steps:

1. Press the "Home" button (the large button at the bottom of the tablet)
2. Swipe the screen
3. Enter the password, which you've been given at training.

2.4.3 Sleep Mode

To put the tablet into "sleep" mode (which turns off the screen display), quickly press the power button once. The screen turns black to save battery power, but the device will not turn off completely.

To "awaken" the tablet from sleep mode, quickly press the power button again, then unlock the device to continue from where you left off.

Put the tablet in sleep mode as you move between households to conserve battery power.

2.4.4 Turning off the Tablet

When finished working for the day, be sure to turn the tablet off completely to ensure the security of the data and allow the tablet to perform "clean up" operations typical of any computer. It is also a good idea to turn the tablet off completely when driving an extended distance between households.

To turn the tablet off, press and hold the power button until a pop up box displays. Do not use Airplane mode. Simply touch **Power off**, then touch **OK** when prompted to confirm you want to shut off the device.

2.5 Troubleshooting the Tablet

The tablet is very reliable and does **not** require periodic resets to operate properly. While it is appropriate to use the tablet's sleep mode when working in the field, be sure to exit the Case Management System (CMS) and turn the tablet completely off each day when you are finished working. This secures the data and maximizes the battery life of the tablet.

Listed below are a few tips for operating the tablet and solving minor problems. If you have a major problem, contact your Supervisor.

The tablet will not turn on:

- Make sure to press and hold the power button until you see the initial Samsung Galaxy screens.
- Make sure the tablet is charged.

The tablet will not charge:

- Check for a secure connection between the tablet, USB cable, Power Adapter, and power outlet. If the tablet is turned off, a battery icon will be visible on the screen initially when the battery is charging.

The tablet screen freezes or does not respond to your touch:

- Within the Case Management System, completely turn off the tablet by pressing and holding the power button until the Device Options menu appears. Choose "Power Off" and wait for the tablet to shut down. Wait several seconds, then turn the tablet on again.
- When the tablet is in sleep mode the touch screen will not respond. To awaken the tablet from sleep mode, press the power button once.
- While rare, if this issue persists after restarting or turning on the tablet, contact Technical Support for further instruction.

The tablet is making noises:

- Make sure the tablet master sound is turned off. On the right side of the tablet below the power button, press the lower part of the volume button until the sound is off. (You can press the button without taking the tablet out of its case.) Either press the lower part of the button repeatedly or press and hold the lower part of the button to activate the mute setting.

The tablet seems to be connected to wireless, but the password box did not appear:

- At times, some wireless networks require a password, but the pop-up box asking for the password does not appear. If you appear to be connected to a network, but the transmission is not correctly functioning or you are not able to send or receive email, you may need to open the tablet's browser and go to a standard web page such as www.google.com.

- To access the browser, while on the main Home screen, touch the Internet icon (the Earth icon with the word Internet below it).
- Go to www.google.com by entering the address in the search area at the top of the screen.
- A pop-up box should appear asking for the wireless network password. Enter the password and touch OK. Once connected, a web page should appear which will be an indication that there is indeed a connection to the network.
- Close the browser by touching the back arrow until you arrive on the Home screen.
- You may need to enter a network password in this way if you need to connect to a wireless network at locations such as hotels or libraries.

If you follow these steps and are still unable to connect to a wireless network, contact Technical Support (Phone number: 08065967438) for further instruction and support.

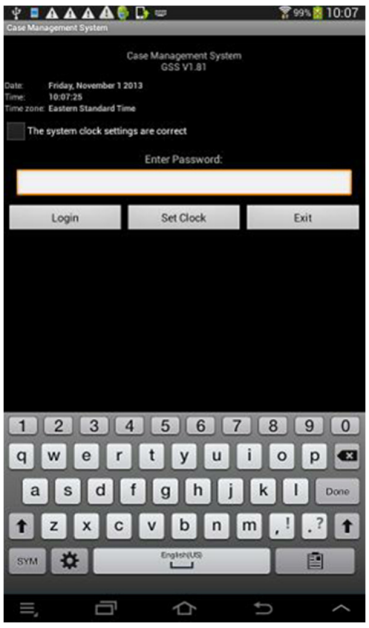
2.6 RTI Mobile Field Surveys Application

We will use RTI Mobile Field Survey Software for this project. You will use this software to record all your contacts with the households and administer the survey

2.6.1 Starting RTI Mobile FS

The main screen for the tablet is the **Home** screen. It is the starting point for accessing the device's features. The Home screen can have multiple panels. To view other panels, scroll left or right.

1. Starting from your home screen, select "Apps" and then select "RTI Mobile FS."
2. You will then see a screen with the title "Case Management System."
3. Check that the date and time are correct. If they are correct, select the box called "The system clock settings are correct."
4. If the date and time settings are *not* correct, tap **Set Clock**, and you will be directed to the screen where you can change the settings on your device.
5. Next, enter the password that you were provided at training and select "Login".



As a security feature, you will see asterisks on the screen when you type your password. Exercise care when entering the password. You have five chances to type the correct password. If you enter the incorrect password five times, the device will lock you out, and you will have to enter an unlock code to regain access. If you are locked out, your supervisor will assist you in obtaining the unlock code. Note that the unlock code is not case sensitive, and, after successfully unlocking the computer, you will be routed to the password screen where, once again, you will have five chances to enter the password to launch the Case Management System

2.6.2 Case Management System

After logging into Mobile FS, the first screen you will see is the "Case Management System."

The Case Management System screen is your starting point for all interviewing and case management tasks on the tablet. The CMS main screen is shown at right.

The list includes:

- **Case ID.** The first line provides the "Case ID" in the top left corner of each block.
- **Case status code.** The one- to three-digit number in the top right corner of each block is the case status number.
- **Case info.** For each case displayed, you will find some information that describes the location of the selected household. The State, Local Government Area (LGA), Locality, Enumeration Area (EA), Cluster and Household ID number will be provided. This means that each case on the

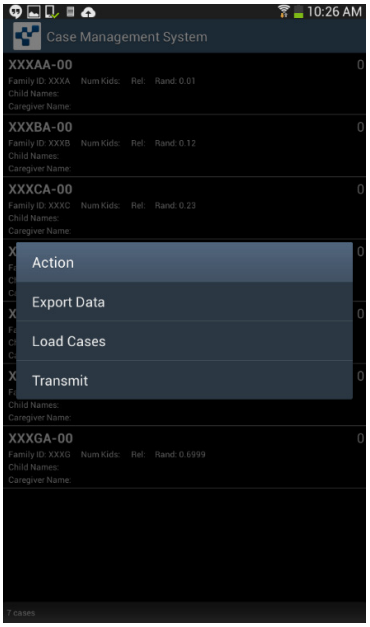
tablet should be used to interview a particular household. **It is very important that you correctly match cases and households. Make sure you confirm a match before you start an interview or add an event code in the "Record of Calls".**

- The date, time, and battery level are all displayed at the top of this screen. It is important to check your battery level before approaching a housing unit. *Do not* approach a housing unit with less than 15% battery power remaining.

To scroll through the list of all households, use an upward swiping on the screen.

To help you manage your case load, the Case Management System grid is color coded to show three states – Not worked (White), Pending (Green), and Final (Red).

Questionnaires. You will notice that after you successfully identify eligible children and complete the Household Questionnaire, new cases will be generated just below the completed Household Questionnaire and will be indented slightly right to the right. For all cases, the last two digits of the case ID after the dash ("-") will identify each type of NEDS questionnaire available for the household. "00" is the Household Questionnaire; "01" is the Eligible Child Questionnaire; "02" is the Parent/Guardian Questionnaire; and "03" is the Literacy Assessment Questionnaire.



As you work each questionnaire, select the appropriate case ID to record the status and to start interviews. Be very careful when updating the Record of Calls. Always ensure that you are updating the Record of Calls for the appropriate questionnaire.

Screen Functions

The Case Management System has several menus used to perform actions pertaining to individual cases as well as groups of cases.

The Case Details screen has three buttons at the bottom of the screen that allow you to bring up the Record of Calls screen to enter case activity, start the interview engine, or go back to the CMS listing of households. In addition to these three items, additional case level actions can be started by selecting the Android menu button.

Each menu and submenu item is discussed below.

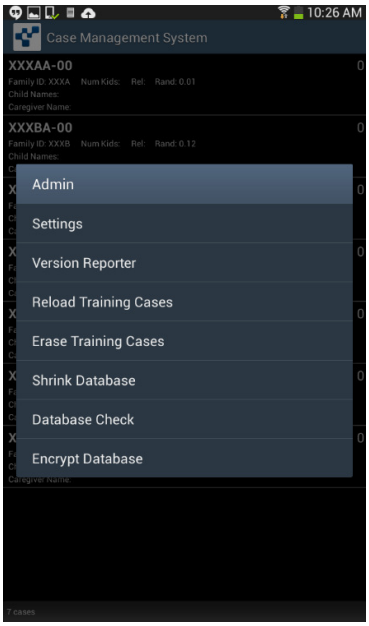
Main Menu

The main menu for the Case Details Screen contains a list of actions that you will perform over the course of a data collection period. First, select a case on which you want to perform the action. Next, touch the Android menu button to access the main menu.

This menu provides five action items that will allow operations on the specific case:

- **Record of Calls.** Select this option to open the Record of Calls screen, where you will record the details of each visit made to the selected housing unit.
- **Start Interview.** Select this option to start the interview program.
- **Edit Address.** Select this option to edit the address of the household. You should only use this option with supervisor permission.
- **View Address Changes.** Select this option to display all address changes made to the selected housing units.
- **Case Notes.** Select this option to make notes about the questionnaire, not about an attempt. If you want to enter a note about an attempt, enter that into the Record of Calls (see first item above).

The menu for the next list of actions is accessed by selecting the Android menu button on the CMS screen.



Action Menu

The Action menu provides three options:

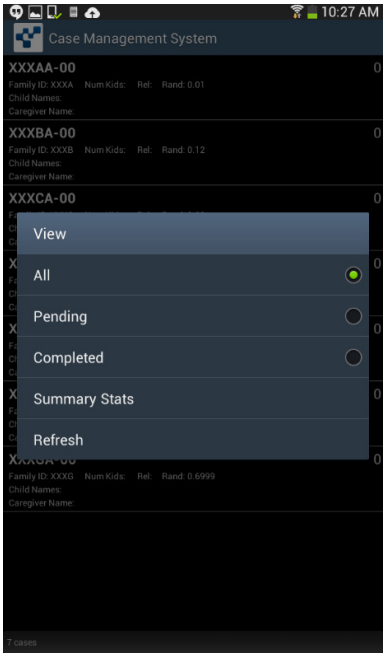
- **Export Data.** This action is used to move data out of the tablet. Exported files go into a folder designated in the **Settings** option. Files are named in the followin format: FIID_YYYY_MM_DD_DB3. If multiple exports are completed within the same day, the older file is overwritten.
- **Load Cases**. This feature prompts the CMS to look for a file in a designated folder. If this file exists, the Load Cases feature will read it and load cases targeted for a given field interviewer into the CMS case grid.

Admin Menu

The Admin menu contains a list of actions that you may need to complete certain administrative tasks. You can access this menu by selecting the Android menu button on the CMS screen.

- **Settings**. This option is used to set or change Field Interviewer information that is used during transmission. This information is also used in the Record of Calls. Do not change these items unless instructed to do so by technical support. Changing these items can cause problems when transmitting your data.
- **Version Reporter**. The Version Reporter allows you to see the current device settings, including ID, name, number of training and live cases, current battery power, information about survey versions and the CMS and the device APK package build used to install the GSS on the device.

- **Reload Training Cases**. Use this option to reload training cases. You can use these households at any time for additional practice. Each time you reload training cases, they will be unworked.
- **Erase Training Cases**. Use this option to remove the training cases from the list of housing units. You can select “Reload Training Cases” to have them reappear.
- **Shrink Database**. Use this option to clean up and compress the database. Use this housekeeping tool only if your Field Supervisor or Technical Support asks you to do so.



View Menu

The View menu allows you to view your households in
various lists.

- **All**. This options displays all questionnaires, sorted
by the basic case ID.
- **Pending**. This option displays pending questionnaires.
- **Completed**. This option displays completed questionnaires.
- **Summary Stats**. This option displays specific details about the summary counts. Counts and percentages are shown for all questionnaires. The rows are:
  - **Total**, a count of all the cases for that form
  - **Unworked**, a count and % of the number of cases that have not been touched
  - **Pending**, a count and % of cases with a pending status
  - **Final,** a final count and % of cases
  - **Completed Interview**, a count and % of cases that are completed interviews.
- **Refresh.** This option refreshes the Case Grid.

Sort Menu

By default, households are listed in case ID order, and the questionnaires will be grouped together by household. However, you can sort questionnaires by the options listed under the Sort menu. The Sort menu is a helpful tool when planning how you will work your assigned household.

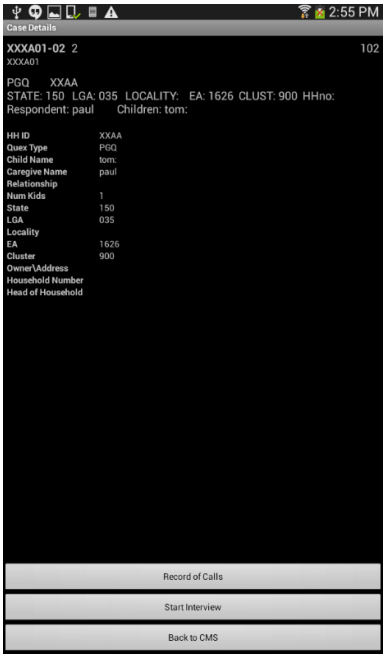
Using the Interview Programs

The Sort menu is helpful in planning how you will work your assigned housing units.

On the **Case Management System** screen, select a case to start the interview associated with that case. This will bring up the Case Details screen and from there

you can chose to start the interview by selecting the **Start Interview** button at the bottom of the **Case Details** screen as seen in the screenshot below on the left.

