



EdData II

2010 Nigeria Education Data Survey (NEDS) Interviewer's Manual

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2010 Nigeria Education Data Survey (NEDS)

Interviewer's Manual

March 2010

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1. Introduction

The 2010 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, children's nutrition, and other topics which will be helpful to policymakers and administrators in the education field. You will also collect information on the height and weight of children age 4-10 and test literacy and numeracy among children 5-16 years of age. For eligible children aged 13-16 who are living independently, you will administer the Independent Child Questionnaire only.

You are being trained as an Interviewer for the 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. Those not selected may be retained as alternates.

During the training course, you will listen to lectures about how to fill in the questionnaires correctly. You will conduct practice interviews with other trainees and with strangers. You will be given periodic tests, and the questionnaires that you complete will be edited to check for completeness and accuracy.

You should study this manual and learn its contents since this will reduce the amount of time needed for training and will improve your chances of being selected as an Interviewer.

1.1 Survey Background and Objectives

The focus of the 2010 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 Nigeria 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 2010 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.

Table 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 which 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 2010 NEDS are those households in the 2008 Nigeria Demographic and Health Survey (NDHS) sample for which interviews were completed, and in which there is at least one eligible child aged 2-15. In the 2008 NDHS, 34,070 households were successfully interviewed, and our goal is to perform a follow-up NEDS in a subset of approximately 30,000 households. However, records from the 2008 NDHS sample show that of the 34,070 households interviewed, only 20,823 had children age 4-16. In order to bring the sample size up to the required target, screening of additional households was necessary

For NEDS, we expect to interview at least 30,000 parents/guardians to collect data on about 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 behavior and attitudes of all parents and guardians in the country.

A sample of 886 clusters based on the 2006 census frame (i.e, Enumeration Areas - EAs) has been selected. The selected areas have been visited by National Population Commission (NPC) field workers who listed all households living in the clusters. A certain number of households have been selected to be visited by the NEDS interviewing teams. The NEDS sample covers the entire country and was selected in such a way that it generates estimates for the whole country, for urban and rural areas, and in some cases, for each of the six zones and for all states.

1.3 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 provided technical assistance to the questionnaire design and will be two of the main beneficiaries of the survey.

All individuals selected to work as Interviewers on NEDS will work in teams consisting of one field Supervisor, three Interviewers, one quality control Supervisor, one editor, and one driver. Supervisors and Interviewers may be either male or female.

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. In the

NPC central office, editing clerks, data entry staff and computer programmers will also be assigned to the project.

Each editor is responsible for editing every questionnaire completed by his/her team to ensure all skip patterns and instructions were followed accurately. Drivers are responsible for ensuring the safety of the team, and will work under the direction of the Supervisor.

1.4 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 Independent Child Questionnaire;
- collecting information about children's height and weight and testing their literacy and numeracy;
- checking completed interviews to be sure that all questions were asked and the responses neatly and legibly recorded; and
- returning to households to interview respondents you could not contact during the initial visits.

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

1.5 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.

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 four 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 required to check and edit the questionnaires just as you would do in the actual fieldwork assignments.

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.

1.6 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.

1.7 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.

1.8 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;
- review each questionnaire to be sure it is complete and is internally consistent;
- 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.

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2. Contacting the Sample Address

2.1 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.

2.2 Assembling Field Materials

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

- A sufficient supply of questionnaires
- Interviewer's Assignment Sheets
- Literacy and numeracy cards
- Interviewer's Manual
- Identification documents
- Blue biros
- Anthropometry equipment (height boards, scales)
- 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.

2.3 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 *Interviewer's Assignment Sheet (Exhibit 2-1)* 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 have the correct Household Questionnaire for each household assigned;
- Columns (1) to (4) of your *Interviewer's Assignment Sheet* are pre-filled and contain all the information you will need to identify the selected households;
- 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;
- You have several blank Parent/Guardian Questionnaires (including Section 9 continuation sheets) and spare additional Eligible Child Questionnaires.

Allocate **two** Parent/Guardian Questionnaires for each household. In some households, there may be only one respondent answering questions about all eligible children, but in other households there may be two or more respondents. Allocate **five** Eligible Child Questionnaires and **one** Independent Child Questionnaire per household. In some households there may be only one eligible child, while in others, there may be five or more eligible children. Having extra Parent/Guardian Questionnaires and Eligible Child Questionnaires will prepare you for various possibilities and ensure that you have enough questionnaires for the day.

2.4 Interviewer's Assignment Sheets

When your Supervisor assigns households to you, he/she will write in the following identification information on your *Interviewer's Assignment Sheet (Exhibit 2-1)* in columns (1)-(4): household number, address, name of the head of the household and the date of your assignment.

Columns (5) to (13) of the *Interviewer's Assignment Sheet* serve as a summary of the results of your work in the field for each household. At the end of the day, you will record in these columns the final outcome for all household visits and interviews you have conducted.

After completing a household interview, you will record the final result of the interview in Column (5). Then you will enter the total number of independent children respondents in Column (6), the total number of eligible children age 4-16 in Column (9) and the total parent/guardian respondents in Column (10).

After completing an independent child interview, you will fill in the line number of the independent child in Column (7). You will record the final result of the independent child interview in Column (8).

After completing a parent/guardian interview, you will record the name of the respondent in Column (11), his/her line number in the Household Schedule in Column (12), and the number of eligible children age 4-16 for whom the parent/guardian is responding in Column (13). If there are three or more parent/guardian respondents in a particular household, you will not be able to use the original listing on the *Interviewer's Assignment Sheet*. Instead, you will need to draw two lines through the entry for that household on the original Interviewer Assignment Sheet, then take a spare *Interviewer's Assignment Sheet* and list the household on that sheet, using as many lines as necessary (in Columns 11 and 12) to list the parent/guardian respondents in that household. Be sure to fill out the other identifying information for that cluster and locality on the new sheet so that there is no confusion.

You will then record the final result of the interview in Column (14) of your *Interviewer's Assignment Sheet*. In Column (15) record the date you returned the questionnaires for this household to your Supervisor. Finally, once you have filled out each *Interviewer's Assignment Sheet* completely (with no household, parent/guardian, or independent child interviews pending), total (for each page of the *Interviewer's Assignment Sheet*) the number of parent/guardians you have interviewed, the number of eligible children for whom they have responded, and the number of independent children.

Column (16) allows space for any relevant observations about the household or the interviews. For instance, you might note the time and date of an appointment made for a callback to interview a parent/guardian.

Your supervisor will periodically review your *Interviewer's Assignment Sheets* to ensure they are kept up-to-date and accurate.

2.5 Locating the Sample Address

Household listing teams visited each of the selected sample clusters and 1) prepared up-to-date maps to indicate the location of structures; 2) recorded address information for each structure, or described its location (for areas lacking street names or numbers on structures); 3) wrote numbers on structures; and 4) made a list of the names of the heads of the households living in the structures. Within the past 18 months, survey teams visited the households in these clusters as part of the NDHS sample, and collected up-to-date information about household members.

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.

2.5.1 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 '7' on the cover sheet of the Household Questionnaire (DWELLING VACANT OR ADDRESS NOT A DWELLING).

- **The house is all closed up and the neighbors say that no one lives there; the household has moved away permanently.** Enter Code '10,' 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 '7' (DWELLING VACANT OR ADDRESS NOT A DWELLING).
- **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 '6' (ENTIRE HOUSEHOLD ABSENT FOR DURATION OF WORK IN THE CLUSTER). The house should be revisited at least two more times while in the cluster to make sure that the household members have not returned.
- **The household has moved away and a new one is now living in the same dwelling.** In this case, after using the cover sheet to the Household Questionnaire to confirm that the household living in the dwelling is definitely not the same household surveyed by the NDHS, you will conclude the interview and record Code '10' on the cover sheet of the Household Questionnaire (HOUSEHOLD MOVED; END OF INTERVIEW).
- **The head of the household has changed.** In some cases, the person who is listed as the household head may have moved away or died since the listing. After confirming that the rest of the household surveyed by the NDHS still lives in the household, interview the household.
- **No one is home and neighbors tell you the family has gone to the market.** Enter Code '2' (NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT) 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.

2.6 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.

2.7 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.

2.8 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 2-2 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 2-2: 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 2008 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 15 minutes for the Parent/Guardian Questionnaire and 10 – 20 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. Show respondent a copy of the 2008 NDHS summary report.
'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.
'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.

2.9 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 recontact* the resident at a later date and secure a promise of cooperation. Be sure to document the reasons for refusal.

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3. Field Procedures

3.1 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.

3.2 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 examine the cover sheets of your questionnaires 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).

3.3 Recording Results of Interviewer Visits

You must record the outcome of each visit to the sample address on the cover sheet of the Household Questionnaire. Below is a description of each result code.

- **Code 01 – Completed.** Use this code when you have completed all required interviews for the household.
- **Code 02 – No household member at home or no competent respondent at home at time of visit.** Use code in cases where the dwelling is occupied, but no one is home. If no one is home when you visit, or if there is only a child or an adult member who is ill, deaf, or mentally incompetent, enter Code 2 as the result of the visit. Try to find out from a neighbor or from the children when

a competent adult will be present and include this information in the visit record on the cover sheet.

- **Code 03 – Appointment/Callback.** Use this code when you contact a parent/guardian but for some reason it is not convenient for him/her to be interviewed. Schedule an appointment to return to the household to conduct the interview.
- **Code 04 – Refused.** Use this code when the respondent is unwilling to be interviewed, and you have tried to address all concerns about participating in the study. Report this case to your Supervisor.
- **Code 05 – Partially Completed Interview.** 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 on the cover sheet. Also report the problem to your Supervisor.
- **Code 06 – Entire Household Absent for Duration of Time in Cluster.** Use this code after making repeated visits, talking with neighbors and finding no one ever at home. Be sure to discuss the case with your Supervisor.
- **Code 07 – Dwelling Vacant or Address not a Dwelling.** Use this code when the sample address is unoccupied, that is empty with no furniture and no one lives there. 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.
- **Code 08 – Dwelling Destroyed.** Use this code when the dwelling unit and physical structure of the dwelling unit has been burned down or demolished.
- **Code 09 – Dwelling Not Found.** Use this code when after many attempts and a thorough search, you can not 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. Report the problem to your Supervisor.
- **Code 10 – Household Moved.** Use this code when questions 1 -3 are all NO and, after you have confirmed with neighbors or others in the area that the household moved to another area.
- **Code 11 - Other.** There may be times that you cannot interview a parent/guardian 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.

The outcome and date of the final attempt to contact a respondent should be noted in Column (14) of your *Interviewer's Assignment Sheet*. It is important that you keep the visit record on the *Interviewer's Assignment Sheet* accurately as this form provides a summary of all respondents in the NEDS sample. These forms will be returned to the central office for review following completion of interviewing, and will be used to calculate response rates.

The same procedures above apply to obtaining an interview with an independent child, except that for the independent child, no other respondent can be substituted.

In this case, the outcome of the final attempt to contact an eligible child respondent should be noted in Column (8) of your *Interviewer's Assignment Sheet*.

3.4 Checking Completed Questionnaires

Each Interviewer is responsible for checking the completeness of each questionnaire. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible. Also check that you have followed the skip instructions correctly. You can make minor corrections yourself, but any serious error should be clarified by the respondent. Simply explain to the respondent that you made an error and ask the question again.

Do not recopy questionnaires. As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat. Every time you transcribe the answers to a new questionnaire, you increase the chance of an error. For this reason you are not allowed to use work sheets to collect information. Record all information on the questionnaires you have been provided. Any calculations you make should be written in the margins or on the back of the questionnaires.

Anything out of the ordinary should be explained either in the margins near the relevant question, or in the comments section at the end of the questionnaire. These comments are very helpful to the Editor and Supervisor in checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.

3.5 Returning Work Assignments

At the end of fieldwork each day, make sure that you have filled in all of the information you can on the cover sheet of the Household Questionnaire for each household assigned to you, 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.

Return all completed questionnaires to your Editor. Make sure you have filled in the following information on the cover sheet and *Interviewer's Assignment Sheet*: final result code, date interviews were completed, and date you returned the questionnaires to your Editor. Your Supervisor will update the *Supervisor's Assignment Sheet* using this information.

3.6 Editing Questionnaires

It is the responsibility of the Editor to edit all completed questionnaires from a sample cluster while the interviewing team is still in the cluster. The editing rules followed by the Editor are explained in detail in the Supervisor's Manual. It is especially important for the Editor to conduct intensive and thorough edits of questionnaires at the initial stages of fieldwork. The Editor will then discuss with each Interviewer the errors found in the collection of data. It may sometimes be necessary to send an Interviewer back to a respondent in order to correct some data error. The Editor will pass on all questionnaires to the Supervisor for final checking and endorsement.

3.7 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.

3.7.1 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 four 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, Parent/Guardian Questionnaire, Eligible Child Questionnaire and Independent Child Questionnaire
- record keeping tasks on the cover sheet of the Household Questionnaire, and Interviewer's Assignment Sheet
- procedures for checking for completeness of all questionnaires
- procedures for returning work assignments

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.

3.7.2 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, your Supervisor will conduct verification interviews of randomly selected finalized

households. Your Supervisor will re-administer the Household Questionnaire and then compare data from both interviews.

3.7.3 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.

3.7.4 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 precoded 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 precoded 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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4. General Procedures for Completing Questionnaires

4.1 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.

4.2 NEDS Questionnaire Conventions

4.2.1 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).

When a word is in CAPITAL LETTERS and in parentheses, for example as (NAME) appears below in Q. 212, you will insert the correct name of the child or name of the school, or whatever is relevant to the words in parentheses. If the child's name is 'Mercy,' Q. 212 below would read: 'What level of school is/was Mercy attending?'

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
212	What level of school is/was (NAME) attending?	PREPRIMARY 0 PRIMARY 1 JUNIOR SEC ONDARY 2 SENIOR SECONDARY 3 HIGHER 4	

4.2.2 Recording Answers

In the NEDS, all Interviewers will use bios with blue ink to complete all questionnaires. Supervisors and Editors will do all their work using bios with red ink. Data entry staff will use green bios. There are three types of questions in the NEDS questionnaire: 1) questions which have precoded responses, 2) questions which do not have precoded responses, i.e., 'open-ended,' and 3) filters.

Questions with precoded 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 circle the code (number or letter) which corresponds to the reply. Make sure that each circle surrounds only a single code.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
106	Have you ever attended school?	YES 1 NO 2	→ 110

As you can see, the answers in Q. 106 are coded numerically (1 and 2). **Questions with answers coded numerically require that only one answer be chosen.** For this question, you will circle only one answer code—either 1 for YES or 2 for NO.

As mentioned above, precoded answer categories may also be ordered alphabetically, as in Q. 726 below. **When answers are coded alphabetically, more than one response can be recorded.** For example, if the respondent says that a boy who attended primary school will learn to read and write letters, that he will be able to support his parents, and that he may learn how to become a leader, you would circle both letters D and B.

You will notice, however, that there is no preassigned code that matches the third answer, which has to do with leadership. Some precoded questions, such as Q. 726, include an ‘other’ category. **The ‘other’ code should be circled when the respondent’s answer is different from any of the precoded responses listed for the question.** Before using the ‘other’ code, you should make sure the answer does not fit in any of the other categories. When you circle the code ‘other’ for a particular question you must **always** write the respondent’s answer in the space provided. If you need more room, use the margins or the comments section at the end, and write, ‘see note in comments section.’ In the example given above, because the third answer given does not appear in the list of precoded answers, you will also circle ‘X’ for OTHER, and specify ‘learn to be a leader’ on the line provided.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
726	Now I would like you to think about the benefits of primary school. Think of a 15-year-old boy who has completed primary school, and has left school. What advantages does this boy have compared to a boy of the same age who never attended primary school? PROBE: Anything else? RECORD ALL MENTIONED.	FIND (BETTER) JOB A PROVIDE SUPPORT TO HOUSEHOLD/PARENTS B CHANCE TO GO TO SECONDARY C LEARN TO READ AND WRITE D LEARN OTHER LANGUAGES E LEARN MATHEMATICS F LEARN VOCATIONAL SKILLS G DEVELOP MORALS/DISCIPLINE H CRITICAL THINKING SKILLS I MAKE A BETTER MARRIAGE M LEARN TO BE A GOOD PARENT N BETTER HYGIENE O	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
		SOCIAL INTERACTION S KILLS P NO BENEFITS Q OTHER _____ X (SPECIFY)	

Recording responses which are not precoded. The answers to some questions are not precoded; 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 date in the boxes provided. There are two ways this is done:

1. For some questions, there will be only one set of boxes, and you will fill them in.

Example:

523	Last school year, how much in total did your household pay for (NAME)'s examination fees?	EXAMS <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> </tr> </table>	0	0	0	2	0	0	0	
0	0	0	2	0	0	0				
	COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	INCLUDED IN LUMP SUM 96 NOTHING 00 DON'T KNOW 98								

Notice that if the response has fewer digits than the number of boxes provided, you fill in leading zeroes. For example, a response of N570 is recorded '0000570' in seven boxes. To fill in this answer correctly, you will first write '570' in the last 3 boxes, and then fill in the remaining leading boxes with '0s.' Be careful not to add '0s' to the end of the number because then you will have changed the respondent's answer.

2. For other questions, there are two sets of boxes, and you fill in all the boxes provided.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP				
702	If you were to walk to this government primary school, how long would it take?	HOURS MINUTES..... <table border="1" style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> </tr> </table>	0	0	2	0	
0	0						
2	0						

If the school is only a 20 minute walk, you will fill in '00' in the hours boxes and '20' in the minutes boxes.

Marking Filters. Filters require you to look back to the answer to a previous question and then mark an X in the correct box. (See **Section 4.2.5** for description of filters.)

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
301	CHECK 204: <input type="checkbox"/> ↓ AGE 6 OR OLDER	AGE LESS THAN 6 <input type="checkbox"/> →	602

Please find the question referred to and look at the answer. Do not rely on your memory.