Once you start one of the interview programs, use the keyboard at the bottom of the screen to record responses to questions.



After you record the answer, advance to the next screen. Movement forward and backward between the screens is controlled by standard Android gestures. A swipe from right to left (like turning a page in a book) moves you forward; a swipe from left to right moves you back a screen. To view instructional screens, swipe to get to the next question. Data is saved by moving forward to the next question. When you land on an instructional screen, swipe to get to the next question.

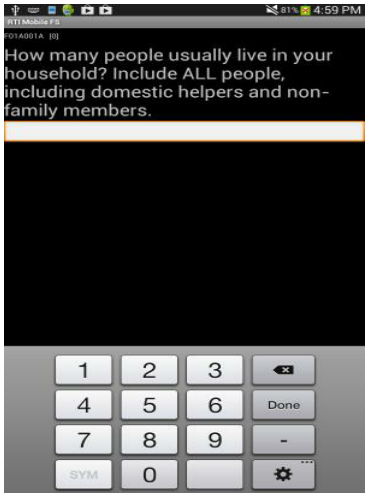
A screen has the following basic components:

- A field for text (question or instructions)
- One or more fields for data input
- A set of menu items to assist with navigation between screens

<u>Menu items</u>

- **Tools.** There are several submenu options under this menu:
  - **Case Info.** Use this option to display the case ID and address for this housing unit.
  - **Breakoff.** Use this option to break off the interview, if for some reason you are unable to complete it at that time. Note that you must record the proper result code for this attempt. See **Chapters 7** and **8** for details on the available result codes.
  - **Fast Forward.** This feature allows you to go to the next unanswered question in the survey. You will need to respond to the Fast Forward Warning after selecting fast forward from the tools menu.
  - **Roster.** Use this option to view the roster that you will have completed while screening
    the household. This option is not available for this project.
  - **Symbol Table.** Use this option to view responses entered for this case.

- **Language.** This button allows users you to select among the languages prepared for the questionnaire.
- **Help QxQ.** This feature will only be available for some questions and provides additional information that may help you in recording the correct response for the respondent and/or in helping the respondent understand the meaning of the question.

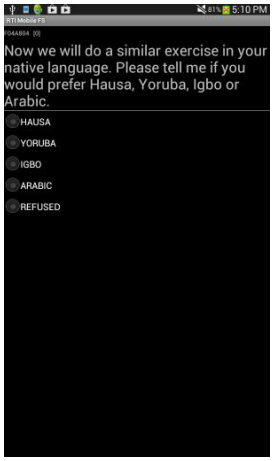


Using the Keyboard

On screens where numeric responses are needed, the keyboard will appear towards the bottom of the screen.

When the keyboard is visible, record the responses from your interview. To access settings for the numeric keyboard, select the settings icon key in the right bottom corner of the keyboard. On the resulting screen you can change such settings as language, predictive text, swift key flow, cursor control, key-tap sound, auto capitalization and more. This screen is where you can switch between the English language keyboard and other languages.

As you type characters on the keyboard, they will appear in the text box. To delete a character, touch the backspace key, which is the left-facing arrow at the top-right of the keyboard. To move within text, tap on the place within the text where you want the cursor to appear. Alternatively, you can use the backspace key to delete text until you reach the desired location.

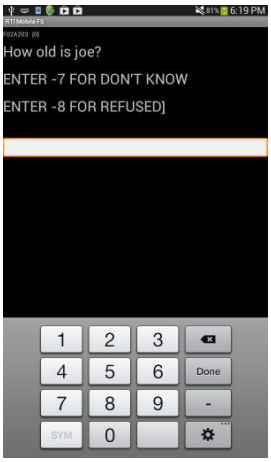


Entering Responses

This section describes how to enter answers to different types of questions. There are three question types in the questionnaires: (1) response list, (2) numerical, (3) text entry

<u>Response Lists</u>

These types of questions require that you select one response from a list of responses. Most of the questions in the questionnaires are response list questions. Tap the appropriate response, then swipe the screen to move forward.

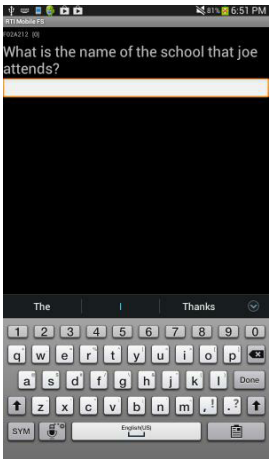


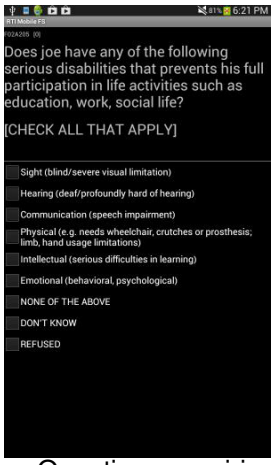
Numerical Responses

Numerical response questions require you to enter a number within an acceptable range. To enter a numerical response, tap the appropriate numbers on the keyboard. Where applicable, Field Interviewer instructions will be displayed on the screen to instruct you how to enter numerical data for “Don’t Know” and “Refused” responses.

Text Entry

Some of the questions require using the keyboard to enter text answers. For example, in the *Household Questionnaire*, the keyboard is required to enter the first name of each rostered household member. Some of the questions allow the respondent to specify an answer not already listed. As shown in the example below, the respondent's answer "yes" requires an additional response. The next screen allows you to use the keyboard to input the respondent’s answer.





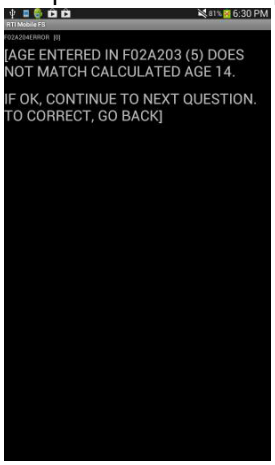
Multiple Responses

Some questions allow you to select more than one response to the question. These questions will have Field Interviewer instructions [CHECK ALL THAT APPLY] that will be displayed on the screen to indicate that more than one response can be coded.

Range Errors and Validation Checks

You may encounter a couple of different types of error messages. These error messages help to decrease data entry errors and to increase the quality of the data collected.

One type of error message you may receive is a range error. Questions requiring a numerical answer may have a specified range of allowable responses. For example, we will only collect and list up to 20 household members for each eligible household. If you enter a value that is greater you will receive the error message shown below.



You may also receive an error message if the data entered are not valid. For example, age of the child or household member must correspond to the year of birth. When you enter the year of birth the system calculates the expected age. If you do not enter the expected age, you will get an error message. These types of error messages alert you that a response entered may be a mistake.

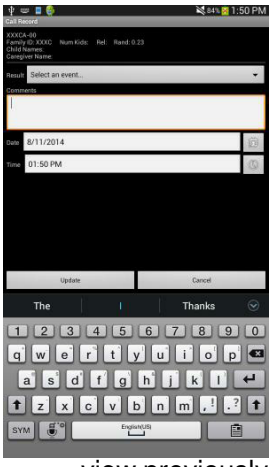
Record of Calls

The Record of Calls program allows you to document each contact with the housing unit. All visits must be documented in the Record of Calls. Your device will automatically assign a code in the Record of Calls when you successfully complete a questionnaire. All other visits that do not result in a completed interview must be documented in the Record of Calls.

All visits must be documented in the Record of Calls.

To record an attempt, go to the Select Case screen, highlight the row, and select **Record of Calls** from the Action menu.

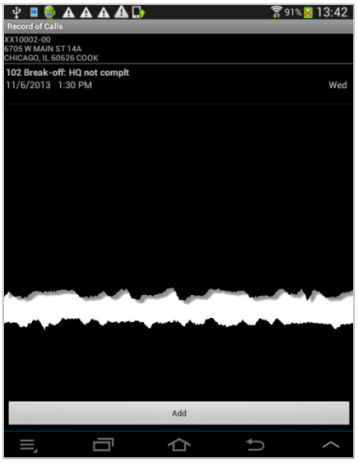
- From the Call Record screen, select **Add**.
- On the next screen, select **Result field** to display the list of pending and final result codes. Select the appropriate code to highlight it.
- Next, add comments. Enter information that will be helpful to you or anyone else who visits the household in the future.
- Select **Update** to save the call record.



Because the date and time are prefilled, it is not necessary to change this information if you enter the call record while you are at the housing unit or leaving the housing unit.

When entering the first call record for a housing unit, a pop-up box will appear indicating that there are no previous call records for this case. If you want to add a call record now, tap **Yes**. If you tapped Record of Calls in error, tap **No** to return to the Select Case screen.

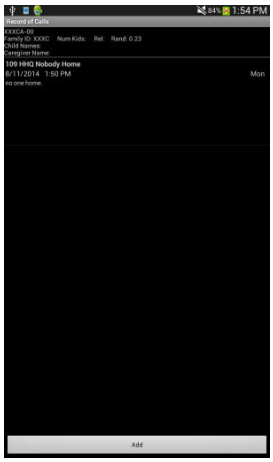
If it is not the first call record for the questionnaire, the tablet displays the Record of Calls screen, where you can view previously entered events or add a new one. To view comments you have entered for any result code, tap the row of the result code, and the comments will display on the bottom portion of the screen.



NOTE: *You cannot edit events that have already been transmitted or interview complete codes that are automatically assigned by the CMS.*

The Case Management System is designed to make the recording of accurate and complete data as simple as possible. Entering the Record of Calls data takes only a few steps if you complete the record while leaving the housing unit. This information is important to helping your Field Supervisor and project staff manage your assignments and the entire NEDS project.

2.6.3 Trust the Instrument



Remember that you are to administer every item that the tablet displays and that *you are to read questions and answer choices exactly as they appear on the screen*, even if the question numbers appear to be out of order. Trust the program to guide you accurately through the interview and provide the appropriate question.

Intentionally Blank

3. Contacting the Sample Address

3.1 Introduction

Being well prepared before making initial contact with the residents of a sample address is important. You must know the purpose of NEDS and be familiar with the interviewing procedures, as well as with all the survey materials. You must also be organized, which means you must have all of the materials needed to conduct interviews at each sample address. This chapter contains detailed instructions on how to contact a sample address and how to obtain respondent cooperation.

3.2 Assembling Field Materials

Before leaving for the field, you should make sure you have adequate supplies for the day's work. These supplies include:

- Samsung Galaxy tablet, charging cable and power adapter
- Interviewer's Manual
- Identification documents
- Listing forms and enlarged maps of the clusters
- Backpacks to carry these items
- Any personal items you will need to be comfortable, given the circumstances in the area in which you are working.

3.3 Field Preparation Activities

Each morning your Supervisor will brief you on your day's work, assign specific households to you, and explain how to locate assigned households. You will use the Case Management System (CMS) to record and track the status of all households assigned to you.

When you receive your work assignment, review it carefully and ask any questions you might have. Remember that your Supervisor will not always be available to answer questions once the work begins. You should be sure that:

- You know the location of the selected households you are to interview, and have sufficient materials (maps, written directions, etc.) to locate them;
- You understand any special instructions from your Supervisor about contacting the households you are assigned;

3.4 Assignment of Cases

Sampled cases will be assigned by cluster. Your supervisor will assign selected households to you in each cluster. Interviewers working together in a cluster will be assigned roughly the same number of cases.

3.5 Locating the Sample Address

Specific households have been selected to be interviewed. You should use the structure number and the name of the head of the household to guide you. The structure number is usually written above the door of the house but sometimes it may

be on the wall. Although the Supervisor of your team will be with you in the field, it is important that you also know how to locate the structures in the sample.

For definitional purposes, NEDS defines a structure as a free-standing building that can have one or more rooms in which people live; it may be an apartment building, a house, or a thatched hut, for instance. Within a structure, there may be one or more dwelling (or housing) units. For instance, there would be one dwelling unit in a thatched hut, but there may be 50 dwelling units in an apartment building or five dwelling units in a compound. A dwelling unit is a room or group of rooms occupied by one or more households. It may be distinguished from the next dwelling unit by a separate entrance. Within a dwelling unit, there may be one or more households. For example, a compound may have five households living within it, and each household may live in its own dwelling unit.

A household is defined as a person or group of persons that usually lives and eats together. This is not the same as a family. A family only includes people who are related; but a household includes any people who live together, whether they are related or unrelated. For example, three unrelated men who live and cook meals together would not be considered as one family, but they would be considered as one household. A member of the household is any person who usually lives in the household.

3.5.1 Problems in Locating the Sample Household

In some cases you may have problems locating the households that were selected because the people may have moved. Here are examples of some problems you may find and how to solve them:

- **The selected household has moved away and the dwelling is vacant**. If a household has moved out of the dwelling where it was listed and no one is living in the dwelling, you should consider the dwelling vacant and record Code '105' (***UNOCCUPIED/ DEMOLISHED HHQ***).
- **The house is all closed up and the neighbours say that no one lives there**; the household has moved away permanently. Enter Code '105,' as above.
- **A household is supposed to live in a structure but when visited is found to be a shop and no one lives there**. Check very carefully to see if anyone is living there. If not, enter Code '106' (***SELECTED ADDRESS NOT HHQ***).
- **A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire**. Enter Code '8' (DWELLING DESTROYED).
- **The house is all closed up and the neighbors say the people are on the farm (or away visiting, etc.) and will not be back before you leave the cluster**. Enter Code '108' (***HHQ NOBODY HOME***). The house should be revisited at least two more times while in the cluster to make sure that the household members have not returned. If the household remains empty, you should enter the final “208” (FINAL HHQ NOBODY HOME) after the third visit.
- **No one is home and neighbours tell you the family has gone to the market**. Enter Code '109' (***HHQ NOBODY HOME*** and return to the household at a time when the family will be back (later in the day or the next day).