4.2.3 Correcting Mistakes

It is very important that you record all answers neatly. For precoded responses, be sure to circle the code for the correct response carefully. For open-ended responses, the reply should be written legibly so that it can be easily read. If you made a mistake in entering a respondent's answer or he/she changes his/her reply, be sure that you cross out the incorrect response and enter the right answer. Do not try to erase an answer. Just put two lines through the incorrect response. Remember that if there are two responses for a particular question, it may not be possible later, when the data are being coded, to determine which is the correct answer. Here is how to correct a mistake:

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
103	Have you ever attended school?	YES (1) → NO (2)	107

4.2.4 Following Instructions

Skip pattern instructions. It is very important to not ask a respondent questions which are not relevant to a respondent's or eligible child's situation. For example, if a child does not/did not attend school during the current school year, the respondent should not be asked what class and level of schooling the child attends. In cases where a particular response makes subsequent questions irrelevant, an instruction is written in the questionnaire directing you to skip to the next appropriate question. It is important that you carefully follow skip instructions.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
211	<p>From this point on, I would like to ask you some questions about (NAME) and his/her formal schooling. Formal schooling includes schools at the preprimary, primary, secondary, and higher levels. Formal schooling also includes religious schools that teach academic subjects like mathematics or English.</p> <p>Has (NAME) attended a formal school at any point during the current school year?</p>	<p>YES 1</p> <p>NO 2</p>	<p>→ 215</p>

Notice that if you circled Code 2 you would skip to Q. 215. In this case, the following question, Q. 212 is asked only about children who attend or attended school during the current school year.

Filters. In order to ensure the proper flow of the questionnaire you will sometimes be directed to check a respondent's answer to an earlier question, indicate what the response was by marking a box, and then follow various skip instructions. Questions of this type are called 'filters'; they are used to prevent a respondent from being asked irrelevant, and perhaps embarrassing or upsetting, questions. In filter questions it is important that you follow the instructions which ask you to check back to an earlier question. Do not rely on your memory. Remember that you do not need to ask the respondent the same question a second time. Check back and mark an 'X' in the appropriate box in the filter; then, follow the skip instructions.

Example:

221	<p>CHECK 220:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>STARTED <input type="checkbox"/> PRIMARY 1 AT AGE 7 OR OLDER</p> </td> <td style="width: 50%; border: none;"> <p>STARTED <input type="checkbox"/> PRIMARY 1 AT AGE LESS THAN 7</p> </td> </tr> </table> <p style="text-align: right; margin-right: 20px;">→ 230</p>	<p>STARTED <input type="checkbox"/> PRIMARY 1 AT AGE 7 OR OLDER</p>	<p>STARTED <input type="checkbox"/> PRIMARY 1 AT AGE LESS THAN 7</p>	
<p>STARTED <input type="checkbox"/> PRIMARY 1 AT AGE 7 OR OLDER</p>	<p>STARTED <input type="checkbox"/> PRIMARY 1 AT AGE LESS THAN 7</p>			

4.2.5 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 ***Question-by-Question 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 nonchallenging 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 [CONTRADICTION]. 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.

4.2.6 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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5. Organization of the NEDS Questionnaires

5.1 Introduction

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

5.2 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 prescribed order discussed below. However, in some cases, you may have limited access to the measurement equipment and so it may be best to weigh, measure, and test the eligible children in the household before completing the Parent/Guardian Questionnaire. If this is true, obtain permission from the parent/guardian, and then proceed to weigh measure and test the eligible child. Note, however, that it is recommended that children be weighed, measured, and tested after the other questionnaires have been completed. Finally, note that the section numbering for the Parent/Guardian and Eligible Child Questionnaires reflects the correct sequencing.

1. Household Questionnaire:
 - a. Cover Page
 - b. Schedule
2. Parent/Guardian Questionnaire, Part A:
 - a. Section 1. Parent/Guardian Consent and Background
3. Eligible Child Questionnaire:
 - a. Section 2. Schooling background and current school participation
 - b. You will complete only one of the following sections depending upon the eligible child's schooling status.
 - Section 3. Children who have never attended formal school
 - Section 4. Children who have dropped out of formal school
 - Section 5. Children who attend/attended school during the 2009 - 2010 school year
 - c. Section 6. Children's eating patterns
4. Parent/Guardian Questionnaire, Part B:
 - a. Section 7. General education questions
 - b. Section 8. Reproductive matters and HIV/AIDS
 - c. Section 9. Primary, junior secondary and senior secondary school schedules
5. Household Questionnaire
 - a. Height
 - b. Weight
 - c. Literacy
 - d. Numeracy

In rare circumstances in which the eligible child aged 13 – 16 is living independently, you will only complete the Independent Child Questionnaire in addition to Columns (9) – (23) of the Household Questionnaire.

1. Independent Child Questionnaire:
 - a. Section 1. Independent Child Consent and Background

- Section 2. Schooling background and current school participation
- Section 3. Children who have never attended formal school
- Section 4. Children who have dropped out of formal school
- Section 5. Children who attend/attended school during the 2009-2010 school year
- Section 6. Children's eating patterns

Figure 5-1 illustrates the organizational questionnaire structure of the NEDS.

5.3 Household Questionnaire

All households visited will be administered the Household Questionnaire. The Household Questionnaire consists of a cover sheet to identify the household, and a form called the Household Schedule that lists all of the people who were members of the household at the time the household was surveyed for the NDHS and during listing of additional households.

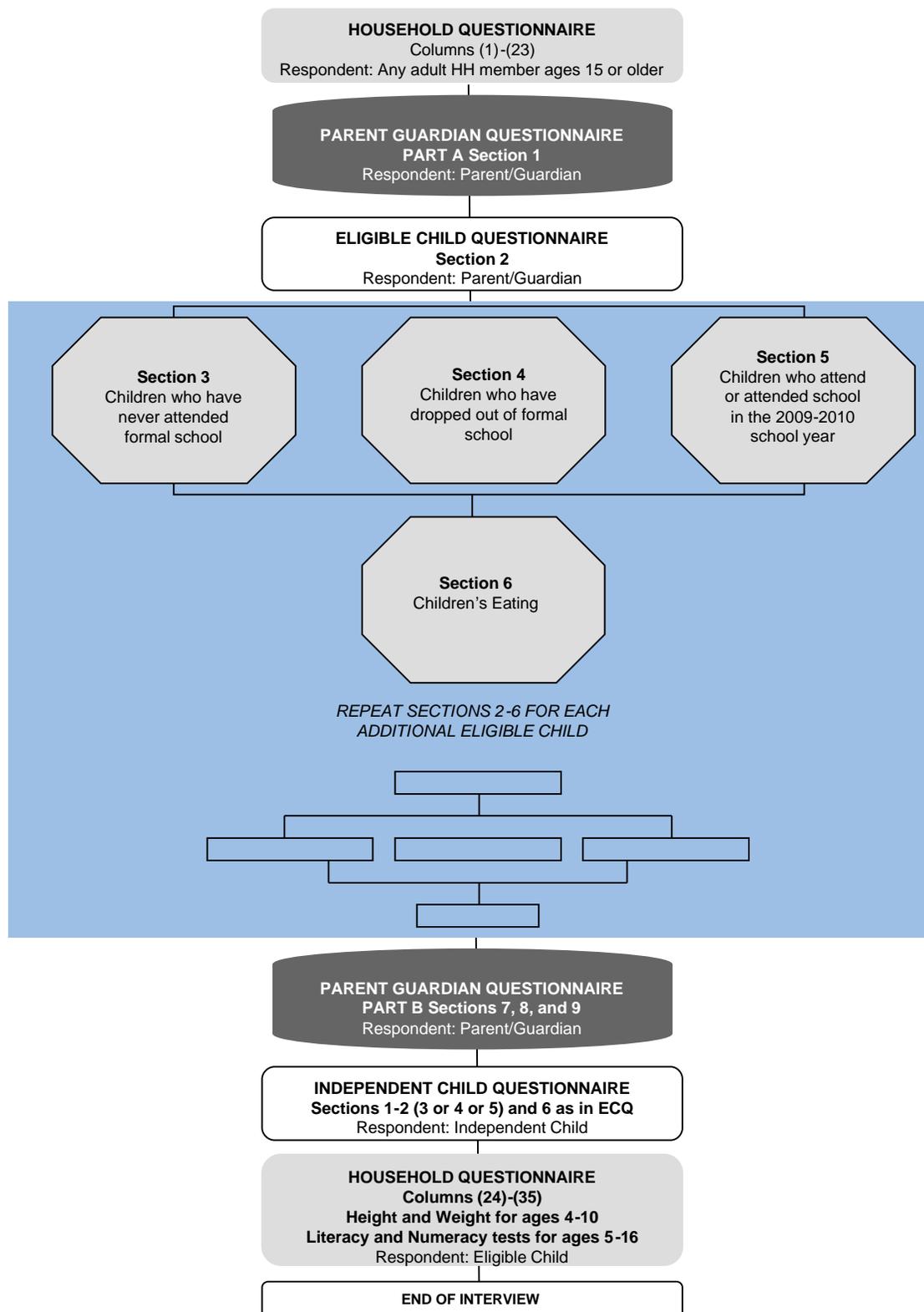
The Household Questionnaire is designed to:

- confirm that the household is the same household surveyed by the NDHS or listed recently for NEDS;
- identify which children are eligible (qualified) to be covered by the Eligible Child Questionnaire, collect height and weight data, and to test for literacy and numeracy;
- collect information about eligible children's parents' survivorship and education;
- identify which parent/guardian is the respondent for each eligible child (except in cases in which children age 13-16 live independently of their parent/guardians); and
- collect information on height and weight for children age 4-10, and to test literacy and numeracy for children age 5-16.

After confirming that the household is the same one surveyed by the NDHS or listed recently for NEDS, you will collect information about whether each eligible child is still a household member. A household member is someone who usually lives in the household. You will then collect information about each eligible child's parents' survivorship and educational attainment.

Next you will determine which parent/guardian is most qualified to answer questions in the Parent/Guardian Questionnaire and the Eligible Child Questionnaire. By most qualified we want to interview the parent or guardian who is most knowledgeable about the child's education. When there are two or more eligible children in a household, there may be more than one parent/guardian respondent in a household.

Figure 5-1: NEDS Questionnaire Organization



5.4 Parent/Guardian Questionnaire

The Parent/Guardian Questionnaire is administered in two separate parts - A and B. Part A is administered first and is designed to collect background information on each parent/guardian respondent. Part B is administered **after** completion of the Eligible Child Questionnaire for all eligible children for whom the parent is responding. Because Part B is not administered after Part A, it starts with Section 7 so that the flow and numbering of the each section is sequential. Part B is designed to collect information on general education issues.

Part A - Section 1 of the Parent/Guardian Questionnaire collects information on the following topics:

- **Section 1: Background characteristics.** Questions on age, education, literacy, and religion are included in order to provide information on the respondent's characteristics.

Part B – Sections 7 – 9 asks about general education, reproductive matters and information about each child's school. The questions in these sections, like in Section 1, are asked only once of each parent/guardian respondent:

- **Section 7: General education questions.** Questions include the walking time and distance to the nearest primary and secondary schools and participation in school activities.
- **Section 8: Reproductive matters and HIV/AIDS.** This section includes questions about the role of primary schools in children learning about sexual matters and about AIDS.
- **Section 9: School schedule.** 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.

5.5 Eligible Child Questionnaire

The respondent for the Eligible Child Questionnaire is the child's parent/guardian identified in the Household 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. Only one schooling status section will be asked of the parent/guardian, and the other two sections will be left blank.

- **Section 2: 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 age enrollment.
- **Section 3: 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.

- **Section 4: 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.
- **Section 5: Children who attended or attend school during the 2009-2010 school year.** The questions in this section are asked about school-age children who attended or attend school during the 2009-2010 school year. Topics include the frequency of and reasons for pupil absenteeism, household expenditures on schooling, and the other costs of schooling.
- **Section 6: Children's eating patterns.** Questions include how many times per day children eat meals and whether children eat in the morning and at midday.

5.6 Independent Child Questionnaire

In a small percentage of households you may find that a child aged 13 – 16 years old is living independently for various reasons. In some instances the child may be orphaned and caring for young siblings; in other instances the child may be married early and is head of the household. You will identify children that fall into this special category in the Household Questionnaire. A box will be pre -marked in the Household Schedule for each child in this category. In this special case, you will administer columns 9 – 23 of the Household Questionnaire and the Independent Child Questionnaire to the 13-16 year old. You will **not** administer the Parent/ Guardian Questionnaire, height, weight, literacy or numeracy test. The Independent Child Questionnaire includes the same topics covered in the Eligible Child Questionnaire.

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6. The Household Questionnaire

6.1 Introduction

This chapter describes the procedures for administering the Household Questionnaire to the parent respondent. The Household Questionnaire includes a cover page and a Household Schedule that is used to determine which children in the household are eligible for questions to be asked about them, and for the children themselves to complete a numeracy and literacy test, and have their height and weight taken. Procedures for collecting these data directly from each eligible child are discussed in **Chapter 9**.

6.2 Overview: Cover Page

All of the information in the Identification Box on the cover page will be printed on the cover of the Household Questionnaire. You will not add to or change this information. The information on this page identifies the household you need to collect information about and therefore it is absolutely essential that you locate the correct household to interview. Questions 1-3 on the cover page help you make sure that you are interviewing the correct household.

Instructions on how to complete the bottom half of the cover page are described in **Sections 6.4.9 and 6.4.10**.

6.3 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 fill in 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.

6.4 Question-by-Question Specifications for Household Questionnaire

6.4.1 Informed Consent

The respondent's consent for completing the Household Schedule **must** be obtained before you can begin administering the Household Schedule to him/her. Read the informed consent statement exactly as it is written. This statement explains 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, thank the respondent and end the interview. Then write '4' (REFUSED) as the result code on the cover sheet.

6.4.2 Qs. 1-3: Confirming the Household

The purpose of these questions is to determine whether the household that lives in the structure at the time of NEDS is the same household as the time of the NDHS. However, in newly listed households for NEDS, you will not administer Qs 1 – 3 and instead leave the questions blank.

If a completely new household lives in the NDHS structure(s) than lived there at the time of the NDHS, the interview will be terminated. This situation should occur rarely.

6.4.3 Q. 1: Household Head/Usual Resident

Introduce yourself to the respondent using the first paragraph of Q. 1. Then read the statement and ask whether (NAME OF HOUSEHOLD HEAD) usually lives in the household. If the household head still usually lives in the household, circle 1 for YES, and go to Column (8) of the Household Schedule.

If (NAME OF HOUSEHOLD HEAD) does not usually live in the household, go to the next question.

6.4.4 Q. 2: Household Head Used to be a Usual Resident

Ask whether (NAME OF HOUSEHOLD HEAD) used to live in the household at some point in the past. It is possible that the person who was listed as the household head at the time of the NDHS no longer lives in the household. Remember that new households have been listed and that heads of these new households can not be the same head as NDHS. If the household head used to live in the household, circle 1 for YES, and go to Column (8) of the Household Schedule.

If (NAME OF HOUSEHOLD HEAD) did not live in the household at some point in the past, go to the next question.

6.4.5 Q. 3: Household Members

This question is the last check to confirm whether the household is the same one interviewed for the NDHS, except for newly registered households. One by one, starting with line 2 of the household schedule, read the names of the other household members. If the respondent says that one or more of the people listed in Column (5) currently live in the household, circle 1 for YES, and go to Column (8) of the Household Schedule.

If the respondent says that **none of the people listed in Column (5) is currently a member of the household**, circle 2 for NO, and go to Interviewer Visits, Result Codes, on the cover page. Circle 10 for 'HOUSEHOLD MOVED; END OF INTERVIEW.' If this household is identified as NDHS household (column 8 – NDHS + 2 year), but members are not the same as NDHS, you are finished with the interview of this household, Write in code '10' for the final result in your *Interviewer's Assignment Sheet*, and notify your Supervisor that the household has moved.

6.4.6 Overview: Household Schedule

The Household Schedule is designed to identify 1) children age 4 -16 that are eligible to have questions asked about them in the Eligible Child Questionnaire, 2) children age 4-10 who will be weighed and measured, and 3) children age 5 -16 who will be tested for literacy and numeracy. The Household Schedule 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.

Below is a discussion of the first two parts of the Household Schedule: The information from the NDHS and newly listed households (Columns 4-8); and the questions asked about the children (Columns 9-23). Before you go to the field, Columns (4)-(8) will already have been completed using information from the NDHS and newly listed households. As an Interviewer, you will begin with Column (8), which determines for each household member whether you go on to ask the questions in Columns (9)-(23).

You will begin by considering each household member, one at a time. You will look at the information for the person listed on line 01 first. Check Column (8) to see whether the person is recorded as age 4-16. If so, continue to Column (9) and ask the question; then proceed according to the instructions until you have completed all needed information (in Columns 9-23) for that household member. If the person is not recorded as age 4-16, go to line 02 of the Household Questionnaire and follow the same procedure.

Do not check Column (8) for all household members listed, followed by Column (9) for all household members, etc. Answer questions for one person at a time, before going on to the next person.

Note carefully that if the person is not recorded as age 4-16 you will not collect any information about that person using the Household Schedule; the remaining columns will be left blank for these people.

6.4.7 Overview: Information From NDHS and Newly Listed Households

Columns (4)-(8) will be printed out with information on each household from the 2008 NDHS and households newly listed, so it is very important for you to have the correct Household Questionnaire for use in each household. **You will not ask any questions in Columns (4)-(8), and you will not make any changes to the information in these columns.** The information in these columns is provided so that people listed as household members at the time of the NDHS and those recently listed, can be identified at the time of the NEDS.

Column (4), LINE NUMBER, lists the line number used to identify each person listed in the schedule.

Column (5), NAMES OF USUAL RESIDENTS, lists the people who were usual residents at the time of the NDHS and during the recent listing. The household head is listed first, followed by other household members. Note that you will not make any changes in the information in this column, and you will not add any household members to this column.

Column (6), RELATIONSHIP TO HEAD OF HOUSEHOLD, gives the relationship to the household head for all people who were usual residents at the time of the NDHS and during the recent listing.

Column (7), SEX, specifies the sex (M for male and F for female) for each person who was a usual resident at the time of the NDHS and during the recent listing.

Collectively, the information in Columns (5)-(7) can be used to help you be sure that you correctly identify household members to the household at the time of the NDHS and to those households recently listed.

Column (8): AGE, for all household members at the time of NDHS, the column label for age will be read 'NDHS + 2 years' to cover the elapsed time period between the NDHS and NEDS. For household members recently listed, the column label for age will read 'AGE'. You will not make any changes in or additions to this You will not make any changes in or additions to this column.

You will, however, use Column (8) to determine whether you ask the question in Column (9), or whether you go to the next line. It is very important that you carefully check the age recorded in Column (8). **Remember that in this column, you do not ask a question about the person's age, but simply check to see what age is recorded in Column (8).** First, check the age recorded for the person listed in line 01.

If the age recorded in Column (8) is 4-16, you will continue to the next question in Column (9). If the age recorded in Column (8) is age 0-3, you will go to the next line. If the age recorded in Column (8) is age 17 or older, you will go to the next line.