Remember that the usefulness of the NEDS sample in representing the entire country depends on the Interviewers locating and visiting all the households they are assigned.

3.6 Initial Approach with Respondents

Your appearance and manner of delivery are extremely important in determining whether you will gain cooperation from residents. When you arrive at a sample address, your approach will establish an initial impression that could either encourage cooperation or alienate a respondent. The goal of your initial approach is to alleviate any apprehension or fear a potential respondent may have about participating. A relaxed, confident, and professional approach will most likely help you accomplish this goal.

Approach the residence confidently and with a positive attitude. With your demeanor, show that you appreciate the significance of your job and are proud to be a part of this important project.

Before you start to work in an area, your Supervisor will have informed the local leaders, who will in turn, inform selected households in the area that you will visit their household to interview them. You will also be given a letter (identification card) that states that you are working with NPC. Be sure your NEDS identification badge is displayed prominently. The basic elements of a professional approach include:

- showing proper identification and supporting documentation,
- demonstrating a thorough knowledge of the purpose of the project and use of all materials,
- delivering a courteous and straightforward presentation, and
- demonstrating respect for the respondent.

While exhibiting these behaviors, you should also tailor your approach so that the respondent will feel more comfortable and not be intimidated by you. Your dress should be professional but not formal, and you should act in a way that invites the respondent's participation. The initial impression that you project will influence whether you receive the respondent's participation.

3.7 Building Rapport

As an Interviewer, your first responsibility is to establish rapport with the respondent. You establish rapport by being sensitive to his or her situation. It begins as you introduce yourself and the survey and continues throughout the interviewing process. Establish rapport early and maintain it throughout your contact at the household. The rapport you develop during the initial contact at the door and as you conduct the Household Questionnaire will determine the tone of your visit. Be aware of how you are being received. When you are alert and responsive to the resident's reactions, you will be more successful in avoiding refusals and better equipped to counter respondent objections with appropriate responses.

Be businesslike, courteous, and confident. Do not, however, become aggressive. Bullying residents into participating is not appropriate. Conversely, an Interviewer who is too passive will not be successful. For example, never adopt an apologetic manner, and do not use words such as 'Are you too busy?' Such questions invite refusals before you start. Rather, tell the respondent, 'I would like to ask you a few

questions' or 'I would like to talk with you for a few moments.' Passivity will not motivate a resident who is neutral or uninterested in cooperating. In these instances, you must be prepared to convince the resident by explaining the survey's purpose and the importance of participating in it.

Rapport can mean a degree of friendliness. Although you want to be open and friendly in gaining the respondent's trust, you should not develop personal relationships with respondents. A good Interviewer must possess a rare combination of sensitivity to individuals and an ability to remain objective while interacting with interview respondents. The respondent must feel that the Interviewer is genuinely sensitive to his or her concerns and feelings; yet, the Interviewer must maintain objectivity to prevent biased responses.

3.8 Overcoming Objections

Many people may have strong opinions and feelings about the education system in Nigeria. Although most individuals are friendly and willing to cooperate, you can expect a few individuals to have concerns, objections, or fears. Some respondents may fear they are being judged. What may appear to be a refusal to cooperate is only an expression of concern, or a need for more information about the survey, the procedures, or the background of the research. The following points will be helpful in reducing or eliminating refusals when making contacts:

- **Be positive and optimistic**. Assume most residents will cooperate. (In fact, most will.) An air of apology or defeat can sometimes trigger a refusal. Do not invite refusals.
- **A friendly, confident, and positive manner, assertive but not aggressive, will usually yield positive effects**.
- **Listen carefully to the resident's comments, and try to determine the basis for his or her concerns or objections**. Then, target your responses to those concerns or objections. Listening is one of the most important skills of successful Interviewers.
- **Stress confidentiality of responses when necessary**. If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose and that all information will be grouped together to write a report.
- **Answer all questions from the respondent honestly**. Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how he/she was selected to be interviewed. Be direct and pleasant when you answer. However if he/she asks questions about education, tell him/her that you will try to answer the questions after you have finished the interview.
- **Acknowledge the truth or accuracy in the respondent's statements, and then build on the statement with additional information that addresses the concern**. Sometimes the best technique is simply to ask, 'Is there a concern about your participation in this survey that I can address?'

Exhibit 3-2 provides a list of frequently asked questions and answers specific to NEDS. Carefully read over the responses to these questions and concerns so that you become skilled at using the information to obtain a respondent's participation. A respondent will not use these exact words so it's important that you listen to the respondent's comments and tailor your response to his or her need for information.

Your objective is to be completely comfortable when explaining the project, in your own words, to respondents.

Exhibit 3-2: Responses to Common Concerns about Participation

Common Concern	Response
'I'm not feeling very well.'	In these cases, you have caught the person at a bad time, but the situation is temporary. The respondent is likely to agree to be interviewed at another time. Schedule a specific appointment time. .
'My house is too messy for you to come in.'	Offer understanding by saying something like the following: 'That's no problem. We can do the interview right here. Or we can schedule another time for me to come back. Please know that I'm only interested in recording the information you give me.'
Lack of trust/invasion of privacy or confidentiality.	Assure the respondent of confidentiality. Remind the respondent that the information he or she provides is combined with information from other interviews and is reported in summary form.
'How did you get my name/ address?'	Explain that we are returning to households that were interviewed for the 2013 NDHS.
'My opinions don't matter.'	Explain that the respondent's opinion is important and represents the opinions of many other people like him or her, so his or her opinions do matter. Also explain that this is an opportunity both to participate in a research project that will contribute to the understanding of the education system in Nigeria and to help promote new educational policies.
'I don't care about that issue.'	They do not have to be interested in the subject of education to participate. Their information is valuable anyway.
'I'm too busy.'	Stress to potential respondents that the interviewing process requires X minutes for the Parent/Guardian Questionnaire and X minutes for each Eligible Child Questionnaire. Tell the respondent you will be flexible in working around their schedules. Arrange for a more convenient time to come back.
'I don't like research./surveys. They are a waste of time and money.'	Stress the importance of this research for trying to understand education across the country. Stress that this is the respondent's opportunity to contribute to the success of the project.
'Why are you meddling in our business?'	Explain the importance of participation by indicating that each selected respondent represents others like him or her and cannot be replaced. Also emphasize confidentiality and that respondents have the right to refuse to answer any question they consider too personal.
What benefits have I received from the prior survey? What did the government do with that data?	Explain that reports were prepared for state and federal government levels to review and take action on the findings.
'Why choose me? Can't you interview my brother/husband/other person instead?'	Explain that you must interview the same household that participated in the NDHS and it cannot be replaced. Stress confidentiality—no one will learn his or her answers to the questions—and that they may refuse to answer any question.
'I must get permission from my husband before I can speak with you.'	Explain that you understand and will return to the household after she has had a chance to speak with her husband. Schedule a specific date and time to return.

Common Concern	Response
'My husband is away on business for one week.'	Explain that you understand she needs to speak with her husband. Ask the wife when she might speak to her husband, and if within a few days, schedule a date and time to return to the household. If she will not speak to the husband for weeks, consult with your Supervisor.

3.9 Dealing with Refusals

If, despite your best efforts, the person will not consent to an interview, accept the refusal courteously and thank the person for his or her time. Do not pressure, argue, or otherwise alienate him or her. Your goal should be *to leave the door open* for you or someone else *to re-contact* the resident at a later date and secure a promise of cooperation. Be sure to document the reasons for refusal.

4. Field Procedures

4.1 Introduction

Fieldwork for the NEDS must proceed according to a timetable. The survey will be successful only if each member of the interviewing team understands and follows the correct field procedures. The following chapter describes field procedures and keeping records of selected households.

4.2 Planning Fieldwork and Callbacks

You must plan fieldwork carefully to maximize the effectiveness of your time. Because each household has been carefully selected, you must make every effort to conduct interviews with the households assigned to you, and with the parent/guardian identified as the respondent for each eligible child. Your Supervisor may work with you to plan your schedule. The following are general rules for planning your schedule:

- Plan your itinerary so that you can visit as many sample addresses as possible.
- **Make a minimum of three attempts to complete the Household Questionnaire and a minimum of three additional attempts to complete the Parent/Guardian Questionnaire**. Continue working your cases until you leave the cluster.
- Contact the sample address at different times of the day and different days of the week. If, after repeated attempts, you are unable to establish contact, discuss the case with your Supervisor to determine the next step.

At the beginning of each day, you should access the CMS and review your cases to see if you made any appointments for revisiting a household, parent/guardian, or independent child respondent. If no appointments were made, make your callbacks to a household or respondent at a different time of day than the earlier visits; for example, if the initial visits were made in the early afternoon, you should try to arrange your schedule so you make a callback in the morning or late afternoon. Scheduling callbacks at different times is important in reducing the rate of nonresponse (i.e., the number of cases in which you fail to contact a household or complete a parent/guardian interview).

4.3 Recording Results of Interviewer Visits

Whenever you contact a household but do not complete an interview, **it is essential that you document each contact attempt**. Recording each time you contact the household (for the Household Questionnaire) and the respondent (for the Parent/Guardian and Eligible Child interview) is important because it will help you remember which households you have contacted, and when. Also, reviewing this information will help us understand which households are easy to interview and which households take a few contact attempts to interview.

To document your contact attempts, follow these steps:

1. Go to the Case Management System

2. Select the case. You can select either the Household Questionnaire (ending in “00”), the Eligible Child Questionnaire (ending in “01”), the Parent/Guardian Questionnaire (ending in “02”) or the Literacy Assessment Questionnaire (ending in “03”).
3. At the bottom of the screen, there will be three options. Select the top one – “Record of Calls.”
4. Each time you contact the household, select “Add” at the bottom of the screen.
5. In the “Result” field, select the reason why you cannot start the interview. (See below for a list of reasons.)
6. In the open-ended text box labeled “Comments,” you can add a comment to help you contact the household at a later time. For example, you could enter “Sister of the respondent said to return at 10 in the morning,” “Enter through the back door,” or “Made appointment with the respondent for the following afternoon at 2.”

Also in this text box, you can enter a description of the home, so you know where to return at a later date.

1. The system automatically records the date and time.
2. Select “Update” after you have entered a result and comment.

List of Result Codes

Following are all the possible codes that you can use to document your contact attempts. You will use one set of codes for the Household Screener and another set of codes for the Individual Interviews (ECQ, PGQ or LAQ). There are two types of codes:

- Use PENDING codes when you are still trying to obtain an interview. For example, if you are attempting the Household Questionnaire, and you go to the household the first day but no one is home. You record the interview as “109 – HHQ Nobody Home”, and then you will return to the household the next day.

Remember that the PENDING and FINAL code numbers are different, even if they are for the same reason. For example, for the Household Screener the PENDING code for “Refusal” is 104, but the FINAL code for “Refusal” is 204.

- Use FINAL codes when you have tried your best to obtain an interview, but cannot interview the household or individual. Whenever you assign a FINAL code that is the last code you will assign.

  For example, assume you have visited the household 2 times. You have assigned two PENDING codes – HHQ Nobody Home (109) and HHQ Nobody Home (109). When you make the third attempt, let’s say that again no one is present at the household. Then this time you would assign a FINAL code – (208)- Final HHQ Nobody Home.

Please note that there are some codes that you will have to manually set in the "Record of Calls" and others that are automatically generated depending on the situation.

Below is a description of each result code.

Pending Codes

- **Code 0- New case unworked HHQ/ECQ/PGQ/LAQ**. This is the default code assigned to any unopened case for any of the interviews.
- **Code 102**- **Break-off: HHQ/ECQ/PGQ/LAQ not complete**. Use this code when a respondent did not complete the entire interview during your visit. If an interview is incomplete for any reason, you should arrange an appointment to complete the interview as soon as possible. Be sure to record the appointment. Also report the problem to your Supervisor. This is a manually set code.
- **Code 103- HHQ Screening Respondent (R) Not Available**. Use this code when there is no competent adult (15 years or older) that can complete the Household Questionnaire, for example, if there is only a child or an adult member who is ill, deaf, or mentally incompetent. Try to find out from a neighbor or from the children when a competent adult will be present and include this information in the comments section of the "Record of Calls". This is a manually set code.
- **Code 103**- **ECQ Respondent (R) Ineligible**. Use this code if you discover that the *selected child* is not between the ages of **4 to 16**. Report the problem to your Supervisor. This is a manually set code.
- **Code 103**- **PGQ Respondent (R) Ineligible.** Use this code if you discover that the assigned parent/guardian listed on the "Case Details" page is not the correct parent/guardian. Similar, to the *ECQ R Ineligible* code, this code should also be applied if you discover that the selected child is not eligible for the survey. Report the problem to your Supervisor. This is a manually set code.
- **Code 103**- **LAQ Respondent (R) Ineligible.** Use this code if you discover that the selected child is not between the ages of **5 to 16**. Report the problem to your Supervisor. This is a manually set code.
- **Code 104- HHQ Refusal.** Use this code when the respondent to the household questionnaire is unwilling to be interviewed, and you have tried to address all concerns about participating in the study. Report this case to your Supervisor. This is a manually set code.
- **Code 104- ECQ Respondent (R) Refusal.** Use this code when the respondent to the eligible child questionnaire is unwilling to be interviewed, and you have tried to address all concerns about participating in the study. Report this case to your Supervisor. This is a manually set code.
- **Code 104- PGQ Respondent (R) Refusal.** Use this code when the respondent to the parent/guardian questionnaire is unwilling to be interviewed, and you have tried to address all concerns about participating in the study. Report this case to your Supervisor. This is a manually set code.
- **Code 104- LAQ Respondent (R) Refusal.** Use this code when the respondent to the Literacy Assessment Questionnaire is unwilling to be interviewed, and you have tried to address all concerns about participating in the study. Report this case to your Supervisor. This is a manually set code.
- **Code 105- HHQ Unoccupied/Demolished.** Use this code when the sample address is unoccupied, that is empty with no furniture and no one lives there. This code is also applicable when the dwelling unit and physical structure of

the dwelling unit has been burned down or demolished. Be sure to report the situation to your Supervisor. This is a manually set code.