6.4.8 Overview: Columns (9) – (23): If Age 4-16 Years

Children age 4-16 are eligible to have information collected about them in the NEDS. **Note that the age information obtained for each eligible child later in the Eligible Child Questionnaire does not determine eligibility.** Rather, the age information recorded in Column (8) of the Household Questionnaire determines eligibility for both the Eligible Child Questionnaire and the last sections of the Household Questionnaire (height and weight measurements and literacy/numeracy testing).

You will complete Columns (9) through (23) **only** for household members who are 4 – 16 at the time of NEDS. For any one younger than age 4 or older than 16 at the time of the NEDS, you will leave Columns (9) – (23) blank.

Column (9): RESIDENCE, this column is used to check whether people who were household members at the time of NDHS and during the recent listing are currently usual members of the household. In order to record Column (9) correctly, you will have to know what we mean by a member of the household.

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.

For each child listed in Column (5), you will ask whether the person usually lives in the household. 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 that the information about residence status is important for the data analysis, but does not determine eligibility.

One note is necessary here. This situation should occur rarely, but if the respondent tells you that the child you have asked about has died, make a note in the margin next to the line for that child and do not ask any of the questions in Columns (9) onward, because this child should not be counted as an eligible child. Then write a note for your Supervisor on the cover of the Household Questionnaire that one of the eligible children has died. Your Supervisor will revisit the household to confirm that an eligible child has died.

Column (10): ELIGIBILITY FOR AGE 4-10, this column asks you to check Column (8) and to circle the line number for every child age 4-10. This information is used to determine who is eligible for the weighing and measuring. Circle the line number for those children age 4-10, and go on to Column (11). Exclude independent children in this count.

Column (11): ELIGIBILITY FOR AGE 5-16, this column asks you to check Column (8) and to circle the line number for every child age 5-16. This information is used to determine who is eligible for the literacy and numeracy testing. Circle the line number for those children age 5-16, and go on to Column (12). Exclude independent children in this count.

Column (12): ELIGIBILITY FOR AGE 4-16, this column asks you to check Column (8) and to circle the line number for every child age 4-16. This information is used to determine who is eligible to be covered by the Eligible Child Questionnaire. Circle the line number for those children age 4-16, and go on to Column (13). Exclude independent children in this count.

Columns (13)-(22): PARENTAL SURVIVORSHIP AND EDUCATION. For all children who are age 4-16, we want to know if either of their own (natural) parents are listed in the Household Schedule. These are children whose line number is circled in Column (12). This information can be used to measure the prevalence of orphan-hood and child fostering in the primary and secondary school age population.

First, ask if the child's natural mother is alive. By 'natural' we mean the biological mother. 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 child. Record whether or not the child's natural mother is still alive by circling 1 or 2 in Column (13). If the respondent does not know whether the natural mother is still alive, circle 8 for DON'T KNOW. If you find in Column (13) that the mother is not alive or the respondent does not know (Column 13 is 2 or 8), you would skip to Column (16) (leave Columns (14) and (15) blank) and ask about the mother's education.

If the mother is still alive, we want to know if she lives in the household. Ask the question in Column (14). If the mother does live in the household, ask who she is (she should be listed on the schedule if she lives in the household), continue to Column (15) and record her line number.

If the mother is not a member of the household or if she is now a usual household member but is not listed in the list of household members from the NDHS, circle 2 for NO in Column (14) and skip to Column (16). Although NEDS considers the household as it was at the time of the 2008 NDHS, it also considers households listed recently to make up for the required survey sample. So, if the child's mother is

not listed as a household member in Column (5), we do not consider her to be a household member.

In Column (16), for mothers who are not alive and those who are not listed in Column (5), you will find out whether the child's mother ever attended school. 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. If the child's mother attended formal school, circle 1 for YES and continue to Column (17). If she did not attend school, circle 2 for NO and go to Column (18).

In Column (17), you will record the highest level of schooling the *child's mother ever attended*, regardless of whether or not the year was completed. For example, if she attended the first year of secondary school for only two weeks, record SECONDARY as the level. Also in Column (17), you will record the number of years of schooling the *mother successfully completed at that level*. In the example just given, the mother who attended the first year of secondary school for only two weeks, the highest year completed at secondary would be 00. Note that for the Household Questionnaire, secondary school refers to schools both before and after implementation of UBE. As a result, the level completed for secondary school can be equal to 4, 5 or 6.

In Columns (18)-(22), follow the same procedure for the child's natural father as you did for the natural mother.

Column (23): ELIGIBLE CHILD'S PARENT/GUARDIAN. This question is relevant for children eligible for NEDS leaving out all household members whose line numbers are not circled in Column (12). The purpose of Column (23) is to 1) indicate independent children for whom there will be no parent/guardian respondent, and 2) for the majority of children, identify a parent/guardian respondent for each eligible child in the household.

Independent Children. We expect about 200 children age 13-16 living independently 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, the box in Column (23) for 'Independent Child' will be pre-marked with an X because it has been determined that this child is living independently, and should answer questions for themselves in the Independent Child Questionnaire. You will not need to identify a parent/guardian nor need to determine which children in the household are independent children as this determination will have been made and recorded for you in Column (23).

First check to see whether the 'Independent Child' box in Column (23) is marked with an X. If the box for Independent Child in Column (23) has been marked with an X, you will not ask the question in Column (23) and will proceed to the next line. Remember that for these independent children, you will not record a parent/guardian line number because these children will not have a parent/guardian respondent; but will respond for themselves to the Independent Child Questionnaire. **Eligible Children.** All other children (with unmarked boxes for Independent Child) age 4 -16 are considered eligible children and will have a parent/guardian respondent. For

these children, you will ask the question in Column (23). Note that for these children, the Independent Child box in Column (23) will remain blank.

For each eligible child, it is important to note that we are not asking for just one parent/guardian respondent for all eligible children in the household, but rather for each individual child. Different children in the same household may have different parent/guardian respondents.

Ask the question about who is best able to respond to questions about the eligible child's education. **You must identify an adult parent or guardian as respondent, not the child him/herself.** We are interested in the child's parent or guardian's perspective, and not that of the child him/herself.

There may be more than one person who can answer questions about the eligible child's schooling, but in this question we are looking for the best adult household member to respond to questions about a child's education. A parent who lives in the household is probably the best respondent for an eligible child. If a parent is not a household member, the eligible child's guardian will be the preferred respondent. **For the purpose of this survey, a guardian is someone who lives in the household and who is knowledgeable about the child's schooling history.** Note that the best adult respondent for a particular child may or may not be the household head.

When the household respondent tells you who the best respondent is for a child, you will record the line number of the parent/guardian best able to answer questions about the child's schooling. Before you record the parent/guardian's line number, you must find the name of the respondent in Column (5). You will not add new household members to the existing list of household members, so the eligible child's parent/guardian listed in Column (23) must be someone already listed in Column (5). You must also check the parent/guardian's age in Column (8). If a parent/guardian's age is listed as 17 or younger, you will need to ask the respondent if anyone else in the household can answer questions about the child's education, since parent/guardians must be age 17 or older at the time of the NDHS or 19 during the recent listing. This means only persons listed as age 19 or older may be considered parent/guardians. In rare circumstances, the person best able to respond as the parent/guardian for the eligible child may not have lived in the household at the time of NDHS (for NDHS households), but lives in the household now. If, after careful probing, no one listed in the Household Schedule can respond on behalf of the child(ren), but there is an appropriate parent/guardian at the time of the interview living in the household, you may use this person to respond on behalf of the child(ren). **Do not add this person to the existing Household Schedule as a new household member.** Instead you will record '00' as the parent/guardian line number in Column 23. You will also record '00' again when completing the Summary of Parent/Guardian Respondents and Eligible Children on page 7.

The person identified as the child's parent or guardian will be the one who responds to the Parent/Guardian Questionnaire and the Eligible Child Questionnaire for that child. Note that this person may or may not be the same person interviewed for the Household Questionnaire. Also remember that there may be more than one parent/guardian respondent within a household.

6.4.9 Summary of Parent/Guardian Respondents and Eligible Children

Next, you will turn to the Summary of Parent/Guardian Respondents and Eligible Children chart in the Household Questionnaire. The purpose of this chart is to make sure there is an accurate record of all parent/guardian respondents and the eligible children for whom they are responding. Check Column (23) of the Household Schedule, and for each parent/guardian respondent whose line number is listed you will copy his/her name (from Column (5) of the Household Schedule) and line number (from Column (4) of the Household Schedule). Be sure to list all of the parent/guardian respondents, and to list each one only once.

Then, in the second column of the Summary, you will copy over the name and line number (from Columns (5) and (4) of the Household Schedule) for each eligible child age 4-16 (see Column 23) for whom that parent/guardian is responding. Again, be sure not to copy the line numbers of any independent children here, since they do not have parent/guardian respondents.

When you have finished filling out the Summary, go back to the cover page of the Household Questionnaire. Note that for the time being, you will leave Columns (24) - (36) blank.

6.4.10 Cover Page: Totals for Parents/Guardians and Eligible Children

Once you have completed the household interview, you will record (in the boxes labeled TOTAL PARENTS/GUARDIANS) the total number of parent/guardians in the household who will be responding to the Parent/Guardian Questionnaire. **A parent/guardian's line number may be listed more than once in Column (23), but each parent/guardian should be counted only once when you are calculating the total number of parent/guardians.** For example, if the parent in line number 02 is listed in Column (23) three times, and no other parent/guardian line number is listed, there is only one parent/guardian respondent in the household. Be careful here not to list an independent child among the parent/guardians. An independent child will have the box marked for Independent Child in Column (23), but will have no line number listed for parent/guardian.

Next you will record (in the box labeled TOTAL INDEPENDENT CHILDREN) the number of children for whom the box labeled Independent Child has been marked with an X in Column (23). In most households, this number will be '0' because the number of independent children in the survey will be small.

Next you will record (in the boxes labeled TOTAL ELIGIBLE CHILDREN AGE 4 -10) the total number of eligible children age 4 -10, for whom the line number in Column (10) is circled, and for whom height/weight data will be collected in Columns (24)-(30) of the Household Questionnaire. Do not include independent children in this count.

Then you will record (in the boxes labeled TOTAL ELIGIBLE CHILDREN AGE 5 -16) the total number of eligible children age 5 -16, for whom the line number in Column (11) is circled, and for whom literacy data will be collected in Columns (31)-(36) and numeracy data in Columns (37) of the Household Questionnaire. Do not include independent children in this count.

Next you will record (in the boxes labeled TOTAL ELIGIBLE CHILDREN AGE 4 -16) the total number of eligible children age 4 -16 for whom an Eligible Child Questionnaire will be completed. To record this number, you will count the number of

children for whom a parent/guardian line number has been recorded in Column (23). Be careful here not to list an independent child among the eligible children. Do not include independent children in this count.

Finally, in the boxes labeled LINE NO. OF RESP. TO HOUSEHOLD SCHEDULE record the line number of the person who was your respondent for the Household Schedule.

6.4.11 Cover Page: Interviewer Visits

Interviewer Visits. Be sure that the Interviewer Visits box is completely filled in with a record of the dates of your visits, any appointments you made, and result outcomes for each visit.

Result Codes. The result of your final visit to a household is recorded in two places: on the cover sheet of the Household Questionnaire and in Column (5) of the Interviewer's Assignment Sheet. A complete listing of all results codes is described in **Chapter 3 Field Procedures, Section 3.3.**

Final Visit. Once you have paid your last visit to the household you will fill in the boxes under FINAL VISIT. The date on which you completed the Household interview is recorded in the DAY, MONTH, YEAR boxes. Write the day of the month in the DAY boxes. You need to convert the month into numbers. For this, January is 01=, February is 02=, March is 03=, etc. Write 01 in the last two YEAR boxes. For example, the first day in March 2010 would be DAY 01, MONTH 03, YEAR 2010. Write your assigned Interviewer number in the boxes labeled NAME. Record 1 in the RESULT box for a completed interview. Add up the number of visits you made for the household interview and enter the total in the TOTAL NUMBER OF VISITS box.

Editor. At the bottom of the cover page, the editor will record his/her name.

Supervisor Signature and Date. At the bottom of the cover page, the Supervisor will write his/her name and the date.

Office Editor and Keyed. Office editing and data entry will be done at NPC, and space is provided for the office editor and data entry person to record their names.

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7. Preparing Questionnaires for Administration

7.1 Introduction

The chapter explains how to prepare the Parent/Guardian, Eligible Child, and Independent Child Questionnaires for administration. You will follow these procedures after you have completed the Household Questionnaire Columns (1)-(23) and before you conduct any interviews.

7.2 Prepare Parent/Guardian Questionnaires

Allocate a Parent/Guardian Questionnaire for each person identified as a parent/guardian respondent in Column (23) of the Household Schedule. You will fill in the identification information on the cover sheet of a Parent/Guardian Questionnaire for each of the respondents identified in the Household Schedule. For example, if there are two people identified as respondents for a total of 4 eligible children, you will take two Parent/Guardian Questionnaires and fill in the identification information for each of the two parent/guardian respondents.

The identification information on the Parent/Guardian Questionnaire is similar to the identification information on the Household Questionnaire. Most of the information can be copied from the cover page of the Household Questionnaire (state name, local government area, locality name, enumeration area, urban/rural, cluster number, building number, household number, town size, and name of household head).

After copying this information into the identification box in the Parent/Guardian Questionnaire, you will need to complete two additional items on the cover page of the Parent/Guardian Questionnaire. First, write the parent/guardian's name and the Line Number he/she was assigned in the Household Schedule (see Column 4). Second, write the TOTAL NUMBER OF ELIGIBLE CHILDREN AGE 4-16 for whom the parent/guardian is responding. If there is only one parent/guardian identified as a respondent for the eligible children in the household (see Column 23), then the number of eligible children for whom that parent/guardian is responding will be the same number written on the cover of the Household Questionnaire (TOTAL ELIGIBLE CHILDREN AGE 4-16). If there are two or more different parent/guardians identified as respondents in Column (23), then you must count up the number of children for whom that particular parent/guardian is identified as the respondent, and record it in the TOTAL NO. ELIGIBLE CHILDREN AGE 4-16 boxes. Note that if there two or more parents/guardians responding for eligible children in a household, the TOTAL NO. ELIGIBLE CHILDREN AGE 4-16 boxes in the Parent/Guardian Questionnaires should add up to the number in the TOTAL ELIGIBLE CHILDREN AGE 4-16 boxes on the cover page of the Household Questionnaire.

7.3 Prepare Eligible Child Questionnaire

After you have completed the cover of the Parent/Guardian Questionnaires for the number of parent/guardian respondents in the household, you will complete the identification box at the top of the Eligible Child Questionnaire (note that there is not

a separate cover page for the Eligible Child Questionnaire). If there is more than one parent/guardian respondent for the children age 4-16 in the household, you will first complete the identification box(es) for the child(ren) of one parent/guardian respondent before completing the same information for children of the second or third parent/guardian respondent.

If there is one eligible child age 4-16 in a household, you will need to fill out only one identification box and one Eligible Child Questionnaire. If there are three eligible children age 4-16, first you will need to fill out the identification box at the top of each of the three Eligible Child Questionnaires. Remember that an Eligible Child Questionnaire must be completed for each child age 4-16 in the household, unless one of those children is an independent child.

7.4 Prepare Independent Child Questionnaire

For each independent child (identified in Column (23) with the Independent Child box marked), you will fill in the identification information on the cover sheet of an Independent Child Questionnaire.

The identification information on the Independent Child Questionnaire is similar to the identification information on the Household Questionnaire. Most of the information can be copied from the cover page of the Household Questionnaire (state name, local government area, locality name, enumeration area, urban/rural, cluster number, building number, household number, town size, and name of household head).

If there is one independent child in a household, you will need to fill out only one identification box and one Independent Child Questionnaire. If there are two or more independent children, you will need to fill out the identification box at the top of each of the Independent Child Questionnaires. Remember that for an independent child, you will fill out an Independent Child Questionnaire and **not** an Eligible Child Questionnaire.

8. Parent/Guardian Questionnaire

8.1 Introduction

This chapter describes the procedures for completing parts A and B of the Parent/Guardian Questionnaire. You will complete only one Parent/Guardian Questionnaire for each eligible child in which the parent is responding. A parent/guardian will answer Sections 1, 7, 8, and 9 only once, while he/she may answer the questions in the Eligible Child Questionnaire several times—depending on the number of children for whom the respondent is answering questions.

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.

If a parent/guardian is immediately available after completing the Household Questionnaire, proceed to interview him/her. **Be sure that you interview the parent/guardian identified as the respondent for the eligible child(ren).** If this respondent happens to be the same person you interviewed for the Household Questionnaire, you may continue. However, if the person you interviewed for the Household Questionnaire is not identified as a parent/guardian respondent in Column (23), you will have to arrange to interview the respondent(s) identified in Column (23).

8.2 Overview: Cover Page

The Parent/Guardian Questionnaire has a cover page to record identification information and the interview results. At this point, you should have completed the information identifying the parent/guardian to be interviewed for one or more eligible children.

Later, you will be filling in the area labeled 'Interviewer Visits.' Here you will record your own name, keep a record of your visits, and record the final date and result code. You will also be entering this information into your *Interviewer's Assignment Sheet*. These procedures are discussed in detail in **Section 3.3**.

8.3 Respondent for the Parent/Guardian Questionnaire

The respondent for the Parent/Guardian Questionnaire is the parent/guardian identified in Column (23) of the Household Questionnaire as the best respondent for each child. If the person whose name and line number you have copied onto the cover sheet of the first Parent/Guardian Questionnaire is not available at the time, you will make an appointment to interview him/her later.

If this parent/guardian is absent for the duration of your time working in the cluster, you may identify another parent/guardian respondent in that household who is available to be interviewed. **Before substituting another parent/guardian respondent, make sure that this substitute is listed in the Household Schedule and is knowledgeable about the child's education.** If it is necessary to substitute

another parent/guardian for the one originally identified in Column (23) of the Household Schedule, you will need to:

- Return to the Household Schedule, Column (23), strike through the line number listed, and replace it with the line number for the new parent/guardian respondent who is available to be interviewed;
- Follow the same procedures on the cover page of the Parent/Guardian Questionnaire, and write in the name and line number of the new parent/guardian respondent;
- Follow the same procedures in the Identification Box of the Eligible Child Questionnaire;
- If this same parent/guardian is identified as the best respondent for more than one child, you will need to make these corrections on the line numbers for each of these children, and on each Eligible Child Questionnaire cover page.

As discussed in Section 6.4.8, if no one listed in the Household Schedule can respond on behalf of the child(ren) but there is someone who is knowledgeable about the child's education and lives in the household now, you may substitute the person identified in Column 23. You must be absolutely certain there is no one else listed in the Household Schedule that can participate as the parent/guardian respondent. After you confirm there is no one else, follow the instructions above, but code '00' for no parent/guardian line number.