- **Code 106- Selected Address not HHQ.** Other times you may find that a structure is not a residential unit, for example it is a shop, church, school, workshop, or some other type of facility which is not used as a living area. After making sure there are no residential units in back of or above the premises, use this code as the result for the visit. Be sure to report the situation to your Supervisor. This is a manually set code.
- **Code 107- ECQ Respondent (R) Incapacitated.** Use this code when the respondent to the Eligible Child Questionnaire is unable to complete the interview due to illness or disability. Be sure to report the situation to your Supervisor. This is a manually set code.
- **Code 107- PGQ Respondent (R) Incapacitated.** Use this code when the respondent to the Parent/Guardian Questionnaire is unable to complete the interview due to illness or disability. Be sure to report the situation to your Supervisor. This is a manually set code.
- **Code 107- LAQ Incapacitated.** Use this code when the respondent to the Literacy Assessment Questionnaire is unable to complete the interview due to illness or disability. Be sure to report the situation to your Supervisor. This is a manually set code.
- **Code 108- HHQ Nobody Home.** Use this code in cases where the dwelling is occupied, but no one is home. Try to find out from a neighbor when the occupants will be present and include this information in the comments section of the “Record of Calls. This is a manually set code.
- **Code 108- ECQ Respondent (R) not at home.** Use this code when the respondent to the Eligible Child Questionnaire is not at home or is unavailable. Try to find out when the respondent will be present and enter that information in the comments section of the “Record of Calls. This is a manually set code.
- **Code 108- PGQ Respondent (R) not at home.** Use this code when the respondent to the Parent/Guardian Questionnaire is not at home or is unavailable. Try to find out when the respondent will be present and enter that information in the comments section of the “Record of Calls. This is a manually set code.
- **Code 108- LAQ Respondent (R) not at home.** Use this code when the respondent to the Literacy Assessment Questionnaire is not at home or is unavailable. Try to find out when the respondent will be present and enter that information in the comments section of the “Record of Calls. This is a manually set code.
- **Code 109- Unable to Locate HHQ.** Use this code when after many attempts and a thorough search, you cannot locate the dwelling unit. Ask neighbors and others in the area if they are familiar with the address or name of the head of household. This code is also applicable for situations where you discover that the household has moved to another area. Report the problem to your Supervisor. This is a manually set code.
- **Code 110 – Other HHQ Nonresponse.** There may be times that you cannot interview a household respondent and the above categories do not describe the reason. Use this code for unusual situations. Examples of cases that would fit in the 'Other' category would be if the entire cluster is flooded and inaccessible or if the household is quarantined because of a disease. Make sure to enter a comment about the specific situation in the “Record of Call” and report the problem to your Supervisor. This is a manually set code.

Final Codes

It is important to note that you should ***never*** assign a final code manually before consulting with your Supervisor on the specifics of the situation. Your Supervisor will review and decide whether it is appropriate to assign the final code. Remember a final code means that you will not open that case again. All final codes begin with the number "2".

- **Code 200 -Final Completed HHQ/ECQ/PGQ/LAQ.** This code is automatically generated by the case management system whenever any of the questionnaires are completed.
- **Code 201- Final Completed HHQ- 0 selected**. This code is automatically generated by the case management system if the respondent to the Household Questionnaire indicates that there are no children between the ages of **4 to 16** living in the household. Make sure to alert your supervisor.
- **Code 202**- **Final Break-off: HHQ/ECQ/PGQ/LAQ not complete**. Use this code when a respondent did not complete the entire interview during your visit and you will not make any more attempts to complete the interview. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 203**- **Final HH Screening R Not Available.** Use this code when there is no competent adult (15 years or older) that can complete the Household Questionnaire, for example, if there is only a child or an adult member who is ill, deaf, or mentally incompetent. This code should be applied if this is the final visit you will make to the household. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 203**- **Final ECQ R Ineligible**. Use this code if you discover that the *selected child* is not between the ages of **4 to 16**. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 203**- **PGQ R Ineligible.** Use this code if you discover that the assigned parent/guardian listed on the "Case Details" page is not the correct parent/guardian. Similar, to the *ECQ R Ineligible* code, this code should also be applied if you discover that the selected child is not eligible for the survey. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 203**- **Final LAQ R Ineligible.** Use this code if you discover that the selected child is not between the ages of **5 to 16**. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 204- Final HHQ Refusal.** Use this code when the respondent to the household questionnaire is unwilling to be interviewed, and you have tried to address all concerns about participating in the study. This code should be applied if this is the final visit you will make to the house. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 204- Final ECQ R Refusal.** Use this code when the respondent to the eligible child questionnaire is unwilling to be interviewed, and you have tried to address all concerns about participating in the study. . This code should be applied if this is the final visit you will make to the house. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 204- Final PGQ R Refusal.** Use this code when the respondent to the parent/guardian questionnaire is unwilling to be interviewed, and you have tried to address all concerns about participating in the study. This code should be applied if this is the final visit you will make to the house. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 204- Final LAQ R Refusal.** Use this code when the eligible child or adult is unwilling to be interviewed, and you have tried to address all concerns about

participating i**n** the study. . This code should be applied if this the final visit you will make to the house. You need your Supervisor's permission to assign this code. This is a manually set code.

- **Code 205- Final HHQ Unoccupied/Vacant/Demolished.** Use this code when the sample address is unoccupied, that is empty with no furniture and no one lives there. This code is also applicable when the dwelling unit and physical structure of the dwelling unit has been burned down or demolished. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 206- Final Selected Address not HHQ.** Other times you may find that a structure is not a residential unit, for example it is a shop, church, school, workshop, or some other type of facility which is not used as a living area. After making sure there are no residential units in back of or above the premises, use this code as the result for the visit. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 207- Final ECQ R Incapacitated.** Use this code when the respondent to the Eligible Child Questionnaire is unable to complete the interview due to illness or disability. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 207- Final PGQ R Incapacitated.** Use this code when the respondent to the Parent/Guardian Questionnaire is unable to complete the interview due to illness or disability. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 207- Final LAQ Incapacitated.** Use this code when the respondent to the Literacy Assessment Questionnaire is unable to complete the interview due to illness or disability. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 208- Final HHQ Nobody Home.** Use this code in cases where the dwelling is occupied, but no one is home. . This code should be applied if this is the final visit you will make to the house. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 208- Final ECQ R not at home.** Use this code when the respondent to the Eligible Child Questionnaire is not at home. This code should be applied if this is visit is the final attempt you will make to the house. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 208- Final PGQ R not at home.** Use this code when the respondent to the Parent/Guardian Questionnaire is not at home. This code should be applied if this is visit is the final attempt you will make to the house. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 208- Final LAQ R not at home.** Use this code when the respondent to the Literacy Assessment Questionnaire is not at home. This code should be applied if this is visit is the final attempt you will make to the house. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 209- Final Unable to Locate HHQ.** Use this code when you cannot locate the dwelling unit or discover that the household has moved. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 210 – Final Other HHQ Nonresponse.** There may be times that you cannot interview a household respondent and the above categories do not describe the reason. Use this code for unusual situations. Examples of cases that would fit in the 'Other' category would be if the entire cluster is flooded and inaccessible or if the household is quarantined because of a disease. This code should be applied if this is

the final visit you will make to the cluster. You need your Supervisor's permission to assign this code. This is a manually set code.

- **Code 210 – Final ECQ R Nonresponse.** There may be times that you cannot interview respondent for the Eligible Child Questionnaire and the above categories do not describe the reason. Use this code for unusual situations. Examples of cases that would fit here include finding out that the respondent is un-able to participate due to sickness or other adverse event such as death. This code should be applied if this is the final visit you will make to the household. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 210 – Final PGQ R Nonresponse.** There may be times that you cannot interview respondent for the Parent/Guardian Questionnaire and the above categories do not describe the reason. Use this code for unusual situations. Examples of cases that would fit here include finding out that the respondent is un-able to participate due to sickness or other adverse event such as death. This code should be applied if this is the final visit you will make to the household. You need your Supervisor's permission to assign this code. This is a manually set code.
- **Code 210 – Final LAQ R Nonresponse.** There may be times that you cannot interview respondent for the Literacy Assessment Questionnaire and the above categories do not describe the reason. Use this code for unusual situations. Examples of cases that would fit here include finding out that the respondent is un-able to participate due to sickness or other adverse event such as death. This code should be applied if this is the final visit you will make to the household. You need your Supervisor's permission to assign this code. This is a manually set code.

It is important that you update the *Record of Calls* for each case accurate as this provides a summary of all respondents in the NEDS sample.

At the end of fieldwork each day, make sure that you have recorded contact attempt information regardless of whether you completed an interview. You should inform your Supervisor about any problems you experienced in locating a household, completing a Household Questionnaire, or in conducting an interview with a respondent.

4.4 Quality Control

Quality control is important at all stages of the data collection process. Your ability, preparedness, and willingness to properly perform your data collection tasks are the most important components of the overall quality control process. This section discusses the quality control procedures that are in place to help you do your job to the best of your ability.

4.4.1 Practice, Monitoring, and Evaluation at Training

During the Interviewer training session, it is the responsibility of the NEDS staff to present you with all the information you will need as an Interviewer on this study. You will be given detailed training on locating households, gaining cooperation of respondents, administering all three questionnaires, as well as training on all administrative procedures. An essential part of this training is to provide you with hands-on practice. By the end of the training session, you will have been able to practice every step involved in being an effective Interviewer for this study.

To make sure that the training program is properly preparing you for your assignment, NEDS project staff will monitor your performance throughout the sessions. The purposes of monitoring are 1) to provide you with more opportunities to ask questions and learn how to do your job well and 2) to enable NEDS project staff to evaluate your preparedness for the field. NEDS project staff will observe you conducting practice interviews and other tasks.

Once you have been able to practice and ask questions about the process, the training staff will evaluate your performance during the exercises and give you prompt feedback. You will be evaluated on these areas:

- explanation of the survey
- presentation skills, including reading and pacing the questions and maintaining eye contact
- skills in gaining cooperation
- reading of the informed consent to respondents
- administration of the Household Questionnaire, Eligible Child Questionnaire and Parent/Guardian Questionnaire
- recording contact and locating attempts

This evaluation will help the staff determine how well they have done their job of training you and how well you have listened and practiced during the training session.

4.4.2 Verification of Interviews

To provide continuing feedback to you and to assess the quality and accuracy of the interviews, your work will be subject to a verification process. We must be certain that *all* data collection procedures are being implemented properly. To verify your work, the Field Editor will conduct verification interviews of randomly selected finalized households. The Field Editor will re-administer the Household Questionnaire and then compare data from both interviews.

4.4.3 Field Observation Visits

Periodically during the data collection period, your Supervisor or NEDS project staff may accompany you on your visits to interview households to observe that all procedures are being carried out in accordance with the survey protocol. The purpose of these observational visits will be to make sure that all questions are being asked accurately and that all procedures are being followed. The Field Observer will not intervene as you administer any of the questionnaires. He/she will give you feedback at the end of the interview. These visits will provide an excellent opportunity for you to ask your Field Observer how you might continue to enhance your interviewing skills.

4.4.4 Data Quality

The validity of the study will depend on the quality of the data collected. Throughout data collection, NEDS staff will perform a number of steps to assess quality. In addition to making sure all field staff adhere to study procedures, we will closely monitor the quality of the interview data. Specifically, NEDS staff may do any or all of the following:

- Review data from key interview items to identify any potential problems with interview routing or ‘missing’ data.
- Identify questions with higher than expected rates of ‘don’t know’ or ‘refused’ responses.
- Identify questions with higher than expected rates of ‘other’ responses, rather than one of the pre-coded answer choices.
- Review any ‘other, specify’ responses to ensure that appropriate data are in a form that can be easily coded and do not duplicate one of the pre-coded options.
- Examine timing data to ensure that interviews are being completed in an efficient, reasonable time.
- Monitor time-per-household and cost-per-household data to ensure efficiency in travel time and effectiveness in time management.

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5. General Procedures for Completing Questionnaires

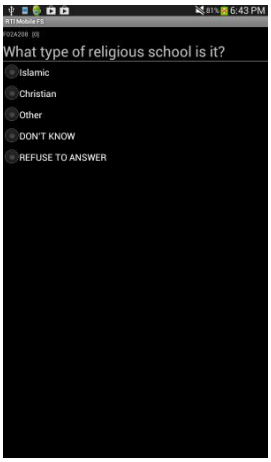
5.1 Introduction

As an Interviewer working on NEDS, you are responsible for ensuring that the interview is administered properly. It is extremely important that you adhere closely to all procedures and that you administer all questionnaires **exactly as it is written**. This chapter will present the standard procedures for properly conducting the NEDS interview.

5.2 NEDS Questionnaire Conventions

5.2.1 Capital Letters

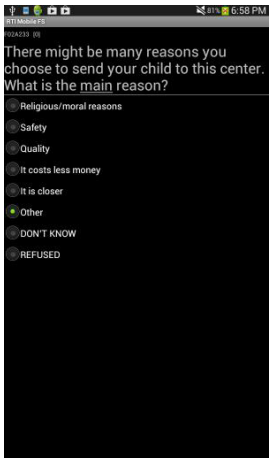
Text written in **ALL CAPITAL LETTERS** is a question, response category or instruction for you, the Interviewer. Text in **ALL CAPITAL LETTERS** is never to be spoken aloud. Questions to be asked of the respondent are printed in mixed case (upper and lower case).



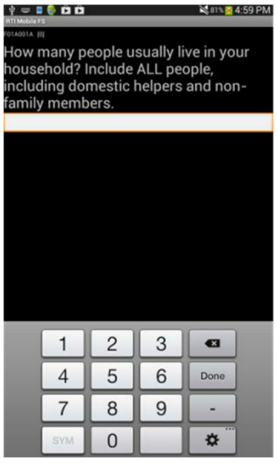
5.2.2 Recording Answers

There are two types of questions in the NEDS questionnaire: 1) questions which have pre-coded responses, and 2) questions which do not have pre-coded responses, i.e., 'open-ended,'

Questions with pre-coded responses. For some questions, we can predict the types of responses a respondent will give. The responses to these questions are listed in the questionnaire. To record a respondent's answer you merely select the correct response from a list of options.



Some pre-coded questions, include an 'Other (Specify)' category. **The 'Other (Specify)' code should be selected when the respondent's answer is different from any of the pre-coded responses listed for the question.** Before using the 'Other (Specify)' code, you should make sure the answer does not fit in any of the other categories. When you select the code 'Other (Specify)' for a particular question you must **always** write the respondent's answer in the space provided.



Recording responses which are not pre-coded. The answers to some questions are not pre-coded; in entering the response for these questions you must write the respondent's

answer in the space provided. Usually you will record a number or text in the space provided.

5.2.3 Standardization of Questionnaire Administration

Every Interviewer must administer *every* question in the questionnaire to *every* respondent *in the same way*. This consistency helps to eliminate variability and Interviewer bias, two factors that can seriously undermine the validity of the data gathered from a survey. Follow the guidelines listed below to ensure that you are administering the questionnaire in a nonbiased, standardized manner.

Asking the Questions

The following is a list of protocols to which you must adhere when administering the questionnaires.

- **Ask the questions using the exact words**. All questions must be read exactly as they appear in the questionnaire; to do otherwise risks invalidating the survey.
- **Read the questions slowly**. As you become familiar with the NEDS questions, it is tempting to begin reading through the questions more quickly. Remember, however, that this is the first time the respondent has heard these questions. You must read slowly enough to allow the respondent time to understand everything you are asking. A pace of approximately two words per second is recommended.
- **Ask every question that is specified in the questionnaire**. Never presume that the answer to an upcoming question has already been provided by a previous answer. The answer received in the context of one question may not be the same answer in the context of another.
- **Read the complete question as displayed**. The respondent may interrupt you and answer before having heard the complete question. When this happens, read the question again, making sure the respondent hears the question through to the end. Do not assume a premature response applies to the question as written. You may politely inform the respondent that in order to do your job you must read the entire question.
- **Repeat questions that are misinterpreted or misunderstood by the respondent**. The respondent might tell you that he or she did not understand the question, or he or she might look confused when trying to answer the question. The respondent also might give an answer that seems illogical or irrelevant to the question. In any of these circumstances, you should simply repeat the question exactly as it is written. If the respondent asks you a specific question about what a question means (for example, 'What do you mean by formal schooling?' Refer to the Section-by-Section Specifications in this manual if available for that question. However, if there is no specific guidance provided in the manual about the question, you should not offer any explanations beyond what is provided in the questionnaire. If there is no additional information to define the terms, you should politely respond, 'Whatever 'formal schooling' means to you.'
- **Do not suggest answers to the respondent**. As you proceed through the interview, you will come across questions that you might think you know the answers to based on prior information you have heard. You may feel the urge to suggest answers to the respondent. Resist this urge. Read the question as written.

- **Read introductory and transitional statements as they appear in the questionnaire**. Read introductory and transitional statements exactly as they appear in the questionnaire. These statements often contain instructional material for the respondent.
- **Responses must represent the respondent's own opinions without bias introduced by the Interviewer**. Do not influence a respondent's answers with your behavior (that is, with your body language, your attitude, your tone of voice, or any other way).

By observing these rules of questionnaire administration, you ensure that the survey is administered to each respondent in exactly the same way and that the responses given by the participant accurately represent his or her experiences and opinions. This practice will guarantee that scientific principles are followed in the administration of the questionnaire and that the data are of the highest quality.

Probing

Probing is a technique used to help ensure that the answers given by a respondent are as accurate and as complete as possible. Effective probes serve two purposes: 1) they encourage a respondent to express him/herself completely, and 2) they help the respondent focus on the specific requirements of the question. To know when to use a probe, you must be thoroughly familiar with the questionnaire and know the objectives of each question; that is, you must know what is being measured and what constitutes an acceptable response. Otherwise, you will have difficulty judging the adequacy of a response.

Only neutral or nondirective probes (those that do not influence the respondent) should be used in the NEDS interview. Some examples of proper probing techniques follow.

- **Neutral questions or statements.** These probes encourage a respondent to explain further or elaborate on a response without leading or directing the respondent to a particular answer. These must be stated in a neutral or non-challenging tone. Some examples of neutral probes include the following:
  - 'What do you mean?'
  - 'Please explain that.'
  - 'Which would you say is closest?'
- **The silent probe.** A timely pause is the easiest and often the most useful type of probe. This pause lets your respondent know that you are expecting or waiting for additional information.
- **Clarification.** Use clarification probes when you judge the respondent's answer to be unclear, inconsistent, ambiguous, or contradictory. You must take care, however, not to appear to challenge the respondent. Instead, tactfully express concern over not completely understanding the nature of the response. Some examples include the following:
  - 'I'm not quite sure I understand what you mean by that. Could you tell me a little more?'
  - 'I'm sorry, but a few minutes ago I thought you said [CONTRADICTORY INFORMATION]. Could you clarify this for me?'
- **Encouragement.** This technique involves conveying to the respondent that you understand what he or she has said, and you would like to hear more. Nonverbal probes of this nature include a nod of the head or an expectant expression. Some examples include the following:

  - ‘I see…’
  - ‘That’s interesting…’
- **Repetition.** Repetition could be either repeating the question or repeating the response. Repeating the question is useful when it appears that the respondent may have misunderstood the question or has deviated from the topic at hand. Repeating the response may produce additional comments or explanation from the respondent, especially if you say it in the form of a question.

‘Don’t Know’ Responses

When the respondent says, ‘I don’t know,’ it can mean two things: (1) either he or she is not sure of an answer and needs more time to think, or (2) he or she actually does not know how to answer the question. You must be prepared to distinguish between the two.

A respondent may say, ‘I don’t know,’ when asked to offer an opinion or attitude. He or she may find it difficult to put feelings into words. If you suspect this is the case, you should put him or her at ease by saying, ‘There is no right or wrong answer. Just tell me how *you* feel about this.’ Similarly, if a respondent is unsure about an answer choice, you should encourage him or her to provide a best estimate.

When a respondent is uncomfortable answering such questions, he or she may respond, ‘I don’t know,’ in an effort to avoid the question. If this appears to be the case, you again must make every effort to put your respondent at ease, reassuring him or her that the answers are confidential and are very important to the survey.

In the end, the respondent may insist that he or she does not know how to answer a particular question. Once you have properly probed for an answer, you should accept the response in the interest of not alienating the respondent, even if you believe he or she may be avoiding the question. Remember that there may be times when a respondent actually does not know the answer to one or more specific questions.

Many of the same rules apply when a respondent says, ‘I don’t want to answer that question—I refuse.’ When a respondent is uncomfortable answering such questions, he or she may respond, ‘I don’t want to answer that question,’ or ‘I’m uncomfortable answering that,’ in an effort to avoid the question. If this appears to be the case, you should make every effort to put your respondent at ease, reassuring him or her that the answers are confidential and are very important to the survey.

Despite your efforts to assure the respondent, he or she has the right to refuse to answer any question. You should not bully or harass the respondent to answer a question. Rather, you should accept the response in the interest of not alienating the respondent, even if you believe he or she may be avoiding the question.

Privacy

The presence of a third person during an interview can keep you from getting frank, honest answers from a respondent. It is, therefore, best that the parent/guardian interview be conducted privately.

If other people are present, explain to the respondent that some of the questions are private and ask for the best place you can talk with him/her alone. Sometimes asking for privacy will make others more curious, so they will want to listen; you will have to

be creative. Establishing privacy from the beginning will allow the respondent to be more attentive to your questions.

If it is impossible to get privacy, you may have to carry out the interview with the other people present. However, try to separate yourself and the respondent from the others as much as possible. If there is more than one parent/guardian responding for different children in the household, you must not interview one in the presence of the other.

5.2.4 Language of the Interview

The questionnaires for the NEDS have been translated into three major languages in which interviewing will take place. However, there may be times when you will have to use an interpreter or modify the wording of the questions to fit local dialects and culture. It is very important not to change the meaning of the question when you rephrase it or interpret it into another language. We will be practicing interviews in the local languages during training.

Of course, one of the first things you will do when you approach a household to do an interview is to establish the language or languages that are spoken there. We will be arranging the field teams in such a way that you will be working in an area in which your language is spoken, so there should be few cases in which respondents do not speak your language. In such cases you might be able to find another language that both of you speak and you will be able to conduct the interview in that language.

However, in some cases, it will not be possible for you to find a language which both you and the respondent speak. In this case, try to find out if the respondent speaks a language which another member of your team or the team Supervisor speaks. If so, tell your Supervisor so that he/she can arrange for that person to conduct the interview.

If the respondent does not speak a language which any of your team members speak, you will need to rely on a third person to translate for you. Children are unsuitable interpreters. Remember, try to avoid using interpreters if at all possible since this not only jeopardizes the quality of the interview but also will mean that the interview will take nearly twice as long to conduct.

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6. Organization of the NEDS Questionnaires

6.1 Introduction

This chapter presents an overview of the NEDS questionnaire and describes the organization and flow for administering the NEDS questionnaires. There are three NEDS questionnaires each of which is briefly described below.

6.2 NEDS Questionnaires Outline

For each eligible household that contains a parent/guardian and one or more eligible children, you will administer the NEDS questionnaires in the following order.

First, you will administer the Household Questionnaire (HHQ). At the end of the HHQ, you will administer a literacy test for each adult living in the household and present at the time of the interview.

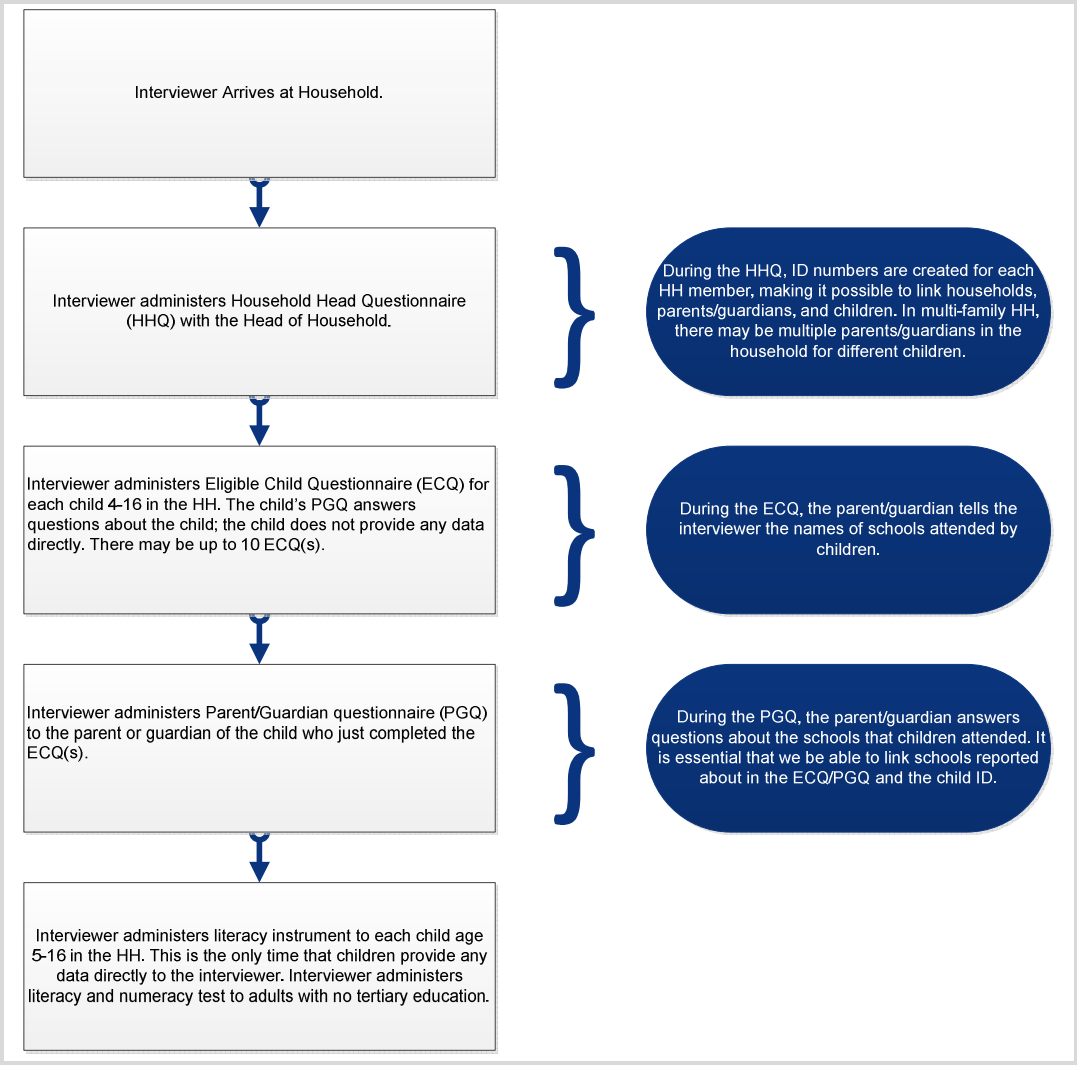
Next you will administer the Eligible Child Questionnaire (ECQ) to the parent/guardian for every eligible child living in the household. Note that you will never collect questionnaire data directly from children.

After you complete the ECQ per each child, you will administer the Parent/Guardian Questionnaire (PGQ).

Once you complete the PGQ, you will administer the literacy and mathematics test to each child aged 5 – 16 years of age. Finally you will administer the literacy and mathematics test to adults with no tertiary education.