The identification information for the parent/guardian respondent in Column (23) of the Household Questionnaire and in the identification boxes on the Parent/Guardian Questionnaire and Eligible Child Questionnaire must be correct and consistent. Be sure to double-check that the information is correct in all of these places so that we can correctly identify who responded to the Parent/Guardian Questionnaire and Eligible Child Questionnaires.

8.4 Question-by-Question Specifications

8.4.1 Informed Consent

The parent/guardian's consent for participation in the survey **must** be obtained before you can begin the interview with him/her. Read the informed consent statement exactly as it is written. This statement explains the purpose of the survey and the voluntary nature of the respondent's participation. It also seeks his/her cooperation and permission to weigh, measure, and test eligible children for whom he/she is responsible. If the parent/guardian does not agree to be interviewed, attempt to address his/her concerns respectfully. If after addressing his/her concerns the parent/guardian still refuses, thank him/her and end the interview. Then write '4' (REFUSED) as the result code on the cover sheet.

8.4.2 Q. 101: Time

Record the time of the day you start the parent/guardian interview. If the hour or minutes are less than 10, put a zero in the first box. Record the time in hours and minutes using the 24 hour system. For example, if it is 1:00 PM or later, you would add 12 to the current hour.

Half past nine in the morning is:	HOUR	<table border="1" style="display: inline-table; border-collapse: collapse; width: 40px; height: 20px;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				
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Half past four in the afternoon is:	HOUR	<table border="1" style="display: inline-table; border-collapse: collapse; width: 40px; height: 20px;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				
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8.4.3 Q. 102: Age

This question collects information about the parent/guardian respondent's age. Note that you **must not** copy this information from the Household Schedule. Instead, you must ask this question independently of the information in Column (8) of the Household Schedule. Do not be concerned if the age given by the parent/guardian differs from the age recorded in the Household Schedule. Simply record the age given by the respondent.

You must obtain the respondent's age in **completed** years, that is, his/her age at his/her last birthday. You can get this information in one of three ways, depending on the type of information you get from the respondent.

- a) The respondent **knows** his/her age.
If the respondent tells you his/her age, simply write it in the space provided.
- b) The respondent **does not know** his/her age, but knows his/her **year of birth**.
If the respondent does not know his/her age, but can tell you his/her year of birth, then you may compute his/her age as follows. If the respondent has had her birthday in the current year, subtract the year of birth from the current year (2010). If the respondent has not yet had his/her birthday in the current year, subtract the year of birth from last year (2009). If the respondent does not keep track of the time within a year when his/her birthday falls, it is sufficient to subtract the year of birth from the current year (2010).
- c) The respondent **does not know** his/her age and **does not know** his/her year of birth.
If the respondent does not know his/her age and cannot report a year of birth, you will have to probe to try to estimate the respondent's age. Turn back to Column (8) of the household schedule, and prompt: 'About two years ago' (for NDHS households), or 'Recently' someone in your household reported that you were (NUMBER OF YEARS OLD). Does it seem to you that you are (NUMBER OF YEARS OLD)? Remember, this is a last resort to be used only when the approaches in a) and b) have failed.

Age 95 or older can be recorded as '95'.

8.4.4 Q. 103: Religion

Ask the respondent's religion and circle the appropriate code.

8.4.5 Q. 104: Ethnicity

Ask the respondent's ethnic group and record it. Leave the code boxes blank.

8.4.6 Q.105 Disability

This question asks whether the parent/guardian has any serious disabilities. Read each response category aloud except for NONE. Code all responses that apply.

8.4.7 Q. 106: Ever Attended School

The term 'school' means formal academic schooling, which includes preprimary, primary, junior secondary and senior secondary schooling. This definition of school does **not** include Bible school or Qur'anic school or short courses like typing or sewing. However, it does include formal religious schools that teach academic subjects such as mathematics, and technical or vocational training beyond the primary school level, such as long-term courses in mechanics or secretarial work.

8.4.8 Q. 107: Highest Level Attended

Record the highest level the respondent ever attended, regardless of whether or not the year was completed using information from the table below.

LEVEL	CLASS
Preprimary	1 – 3
Primary	1 – 6
Junior Secondary	1 – 3
Senior Secondary	1 – 3

8.4.9 Q. 108: Highest Class Completed

In this question, record only the number of classes which the respondent successfully completed at that level. For example, if a respondent was attending the third class of junior secondary school and left school before completing that year, record '0 2'. Although the third class of junior secondary was the highest year he/she attended, he/she completed only two years of junior secondary school. Note that you will record the number of years completed at the level which was recorded in Q.107. If the respondent attended only part of the first class of junior secondary school, record '0' for completed years.

8.4.10 Q. 109: Check for Level of Schooling

Check Q. 107 and if the highest level of schooling the respondent attended was primary school, continue with Q. 110. If the respondent attended either secondary or higher, skip to Q. 114.

8.4.11 Q. 110 And 111: Literacy

Based on your knowledge of the respondent, choose one of the four language cards. You may also ask the respondent which of the four language cards he/she would like

to be used in the interview. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush him/her to read it. In Q. 110, record whether the respondent was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If the respondent asks for the sentences in another language and you were provided a card with sentences in that language, show the respondent the appropriate card. If there is no card with sentences in the language required, circle '4', and specify the language needed. If there is no card with the language required, skip to Q. 112. If the respondent is blind or visually impaired and unable to read from the card, circle '5' and skip to Q. 115.

Next, in Q. 111, record the language used to test the respondent's literacy.

If there are two or more parent/guardian respondents in the household, it is important to avoid the problem of having other respondents overhear the sentence being read. Subsequent respondents in the household might be able to repeat the sentence when they are interviewed, even if they are unable to read. If there is a second respondent for another eligible child in the household, show him/her a different sentence on the card.

8.4.12 Q. 112: Literacy Program

This question is asking about participation in any kind of program (except for primary school), that includes learning to read or write as part of the program. Included might be literacy programs, health and nutrition programs, micro enterprise programs, business cooperatives, etc., as long as learning to read or write is a part of the program.

8.4.13 Q. 113: Check for Literacy

Check Q. 110 and if codes '2,' '3,' or '4' are circled, mark 'X' in the appropriate box and continue. If code '1' is circled, mark 'X' in the appropriate box and skip to Q. 115.

8.4.14 Q. 114: Newspaper/Magazine Reading

The purpose of this question is to find out if the respondent is exposed to influences outside his/her local community by means of reading newspapers or magazines. It does not matter what type of articles the respondent reads, what language he/she reads in, or who buys the newspapers or magazines he/she reads. The question is simply whether the respondent usually reads them, and how often. Make sure that you read the entire question before accepting the answer.

Note that the question is not asking whether the respondent reads other materials, such as books. Be sure that the respondent understands that we are asking about newspapers and magazines only, and record the answer accordingly.

8.4.15 Q. 115: Radio Listening

If there is any doubt as to whether the respondent listens almost every day, use your judgment. For example, if the respondent says 'I listen almost every day, but during the planting season I'm away and I don't listen at all,' record ALMOST EVERY DAY, since the respondent usually listens almost every day. It does not matter who owns the radio and the program in which the respondent listens.

8.4.16 Q. 116: Television Watching

As with Qs. 110 and 111, the purpose is to get an idea of how much exposure the respondent has to influences outside his/her place of residence. Ask whether the respondent watches television. The question is concerned with 'live' television rather than with videotapes, although it does not matter who owns the television and what program the respondent watches.

8.4.17 Q. 117: Instruction

This question instructs you to proceed to the Eligible Child Questionnaire for the child or children for whom this parent/guardian is the respondent. The instruction serves as a reminder that you must complete Sections 2-6 of the Eligible Child Questionnaire for all eligible children before continuing to Sections 7-9 of the Parent/Guardian Questionnaire.

It is critical that you do not go directly from Section 1 to Sections 7 and 8 of the Parent/Guardian Questionnaire, but instead go to the Eligible Child Questionnaire, Section 2, for the first eligible child for whom that parent/guardian is responding.

9. Eligible Child Questionnaire

9.1 Introduction

This chapter explains the procedures for administering the Eligible Child Questionnaire. As noted previously, you will complete Section 2 and then complete only one section, either Section 3, 4 or 5 depending on the child's schooling status, and then complete Section 6.

9.2 Overview: Cover Page

The Eligible Child Questionnaire has a cover page to record identification information and the interview results. At this point, you should have completed the information identifying the child to be interviewed for one or more eligible children. At the end of this chapter are instructions for returning to the cover page to complete it when you have finished each Eligible Child Questionnaire. Be sure to enter your name in the space provided.

9.3 Respondent for the Eligible Child Questionnaire

The respondent for the Eligible Child Questionnaire is the parent/guardian identified as the best respondent for that child (see Column (23) of the Household Schedule). You will complete one Eligible Child Questionnaire at a time. So, for the first child for whom the parent/guardian is responding, you will answer the questions in Sections 2-6 before completing the second Eligible Child Questionnaire.

In the Eligible Child Questionnaire for the first child the parent/guardian is responding for, you will complete the first section, which is Section 2.