Figure 6-1 illustrates the organizational questionnaire structure of the NEDS.

Exhibit 6-1: NEDS Questionnaire Organization



6.3 Household Questionnaire

All households visited will be administered the Household Questionnaire.

The Household Questionnaire is designed to:

- identify whether there are eligible children (4 – 16) in the household;
- identify each person living in the household and their relationship to the head of the household;
- for each adult living in the household, collect information about their marital status, age, and education;
- for each child living in the household, collect information about their natural mother and father, and education, and
- administer a literacy test for each adult living in the household and present at the time of the interview.

A household member is someone who usually lives in the household.

6.4 Eligible Child Questionnaire

The Eligible Child Questionnaire is designed to collect different kinds of information about each eligible child, depending on the child's schooling status: never attended formal school; dropped out of formal school; or currently in school.

- **Schooling background and school participation.** This section of the questionnaire is designed to collect data on all school-age children's background and schooling status. For those children who have attended formal school, this section collects information on children's participation in preprimary school, the age at which children first attended primary school, and reasons for over or under age enrollment.
- **Children who have never attended formal school.** The questions in this section are asked about school-age children who have never attended formal school. Questions cover reasons for not attending school now.
- **Children who have dropped out of formal school.** The questions in this section are asked about school-age children who have dropped out of formal school. Topics include the age of dropout and the reasons for leaving school.
- **Children who attended or attend school during the 2014-2015 school year.** The questions in this section are asked about school-age children who attended or attend school during the 2014-2015 school year. Topics include the frequency of and reasons for pupil absenteeism, time spent at school and time spent doing homework.
- **Children's eating patterns.** Questions include how many times per day children eat meals and whether children are provided free meals at school.

You should administer the Eligible Child Questionnaire to the most qualified parent or guardian identified in the Household Questionnaire. By most qualified we want to interview the parent or guardian who is the primary caregiver.

6.5 Parent/Guardian Questionnaire

The Parent/Guardian Questionnaire is designed to collect background information about the parent/guardian, general questions about education, and ask about the parents' perception of the quality of education and school choices.

- **Background characteristics.** Questions on, education, literacy, and religion are included in order to provide information on the respondent's characteristics.
- **Household Expenditures for Schooling.** The questions in this section are asked about school-age children who attended or attend school during the 2014-2015 school year. They include topics about household expenditures on schooling, and the other costs of schooling
- **Parent/Guardian General education questions.** Questions include the walking time and distance to the nearest primary and secondary schools and participation in school activities.
- **School choice.** Questions are asked about each primary, junior secondary and senior secondary school attended by the children for whom the parent/guardian is responding. Topics include the school level, type, and location, the reason for selection of that school, and school quality.
- **Interviewer's Observation.** Questions are asked about the Interviewer's opinion of the interviewing environment and the respondent's participation in the process.

Note that you should administer the Parent/Guardian Questionnaire to the same primary caregiver that you interviewed for the ECQ. There might be some questions, especially in the Household Expenditures section, where the parent might need assistance from another family member to provide an accurate answer. This practice is acceptable; however it's important that you retain control of the interview and continue to direct your questions to the parent/guardian and not the family member.

7. The Household Questionnaire

7.1 Introduction

This chapter describes the procedures for administering the Household Questionnaire to the parent respondent.

7.2 Respondent for the Household Questionnaire

In order to complete the Household Questionnaire you will need to find a suitable respondent. Any adult member of the household who is capable of providing information needed to complete the Household Questionnaire can serve as the respondent. **For the purpose of completing the Household Questionnaire, an adult is defined as any person aged 15 years or older.** If an adult member of the household is not available, do not interview a child, but instead, go on to the next household, and call back at the first household later. Once you have introduced yourself to an adult respondent and explained the purpose of your visit, you are ready to begin the interview.

7.3 Section-by-Section Specifications for Household Questionnaire

7.3.1 Informed Consent

The respondent's consent for completing the Household Questionnaire **must** be obtained before you can begin administering the HHQ to him/her. Read the informed consent statement exactly as it is written. Note that after you introduce the study and give a general statement of the purpose of the visit, you will ask the respondent whether there are any eligible children in the household. If there are no eligible children between ages 4-16, you will select "NO"; the next screen will prompt you to thank the respondent for their time and end the interview.

If there are eligible children living in the household, you will continue to administer the interview by explaining the purpose of the survey and the voluntary nature of the respondent's participation. If the respondent does not agree to be interviewed, attempt to address his/her concerns respectfully. If the respondent still refuses, select "NO" as the result on the tablet, thank the respondent and end the interview.

7.3.2 Ethnicity

Ask the respondent's ethnic group and then start typing in the first few letters. You will notice that ethnic groups matching the first few letters will be displayed. Review the list and select the respondent's ethnic group. You will then see the words "Confirm ethnicity: [Respondent's ethnic group]" in green letter displayed next to a text box. To confirm that the response is correct, touch the text box and a green check mark (√) will be displayed. Move to the next question.

7.3.3. Household Roster

The Household is designed to identify 1) children age 4-16 that are eligible to have questions asked about them in the Eligible Child Questionnaire, and 2) children age

5-16 who will be tested for literacy and mathematics, and 3) adults who have no tertiary education who will also be tested for literacy and mathematics. The Household Roster is also used to identify a parent/guardian respondent for each eligible child and to take note of whether there are any independent children in the household.

7.3.4 Household Members

This section asks you to list all the members of the household starting with the household head. Note that you can list up to 50 household members.

Member of the household

A household is defined as a person or group of persons that usually lives and eats together. This is not the same as a family. A family only includes people who are related; but a household includes any people who live together, whether they are related or unrelated. For example, three unrelated men who live and cook meals together would not be considered as one family, but they would be considered as one household. A member of the household is any person who usually lives in the household. Note that domestic helpers are also considered household members.

A usual member of the household may or may not have slept in the household last night. For example, **if a child lives in a boarding school, the child is still considered to be a household member.** If a child used to live in the household, but moved to another household for any reason, the child is no longer a usual resident. However, if the child generally lives in the household but is temporarily (6 months or less) visiting elsewhere, the child is a household member.

Note too that there may be members of the household who usually live in the house but are considered guests. You will ask whether any member identified as living in the household is a guest.

However, note too that the information about residence status is important for the data analysis, but does not determine eligibility.

For each household member, you will record their relationship to the household head, their sex, age and marital status, if applicable.

Age

You will determine the age of each household members in two steps. First, you will ask for the month and year in which the household member was born. Then you will ask for the age of the household member. Note that if the household respondent is having trouble remembering dates or ages, you can probe by asking if they remember the season of year or significant event that would jog their memory.

Marital Status

This question will be asked only for household members who are older than nine (9) years.

7.3.5. Education of Household Members

In this section, you will record the education of all household members.

Ever Attended School.

This question asks whether the household member has ever attended school. This question is asked of household members who are older than 16 years. The term 'school' means formal schooling, which for adults includes primary, secondary, vocational/technical, and higher education. This definition of school does not include Bible school or Qur'anic school or short courses like typing or sewing. However, it does include religious schools that teach academic subjects like English or mathematics, and technical or vocational training beyond the primary school level, such as long-term courses in mechanics or secretarial work.

Highest Educational Attainment.

You will record the highest level of schooling attended and completed for household members who are older than 16 years and have ever attended school. For example, if the household member attended the first year of secondary school for only two weeks, record Primary 6 as the level. Note that for the Household Questionnaire, secondary school refers to schools both before and after implementation of UBE.

Currently In School.

If a household member is between the ages of 16 and 24 and has ever attended school, you will record whether they attended school during the 2014-2015 school year.

Level of School Currently Attending.

If a household member attended school during the 2014- 2015 school year, you will record what class or stage they attended. Note that the household member could have attended formal or non-formal schools. Formal schools are defined as schools that include preprimary, primary, junior secondary and higher levels. Preprimary school refers to any kind of schooling at a level lower than primary school, and includes any kind of organized preprimary learning activity such as kindergarten or nursery school. Preprimary school does not include informal childcare activities in which learning is not the main focus.

7.3.6. Parental Survivorship and Names

For this next set of questions, we want to know whether each household members (natural) parents are listed in the Household Schedule. This information can be used to measure the prevalence of orphan-hood and child fostering in the primary and secondary school age population. By 'natural' we mean the biological parents. In many cultures people consider other peoples' children that they are raising as their own, especially children of their husbands or sisters, etc. So you should be certain that the respondent understands that you are asking about the woman who gave birth to the household member or the man who sired the household member.

7.3.7. Linkage Between Children and Parent/Guardian

Here we want to determine which household member is best able to respond to questions about education for each eligible child between the ages of 4 and 16 years. To do so, we must first identify which household member primarily takes care of the eligible child and also identify whether the household member is biological related to the eligible child. Note that this individual must be 19 years or older.

Independent Children.

Note that if no household member is identified as the eligible child's primary caregiver, you will record that the child is an "Independent Child. In the household questionnaire this is the question that reads, *"Who primarily takes care of [Name]?"* We expect there will be children age 13-16 living independently who will participate in NEDS. Independent children are those who were living either as the head of the household, the spouse of the head, or the son-in-law or daughter-in-law of the household head. For this small group of children, you will not need to identify a parent/guardian; these children will respond for themselves to the Eligible Child Questionnaire. However, note that independent children will **not** complete the Parent/Guardian Questionnaire

7.3.8. Children Living Outside the Household

You will record information for any children who currently live outside the household but are part of the family.

7.3.9 Household Socioeconomic Status

The questions in this section are designed to measure the household's socioeconomic status. Note that a few of the questions in this section allow for multiple responses if provided by the respondent. For these questions you should record all the responses given.

Note too that there are some questions that require you to record your observation of the main material of the floor, roof and walls. You should not ask the respondent to provide a response.

After you finish administering the Household Questionnaire, you will be taken back to the CMS main page. You will notice that just below the completed Household Questionnaire, three new cases have automatically been generated for each eligible child identified in the household. These cases correspond to the Eligible Child Questionnaire, Parent/Guardian Questionnaire and the Literacy Assessment Questionnaire.

8. Eligible Child Questionnaire

8.1 Introduction

This chapter explains the procedures for administering the Eligible Child Questionnaire.

8.2 Respondent for the Eligible Child Questionnaire

At this point of the interview, you should have completed the information identifying the parent/guardian to be interviewed for one or more eligible children. The respondent for the Eligible Child Questionnaire is the parent/guardian identified as the best respondent for that child during the Household Questionnaire. If that individual is different from the respondent who completed the Household Questionnaire and is not readily available, you will have to make arrangements to interview this person at a later date or time.

Note that you will complete one Eligible Child Questionnaire at a time.

8.2.1 Independent Children

When administering the Eligible Child Questionnaire to Independent Children, remember that **the respondent is the Independent Child**. You will use the same Eligible Child Questionnaire for the Independent Child that is used for other eligible children in the household. This questionnaire will **not** be modified to take into account that the Independent Child is responding on his or her own behalf. As you administer the interviewers, you will be required to change the wording so that you refer to the respondent in first person. For example, “How old is [NAME]?”, you would read the question as, “How old are **you**?”

8.3 Section-by-Section Specifications

8.3.1 Schooling Background and Current School Participation

Relationship

You will record the relationship of the parent/guardian to the eligible child. The purpose of this question is to confirm that the relationship recorded in the Household Questionnaire is correct. If there is a discrepancy, the tablet will prompt you to ask the respondent to confirm the relationship again.

Age

This is a very important question in the interview since much of the analysis of the data depends on the child's age. For example, children’s school attendance rates are closely related to age.

You must obtain the child’s age in **completed** years, that is, his/her age at the last birthday. You **must** record an age for the child.

If the respondent does not know the child’s age, then you must compute the child’s age as follows: If the child has had his/her birthday in the current year, subtract the year of birth from the current year (2015). If the child has not yet had a birthday in the

current year, subtract the year of birth from last year (2014). If the respondent does not keep track of the time within a year when the child's birthday falls, it is sufficient to subtract year of birth from the current year (2015).

Month and Year of Birth

You will record the month and year of birth of the eligible child if age cannot be provided. If the respondent is having difficulty recalling this information, you may probe by asking about the child's birthday.

If the respondent gives you a year of birth, but does not know the month of birth, probe to try to estimate the month. For example, if the respondent says her daughter was born in 1994, but she doesn't know which month, ask questions about when the child was born (in the dry or rainy season, harvest or planting season, if she remembers if she was pregnant at Christmas or Easter time or during some other significant event/season of the year) to try to determine the month of birth. If you cannot even estimate a month, record "-7" or "Don't Know" for MONTH.

If the respondent cannot recall the year when the birth occurred, you need to probe carefully. Ask whether the respondent has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give the child's date of birth. Before entering a date from these documents, check with the respondent to determine if he/she believes the date is accurate. If there is no birth certificate or other document for the child, see if the respondent knows a firm birth date for any other child in the household and relate it to that. For example, if you are collecting information on the respondent's first-born son and she knows her second child was born in 1993, and says that the first child was just a year old at that time, enter '1992' for the year of birth of the first-born child**.** In some cases, a respondent may need to ask another person in the household about a child's date of birth. This is fine as long as the respondent agrees that the answer is acceptable and repeats the information to the interviewer.

Note that if the age of the child is not between 4 and 16, the child will be considered ineligible and you will be taken to the end of the interview. Note too that if the age given by the respondent does not match the calculated age based on the month and year (also provided by the respondent), the tablet will prompt you to confirm and correct the discrepancy with the respondent.

Name of School

You will type in the name of the school the eligible child attends. Be sure to record the formal name of the school, rather than an informal or local name. You must type the name of the school using capital letters e.g. GRACE PRIMARY SCHOOL.

Age of First Primary 1 Attendance

We are interested in the age at which the child first attended primary 1—and not the child's age when he/she started attending preprimary school. This question, along with those that follow, will allow for a better understanding of why some children enroll in primary 1 over or under age, or older or younger than the official age.

If the respondent is not able to give an age, probe to see if they can recall an event that could yield an estimated age. If they are unable to provide an estimate, you may accept "-7" or "DON'T KNOW" for this question.

8.3.2 Children Who Have Never Attended Formal School

The questions in this section are asked about eligible children who have never attended school and collects information about reasons why children never attended school.

8.3.3 Children Who Have Dropped Out of Formal School

The questions in this section, are asked about children who have dropped out of school, that is, children who have not attended school during the 2014-2015 school year, but who attended school at some point in the past. Note that what matters in this section is that the child once attended school, but has not attended school during the current school year. In this section, we are not concerned about whether there are plans for the child to return to school.

8.3.4 Children Who Attend/ Attended School During the 2014-2015 School Year

The questions in this section are asked about eligible children who currently attend or attended school during the 2014- 2015 school year.

Numbers of Days School Open

This question concerns absenteeism over the last month of school. Be sure to emphasize that you are talking about the actual number of days school was open during the last four weeks and not during a normal week or an average week. If the school was open one day or more, record the number of days school was open. If school was not open at all record, ‘0’; if the respondent does not know how many days school was open, record ‘-7’ for DON’T KNOW’.

In this section, any question that requires the respondent to provide the number of days, will accept a value of 0 to 28.

Reasons for Missing School in Last Four Weeks

Explain that the following questions ask for reasons why the child missed school during the previous four weeks. Ask about one reason at a time and be sure to ask all the questions. Be sure the respondent understands the questions refer to the previous four weeks. Also remember that we are interested in whether the child missed school for any or all of these reasons, not only for one reason or the main reason.

Read each reason to the respondent. If the respondent agrees with the reason stated, check the box corresponding to that reason. Note that this question accepts more than one answer so check all applicable responses that the respondent provides.

If the respondent indicates that the child missed school during the previous four weeks for a particular reason, you will be prompted to ask how many days the child missed school during the previous four weeks for that reason and record the number of days.

In terms of the time absent from school, we are interested in whole days of absenteeism. For instance, if a child missed two days of school because he/she was ill, you would record the child as having been absent for ‘2’ days. But if the child missed two hours of school on a particular day and later went to school, you should record ‘0’ as the number of days absent because the child did not miss an entire day.

If a child was absent for a partial day, say one full day and half of the next day, **record the number of whole days absent**, which would be '01' in this case.

Time Arrive/Leave School and Official Time Classes Start or Finish

For this series of questions, you will record the time in hours and minutes, using the 24 hour system. Remember that to record time after 1:00 PM or later, you would add 12 to the current hour.

8.3.5 Children's Eating Patterns

This section, examines children's eating habits over a one-day period. Information about when and how often children eat will be compared for children who do and do not attend school.

Food Eaten Yesterday

While it may be difficult for the parent/guardian to count all the occasions on which the child ate yesterday, it is important to try to do so. The respondent should include all meals and snacks, such as a piece of fruit, for example, as meals/snacks for the day. A drink such as tea or milk does not count as food in this question.

If the respondent does not know, enter '-7" for DON'T KNOW. If the child was not at home yesterday, record "- 6".

9. Parent/Guardian Questionnaire

9.1 Introduction

This chapter describes the procedures for completing the Parent/Guardian Questionnaire. You will complete only one Parent/Guardian Questionnaire for all eligible children for whom the parent is responding.

In some households, you may have multiple families living together and therefore may complete more than one Parent/Guardian Questionnaire for parents reporting on other eligible children in the household. If there are two or more parent/guardian respondents in a given household, you will complete all questionnaires for one parent/guardian respondent before completing the remaining questionnaires for another parent/guardian respondent.

9.2 Respondent for the Parent/Guardian Questionnaire

Be sure that you interview the parent/guardian identified as the respondent for the eligible child(ren) in the Household Questionnaire. This would also be the same individual that completed the Eligible Child Questionnaire. Remember that you can find the name of this individual under the "Case Details" screen. Note that if after completing the Household Questionnaire you discover that the **incorrect parent/guardian was selected**, go ahead and complete the Parent/Guardian Questionnaire with the correct parent/ guardian but make sure that this is someone that was identified as **living in the household and is primary care taker of the eligible child.** . At the end of the Parent/Guardian questionnaire, you will have an opportunity to record the name of the correct parent/guardian.

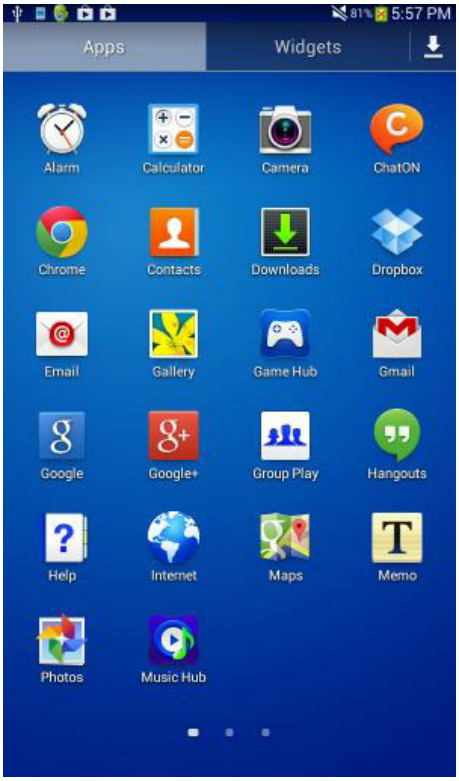
9.3 Section-by-Section Specifications

9.3.1. Parent/Guardian Background

Ethnicity

Ask the respondent's ethnic group and then start typing in the first few letters. You will notice that ethnic groups matching the first few letters will be displayed. Review the list and select the respondent's ethnic group. You will then see the words "Confirm ethnicity: [Respondent's ethnic group]" in green letter displayed next to a text box. To confirm that the response is correct, touch the text box and a green check mark (√) will be displayed. Move to the next question.

9.3.2 Household Expenditures for Schooling



This section focuses on money the household spends or expects to spend on the child's schooling for the current school year. Monies spent by people outside the household, such as relatives or friends living elsewhere, should not be included in household expenditures. If the parent/guardian is the respondent for multiple eligible children, you will ask each question for all eligible children before proceeding to the next question.

The questions in this section are concerned with sums spent on the individual child, and not with total household expenditures on all children attending school. If the respondent tells you, for example, that the household spent 40 Naira per day on transportation to school for her two children, you must divide the number given by 2, by the number of children, and record '20'. Note that the tablet is equipped with a calculator. If you need to access the calculator, press the home button and you will be taken to the main screen. On the main screen, you will find the calculator icon. Click on the icon to launch the calculator. In recording expenditures, you will round upwards to whole Naira. If, for instance, a respondent says the household spent 101 Naira and 30 Kobo on uniforms and clothing for a child, you would record 102 Naira.

Respondents may have difficulty answering some of the questions on expenditures so it is important for you to allow enough time for them to consider and estimate expenditures.

The purpose of the questions on expenditures is to get specific information about each kind of expenditure, and not just on total expenditures on all the items. For this reason, you will ask the respondent about each type of expenditure, and not just one question about total expenditures.

This series is organized to collect one-time expenditures first, and then expenditures that may be more frequent.

You may find that for questions which ask for one total amount for the current school year, the parent/guardian may give you the expenditures each week, month, or term of the school year. In this case you will need to multiply the appropriate amount to arrive at a yearly figure, as shown in the table below. Do not ask the respondent to do the math.

Term	Multiply by 3
Monthly	Multiply by 9
Weekly	Multiply by 40

For example, if the household spent 520 Naira each term of the school year, you will multiply the sum by 3, and record 1,560 Naira. If the parent refers to monthly or weekly expenditures then multiply by 40 weeks or 9 months.

If the respondent is able to show you a receipt that lists line item expenditures, be sure that you find out whether someone **in the household** paid the amount listed for each charge listed on the receipt. Remember that we are interested only in what household members, all together, spent on the child's schooling, and not on what people outside the household may have spent.

Lump Sum

Most questions about expenditures include as a possibility ***INCLUDED IN LUMP SUM***. You should carefully explain this concept to the respondent at the start of the expenditures section. This answer is appropriate **only** in one situation: if the respondent says that the household paid a lump (or total) sum for several of the costs of schooling (such as school tuition fees, food, and boarding fees), and neither the respondent nor anyone else in the household can say how much was spent on each item. In this situation, it is appropriate to circle ***INCLUDED IN LUMP SUM***. Before you circle this answer, however, be sure that you probe to be absolutely certain that the respondent cannot give you the expenditures on each individual item.

Note that if ***INCLUDED IN LUMP SUM*** is the appropriate answer for two or more expenditures listed, you will record code '-6' for expenditures on each of these items, and will not record any expenditures for that particular item. Instead, at the end of this series of questions, you will be prompted to enter the amount of the total lump sum. Also note that by definition, ***INCLUDED IN LUMP SUM*** cannot be recorded for only one expenditure.

School Tuition Fees

School tuition fees do not include other fees that may be paid to the school, such as examination fees or the school development levy. If the household paid school tuition fees for the child, fill in the total paid or expected to be spent on tuition in the 2014-2015 school year.

Only if the household spent money on school tuition fees but the sum was paid as part of a lump sum and the respondent is unable to say how much was spent on school tuition fees, should you select the code for ***INCLUDED IN LUMP SUM***.

School tuition fees should **only** be paid for children attending private school. If the parent from a public school indicates they are paying tuition, prompt for an explanation and reclassify since these are most likely PTA fees or development levies.

If nothing was spent on school tuition fees in the current school year, enter '0.'

School Development Levy

Households may have paid money for the school development levy for the eligible child. If the household paid the school development levy for the child in the 2014-2015 school year, record the total spent in the last school year. It may be that the school development levy is not charged per child, but per household. If this is the case, divide the expenditure by the number of children attending that particular school last year, and record the sum.

Only if the household spent money on the school development levy but the sum was paid as part of a lump sum and the respondent is unable to say how much was spent on the school development levy, select the code for ***INCLUDED IN LUMP SUM***.

If nothing was spent on the school development levy in the last school year, enter '0.'

Parent-Teacher Association Fees

Households may have paid money or fees to the Parent-Teacher Association (PTA) in the current school year. If the household paid PTA fees for the child in the 2014-2015 school year, record the total spent in the current school year. It may be that PTA fees are not charged per child, but per household. If this is the case, divide the PTA fees by the number of children attending that particular school current year, and record the sum.

Only if the household spent money on PTA fees but the sum was paid as part of a lump sum and the respondent is unable to say how much was spent on PTA fees, select the code for ***INCLUDED IN LUMP SUM***.

If nothing was spent on PTA fees in the current school year, enter '0.'

Materials, Exercise Books and Other Supplies

The household may buy pens, pencils, exercise books, and other school supplies for the children who attend school. If the household bought these items as needed, and shared them among several children who were attending school, it may be especially difficult for the respondent to divide these expenditures across the children. If the respondent says that the household spent 1,000 Naira on exercise books for 5 children, and that the children made equal use of these exercise books, you will divide the total expenditures by 5, and record 200 Naira spent on exercise books for the child.

If nothing was spent on a particular supply, record '0'. If the respondent does not know how much was spent, record **'-7".** If expenditure on one or more of the school supplies listed is included in a lump sum, enter the code for ***INCLUDED IN LUMP SUM.***

Transportation

These two questions ask whether the household spent money on the child's transportation, and if so, how much and how often. Record the amount of money spent on transportation and the corresponding time/units (daily, weekly, monthly, each term, yearly).

If no money was spent on transportation, record "0" or if the respondent does not know how much was spent, select "-7". If a private vehicle was used and no money was paid to the driver of the private vehicle, select ***PRIVATE VEHICLE***. (Note that

in this case, ‘private vehicle’ refers only to a car, truck, or motorcycle and not to a bicycle. If a child rides a bicycle to school and no money was spent on other forms of transportation, you should select ***“0”***).

Food and Beverages During the School Day

Ask whether the household spent money on food or beverages for the child during the school day. The purpose of this question is to determine how much extra money the household spent on food and drink for the child because the child attends school.

If the child took food from home to school to eat at mid-day, record that ‘0’ was spent on food and drink for the child during the school day. However, if the child bought food or beverages on the way to school or at school that would not have been bought if he/she had not attended school, you would record the sum spent on that food and drink in the current school year.

If no money was spent on food and beverages for the child during the school day, record **“0**”, or if the respondent does not know how much was spent enter ***“-7”.***

If money was spent on food and drink, you will also record the corresponding time/units the amount was spent in the current school year (daily, weekly, monthly, each term, yearly).

Extra Lessons

Some children receive extra lessons in addition to their regular school classes. Fees may be paid to teachers or other tutors, and extra lessons may be given at school, in homes, or somewhere else.

Other Expenditures

These questions are designed to capture any other household expenditures that have not already been recorded. First ask whether the household spent money on any other things for the child’s schooling.

If the household spent additional money on the child’s schooling that has not been captured in the previous questions, select YES and continue to ask what other items the household spent money on. Record the items and the total amount spent on other items.

If the household paid additional fees not asked about in the previous questions, or spent money on additional items, these amounts should be added together and recorded.

Only if the household spent money on other items but the sum was paid as part of a lump sum and the respondent is unable to say how much was spent on these other items, circle the code for **INCLUDED IN LUMP SUM**.

9.3.3 Parent/Guardian General Education Questions

This section, asks for information about the parent/guardian. For all private schools listed, be sure to confirm with the respondent that school is a private school and not a government school.

School Closest to Household

For questions that ask about the primary or, junior secondary or senior secondary school that is closest to the household, note that this may not be the school that children in the household attend. You will ask the respondent for the name of the school. Be sure to record the formal name of the school, rather than an informal local name.

Government Primary School

For purposes of this question, a government primary school is one that offers one or more classes of primary school and whose teachers are paid for by the government.

Walking Time to School

This question is designed to give a rough idea of the household's access to schools. Notice that the questions ask how long it would take the respondent (and not a child) to walk to this school. Record the answer in hours and minutes. If it would take 15 minutes to walk to the school, you would record '0' for hours and '15' for the minutes

Distance to Schools

Ask the respondent how far it is, in kilometers, to the nearest school (primary, junior secondary or senior secondary). If the school is less than 1 kilometer away, record '0.' If the school is greater than 1 kilometer, use standard rounding rules: if less than .4 round down, if greater than .5 round to the next whole number. For example, if the respondent said the school is about 1.5 kilometers away, you would record 2 kilometers. If the school is greater than 20 kilometers, record "20".

Household Decision-Making About Education.

This question asks about who in the household makes the final decision about whether children attend school. Note that the answer categories refer to the decision-maker's relationship to the child. We recognize that decision making in households can be a complex process. Choose the response code most appropriate after you hear the respondent's answer.

9.3.4 Primary School Schedule

This section is designed to collect information about the primary school attended by the eligible children for whom the parent/guardian is responding. This information will be linked up with data from the Federal Ministry of Education to provide additional information about school characteristics.

You will ask all questions in this section for each school before moving to the next school, if applicable.

9.3.5 Junior Secondary School Schedule

This section is designed to collect information about the junior secondary school attended by the eligible children for whom the parent/guardian is responding. This information will be linked up with data from the Federal Ministry of Education to provide additional information about school characteristics.

You will ask all questions in this section for each school before moving to the next school, if applicable.

9.3.6 Senior Secondary School Schedule

This section is designed to collect information about the senior secondary school attended by the eligible children for whom the parent/guardian is responding. This information will be linked up with data from the Federal Ministry of Education to provide additional information about school characteristics.

You will ask all questions in this section for each school before moving to the next school, if applicable.

9.3.7. Interviewer's Observation

Use this section to record your observations of the interviewing process. As noted at the beginning of this chapter, if you discover that the wrong parent/guardian was identified during the Household Questionnaire, you should record the name of the correct person who has just completed the parent/guardian questionnaire. Record the name under the question that asks for this information.

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10. Literacy and Mathematics Testing

10.1 Introduction

This chapter describes the procedures to collect literacy and mathematics data from the eligible child. You will administer the literacy and mathematics test to children age **5-16** and to adults who have no tertiary education. You will complete both the literacy and mathematics sections with each child before moving on to test other eligible children in the household. Prior to administering the literacy or mathematics test, you will ask the child for their age and record it in the tablet.

10.2 Section-by-Section Specifications for Literacy and Mathematics Test

10.2.1 Literacy Test in English

You will administer the literacy test first in English for all children regardless of schooling status. Be sure that when you test a child's literacy, he or she has a reasonable degree of privacy. If other children or adults are nearby, try to find a private place to test the eligible child's literacy so that other children do not overhear the sentence being read and so that the child being tested is not embarrassed. You will use the tablet to administer the literacy test.

You will want to do your best to put the child at ease prior to starting the test. Let the child know that you will start by showing them a few words and sentences in English and then show them a few words and sentences in the local language. Encourage the child not to be afraid and tell them to do their best to answer the questions but that they are free to tell you if they do not want to answer any questions.

You will turn the tablet around and show the screen to the child. Make sure the child can see the screen clearly. Give the child enough time to read the words or sentences; do not rush him/her to read it.

Reading Words in English

The literacy test will begin by testing the skill level of the child in English starting at the lowest level. At this first level, the child will be tested using words at the pre-school level.

After asking the child to read the words on the screen, **give the child 5 seconds to begin reading**. If the child attempts to read the words, give them ample time to complete reading and then turn the tablet back to you and away from the child to record a response. Next, record whether the child was not able to read all text, was able to read some text, was able to read all text, and whether the child chose not to respond or whether the language required is not available. Make sure the child cannot see the response you record.

If a child can read some or all of the three words then the test will advance to the next level which uses words at the primary-school level. You will repeat the same process above where you ask the child to read the words on the screen, give the child 5 seconds to say something and if they start to read, give them ample time to read the words. Finally record whether the child was not able to read all text, was

able to read some text, was able to read all text or whether the child chose not to respond.

Reading Sentences in English

If the child can read some or all of the three words at the second level described above, then the test will advance to the final level of the English test. In the final level, the child will be shown three screens with a sentence on each screen. The purpose of these sentences is to test the comprehension level of the child. The child will be asked to read a sentence and respond if they agree with the sentence or tell you if the sentence is true. As in the previous exercise, you should give the child 5 seconds to say something before you record a response. You will record whether the child was not able to read, was able to read partially, was able read the full sentence or whether the child chose not to respond. Then you will ask the child whether the sentence they just read is true or false and record their response. For example, if the sentence is “Rocks are good to eat” ask the child to read the sentence and then ask the child if the sentence they just read is true or false. Record their response and move to the next question.

10.2.2 Literacy Test in Local Language

If the child is unable to read in English at any of the three levels described above, the test will terminate and move to assessing the child in the local language. The process described above will be repeated for the test administered in the local language.

It is also important to note that all children who successfully complete the literacy test in English will also complete the literacy test in the local language.

The local language will be determined by the language of the interview used to administer the other questionnaires (Household, Eligible Child and Parent/Guardian). However, for children attending Islamic schools, they will be given the option to complete the test in Arabic if they choose.

Reading Words in Local Language

Similar to the English literacy test, the local language test will begin by testing the skill level of the child starting at the lowest level. At this first level, the child will be tested using words at the pre-school level.

You will record whether the child was not able to read all text, was able to read some text, or was able to read all text.

If a child can read some or all of the three words then the test will advance to the next level which uses words at the primary-school level. Again you will record whether the child was not able to read all text, was able to read some text, or was able to read all text.

Reading Sentences in Local Language

If the child can read some or all of the three words at the second level described above, then the test will advance to the final level of the local language test. In the final level, the child will be shown three screens with a sentence on each screen. The purpose of these sentences is to test the comprehension level of the child. The child will be asked to read a sentence and respond if they agree with the sentence or tell you if the sentence is true. You will record whether the child was not able to read,

was able to read partially, was able read the full sentence or whether the child chose not to respond. Then you will ask the child whether the sentence they just read is true or false and record their response For example, if the sentence is “Rocks are good to eat” ask the child to read the sentence and then ask the child if the sentence they just read is true or false. Record their response and move to the next question.

10.2.3 Mathematics Assessment

As in the test of literacy, it is important to avoid the problem of having other eligible children in the household overhear the answers given by a respondent. **Be sure that when you test a child’s mathematics skills, he or she has a reasonable degree of privacy.** If other children or adults are nearby, try to find a private place to test the eligible child’s mathematics skills, so that other children do not overhear the questions being read and so that the child being tested is not embarrassed. You will use the tablet to administer the mathematics assessment.

Similar to the Literacy test, the mathematics assessment is organized in three skill levels. If the child is able to give correct or partially correct responses, the test will move to the next skill level. The test will terminate if the child is unable to give a correct response.

Note that you will also be required to wait 5 seconds for the child to say something. The 5 second wait is to determine whether the child appears to be trying to figure out and answer. Note too that the child can use paper and pen to solve the problem. After the child gives an answer, record a response and move to the next question.

10.2.4 Testing Adults

A literacy test will be administered to adults who have no tertiary education. Remember that this information was collected during the administration of the Household Questionnaire.

Similar to the administration for children, you should be sure that when you test an adult, that **he or she has a reasonable degree of privacy.** If other children or adults are nearby, try to find a private place to test the adult, so that they do not overhear the questions being read and so that the adult being tested is not embarrassed. You will use the tablet to administer the mathematics and literacy assessment.

Both assessments are organized in the same manner, where there are three skill levels. If the adult is able to give correct or partially correct responses, the test will move to the next skill level. The test will terminate if the unable is unable to give a correct response.

Note that you will also be required to wait 5 seconds for the adults to say something. But similar to the assessment with children, if the adults says something or appears to be working to solve the problem you must give them ample time to give an answer. For the mathematics assessment, the adult may use paper and pen to solve the problem. After adult gives an answer, record a response and move to the next question. Ensure that the adult cannot see you recording the response on the tablet.

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Appendix A: NEDS Definition of Terms and Concepts

Basic Education: The compulsory, free, Universal Basic Education Act 2004 defines Basic Education as early childhood care and education and nine years of formal schooling.

Boarding Schools: Refers to schools where some or all pupil/students not only study but also live within the school premises during term time with their fellow students and possibly teachers.

Compound: Within a compound, there may be more than one dwelling unit, each of which is being occupied by a household.

Disability: World Health Organization (WHO), defines disability (ties) as an umbrella of terms covering impairment, activity limitation and participation restrictions. Disability in NEDS is concerned with the state of either mental or physical disability which makes it difficult for the child to attend school.

Domestic work: Refers to household chores such as collecting/fetching water and firewood, looking after young children, cleaning etc.

Drop Out: Refers to a child/person who quits school or gets withdrawn from school before completing a school year or class. For NEDS, it refers to school-age children who attended school before, but have not attended formal school for the entire duration of the ***reference*** school year. For 2015 NEDS, the reference school year is 2014-2015.

Dwelling: Consists of a room or more occupied by one or more households. Dwelling unit of households could be distinguished by a separate entrance; also within a dwelling unit, there maybe one or more households.

Eligible Child: A child between age 4-16 at the time of NEDS survey administration whose Parent/Guardian (Respondent) has been identified in the household questionnaire.

Enrollment: Refers to a process or act of admitting/registering a child into a school.

Formal School: Schools that are either public or private and includes preprimary, primary, junior secondary and senior secondary.

Illness: Refers to a child being very sick ***consistently*** for 3 months or longer preceding the date of interview.

Independent Child: A child between age 13-16 who is living on his/her own either because he/she is an orphan or entered into early marriage. All independent children will be identified during the Household Questionnaire. The independent child will answer questions for him/herself in the Eligible Child Questionnaire.

Islamiyya: A modern religious schooling system which conforms with formal school structure. There are two types of Islamiyya schools:

1. Islamiyya primary known as integrated, registered with SUBEB and supported by state, teaching the state approved integrated curriculum; and
2. Islamiyya general or non-integrated, operates a conventional form of learning but its curriculum is limited to the study of religious subjects only.

Junior Secondary: Any school that offers at least the complete lower secondary cycle and is designated under the UBE scheme to have children ages 12-14 years.

Lump sum: Refers to the sum for several of the costs of schooling (e.g. school tuition, fees, food and boarding fees).

Multi-family Household: Household which comprises two or more family nuclei and which may also include persons who do not belong to the family nuclei.

NEDS Literacy: Based on the knowledge of the respondent, the ability to read simple sentence in English or in any of the three major Nigerian languages. This definition ***excludes*** the component of ability '***to write with understanding***' as defined in both 2006 Census and 2008 NDHS.

NEDS Mathematics: The ability to reason with basic numbers and conduct simple arithmetic exercises of addition or subtraction.

Parent/Guardian: A person who fulfills some of the custodial and parenting responsibilities of the legal parents of a child. In NEDS 2015, he/she must be 19 years of age or older at the time of 2013 NDHS. Parent/Guardians are identified in the Household Questionnaire as the person who is the primary care giver of the eligible child. A **parent** is a natural or biological mother or father of a child. A child can have only two biological parents (mother and father); while a **guardian** within the context of NEDS is defined as someone who lives in the household and is knowledgeable about the child's schooling history.

Parent Teachers Association (PTA): A formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in the running of public or private schools with the goal to support the school, encourage parents involvement, support teachers and organize family events.

Preprimary School: Refers to any kind of schooling at a level lower than primary school and includes any kind of organized preprimary learning activity such as kindergarten or nursery school for children ages 3-5 years. It excludes informal day care activities in which learning is not the main focus.

Primary School: Refers to schools that admits children from age 6 and runs for 6 years teaching basic subjects in Mathematics, English etc.

Private Schools: Refers to schools owned by individuals or corporate /religious bodies, whose teachers are not paid by the government.

Public Schools: These schools are owned, funded and managed directly by the government through the Ministry of Education, whose teachers and staff are employees of government.

Qur'anic (Day/Modern): This type of school focuses purely on instruction of the Qur'ran and is concentrated in urban areas. There are two types of school in this category:

1. Tahfeez primary-registered with Sharia Commission and follow government approved curriculum; and
2. Tahfeez general which does not follow government curriculum.

Repetition: An act, process or an instance of doing the same thing all over again (e.g. repeating a class).

School: Refers to formal schooling which includes preprimary, primary, secondary, vocational/technical and higher levels of schooling. This definition ***excludes*** Bible or Qur'anic schools as well as short courses in areas like typing, sewing etc. However, it ***includes*** formal religious schools that teach academic subjects like mathematics, technical, vocational training beyond primary school level to long term courses in mechanic or secretarial work.

School Boarding Fee: A fee paid by parent/guardian to cover all costs for children who live within the school premises during term time.

School Development Levy: Refers to an amount imposed or collected compulsorily by the school authority for the purpose of improving the condition and services in the school.

School Tuition fees: Fees usually paid for children attending private schools and excludes other fees that maybe paid to the school (e.g. examination fee or school development fee).

Senior Secondary: Any school that offers at least the complete upper secondary cycle. Under the UBE scheme, students at this level fall within age range 15-17 years.

Solid Food: Refers to any solid substance (as opposed to liquid) that is used or eaten as a source of nourishment.

Structure: A free standing building that can have one or more rooms in which people live in (e.g. an apartment building, a house or a thatch hut). Within a structure there maybe one or more dwelling units.

Tsangaya: Refers to a boarding/traditional Qur'ranic (literal meaning-study centre). It is a study centre in which both the teachers and students travel out of their places of origin and sometimes remain there for the purpose of learning, mastering and memorizing the Qur'ran.