9.4 Question-by-Question Specifications for Section 2

In this section, *Schooling Background and Current School Participation*, we obtain some general background information about the eligible child for whom the parent/guardian is responding. Section 2 determines whether you go next to Section 3, 4 or 5

9.4.1 Q. 201: Line Number, Name, and Sex of Child

Turn back to the Household Schedule, and copy the eligible child's line number (Column 4), name (Column 5) and sex (Column 7) in the appropriate boxes.

9.4.2 Q. 202: Respondent's Relationship to Child

Ask the respondent's relationship to the eligible child and circle the code for the appropriate answer.

9.4.3 Q. 203: Month and Year of Birth

Questions 203 and 204 must be asked independently of the information on the Household Questionnaire. Do not refer to the Household Questionnaire information on age. Instead, ask the questions as they are written, and record the responses.

If the respondent knows the child's date of birth, write it in the appropriate boxes for MONTH and YEAR. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc.

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. Convert months to numbers, as before. If you cannot even estimate a month, write '98' for MONTH.

If the respondent cannot recall the year when the birth occurred, you need to probe carefully. Show him/her the Historical Events Calendar. 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. **You must enter a year for all children, even if it is just your best estimate.**

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.

9.4.4 Q. 204: 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 and you can do this in one of several ways, depending on the type of information you get from the respondent.

- a) The respondent **knows** the child's age.
If the respondent tells you the child's age, simply write it in the space provided.
- b) The respondent **does not know** the child's age, but **year of birth is reported** in Q. 203.

If the respondent does not know the child's age, but did report a year of birth in Q. 203, then you may 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 (2010). If the child has not yet had a birthday in the current year, subtract the year of birth from last year (2009). 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 (2010).

Remember, you **must** fill in an answer to Q. 204.

9.4.5 Consistency Check: Date of Birth and Age

You must now check the consistency of the reported year of birth (Q. 203) and age (Q. 204). The child's age plus his/her year of birth must equal the year in which he/she last had a birthday. There are two methods for checking whether the age and year of birth are consistent - the arithmetic method and the chart method. You may use either method, but do not perform the check until **after** you have asked Qs. 203 and 204.

Arithmetic method. You will choose the procedure explained in a or b above to do the arithmetic, depending on the type of information you have recorded in Q. 203. Use the margins of the questionnaire to do the necessary arithmetic.

- 1a. IF BOTH MONTH AND YEAR ARE RECORDED IN Q.203. If the month of birth is before the month of interview (the child has had a birthday this year), then the age plus the year of birth should equal the year of interview (2010). If the month of birth is after the month of interview (the child has not had a birthday this year), then the age plus the year of birth should equal the previous year (2009). If the month of birth is the same as the month of interview, then a sum of either 2009 or 2010 is acceptable. **If the sum is incorrect, then either the year of birth or the age (or both) are incorrect and need to be corrected.** If the sum is off by exactly one year, then it is also possible that the month of birth is incorrect and the other information is accurate. In such cases, the age and the month and year of birth all need to be reviewed to see where the error lies.

EXAMPLE: If a respondent tells you that the child was born in January 2002, and that he is 8 years old, and you are interviewing the respondent in April 2010, you would add 2002 to 8. If the information the respondent gave you is consistent, the sum should be 2010, since April comes after January. If another respondent tells you that the child was born in August 1996 and she is 13 years old, the sum should equal 2009 since the child will not become a full year older until August (April is before August).

- 1b. IF ONLY YEAR OF BIRTH IS RECORDED IN Q. 203. Add the year of birth to the child's age and accept a sum of either 2009 or 2010. For example, if the respondent says the child was born in 2001, but does not know the month, the child should be either 8 (since $2001 + 8 = 2009$) or 9 (since $2001 + 9 = 2010$). If the sum does not equal either 2009 or 2010, probe to find out if the year of birth or age is incorrect.
- 1c. HOW TO CORRECT INCONSISTENT ANSWERS. If the age plus the year of birth do not add to 2009 or 2010 as appropriate, probe to get consistent information. For example, if the sum equals 2009 and it should be 2010, then you need to add 1 to either the age or the year of birth after checking with the respondent to see which one is wrong. If the sum adds to 2011 and it should be 2009, you need to subtract 2 from either the age or the year of birth **or else** subtract 1 from both the age and the year of birth. It is important to understand that either or both the age and year of birth may be incorrect.

Chart method. Use the Age-Birth Date Consistency Chart (Figure 9-1) to check consistency. You will choose the procedure explained in 2a or 2b, depending on the type of information you have recorded in Q.203.

- 2a. IF BOTH MONTH AND YEAR ARE RECORDED IN Q. 203. Enter the chart at the age you recorded in Q. 204. If the month of birth is before the month of interview (the child has already had a birthday this year), use the right hand column to see what year of birth is consistent with that age. If the month of birth is after the month of interview (the child has not yet had a birthday this year), use the left hand column to see what year of birth is consistent with that age. If the year of birth recorded in Q. 203 is not the same as the year of birth in the chart, then Qs. 203 and 204 are inconsistent and you will have to make a correction.
- 2b. IF ONLY YEAR OF BIRTH IS RECORDED IN Q. 203. Enter the chart at the age you recorded in Q. 204. The year of birth listed in either the left or right hand column is consistent with that age. If the year of birth recorded in Q. 203 is not the same as one of the two years of birth recorded in the chart, then Qs. 203 and 204 are inconsistent and you will have to make a correction.
- 2c. HOW TO CORRECT INCONSISTENT ANSWERS. If the recorded year of birth (Q. 203) does not agree with the year in the chart, you must correct the inconsistency. Do this by further probing and adjusting either the age information, the date information, or both. It is important to understand that **either or both** of the two pieces of information may be incorrect. Do not always assume that an inconsistency means, for instance, that the date of birth was given correctly, and that the age is incorrect. It could be that the date or both the age and the date are incorrect.

Finally, note that, using the Eligible Child Questionnaire, you will collect information about all children listed in the Household Schedule as age 4 -16, regardless of the age given for the child by the parent/guardian.

Figure 9-1: Age-Birth Date Consistency Chart for Survey In 2010

Current Age	Year of Birth	
	Has not had birthday in 2010	Has already had birthday in 2010
	Don't Know	
0	2009	--
1	2008	2009
2	2007	2008
3	2006	2007
4	2005	2006
5	2004	2005
6	2003	2004
7	2002	2003
8	2001	2002
9	2000	2001

Current Age	Year of Birth	
	Has not had birthday in 2010	Has already had birthday in 2010
	Don't Know	
10	1999	2000
11	1998	1999
12	1997	1998
13	1996	1997
14	1995	1996
15	1994	1995
16	1993	1994
17	1992	1993
18	1991	1992
19	1990	1991
20	1989	1990

9.4.6 Q. 205 Disabilities

This question asks whether the child has any serious disabilities. Read each response category aloud except for NONE. Code all responses that apply.

9.4.7 Q. 206: Religion

Ask the parent/guardian what the child's religion is and circle the appropriate code. If the child is Muslim circle 1 and continue to Q. 207. If the child is any other religion (codes '2,' '3', or '6'), skip to Q. 211.

9.4.8 Q. 207: Attending an Islamiyya School

Ask the respondent if the child attends an Islamiyya school. If yes, continue with Qs. 207A, 207B and 207C. If no, skip to Q. 208.

Islamiyya is a modernized schooling system with a formal school structure. They deal with other Islamic subjects as Qur'anic education alone does not cover teaching of routine Islamic practice. Also, unlike the Qur'anic schools, which are more local, the Islamiyya schools are often established by leaders within the three dominant Islamic traditions: Qadiriyya, Tijjaniyya and Izala. There are two types of Islamiyya schools: Islamiyya primary (also known as integrated, registered with SUBEB and supported by the State, teaching the state approved integrated curriculum) and Islamiyya general.

9.4.9 Qs. 207A, 207B, 207C: Hours, Time of Day and Subjects Taught at Islamiyya School

This series of questions asks for the number of hours the child attends the Islamiyya school per day; the time of day the child attends the Islamiyya school (morning, afternoon or evening); and which of the four academic subjects listed are taught at the Islamiyya school.

9.4.10 Q. 207D: Check Filter Academic Subjects At Islamiyya School

This check filter refers to the answer(s) provided at Q 207C. If at least one academic subject is taught (Code '1'), ask Q. 207E. If the parent responds 'No' (Code '2') to all subjects, skip to Q. 208.

9.4.11 Q. 207E: Reasons for Attending Islamic School

Ask the respondent for the reasons why he/she sends their child to the Islamiyya school. Code all that apply.

9.4.12 Q. 208: Attending a Qur'anic School

This question asks if the child attends a Qur'anic school. If yes, continue with Qs 208A, 208B, 208C. If no, skip to Q. 209.

Qur'anic = day school / modern qur'anic. Focus purely on instruction of the Qur'an. Mostly concentrated in urban areas where children come as day scholars. Further divided into two categories: tahfeez primary (register with Sharia Commission and follow government approved curriculum) and tahfeez general (do not follow the government curriculum).

9.4.13 Qs. 208A, 208B, 208C: Hours, Time of Day and Subjects Taught at Qur'anic School

This series of questions asks for the number of hours the child attends the Qur'anic school per day; the time of day the child attends the Qur'anic school (morning, afternoon or evening); and which of the four academic subjects listed are taught at the Qur'anic school.

9.4.14 Q. 208D: Check Filter Academic Subjects At Qur'anic School

This check filter refers to the answer(s) provided at Q 208C. If at least one academic subject is taught (Code '1'), ask Q. 208E. If the parent responds 'No' (Code '2') to all subjects, skip to Q. 209.

9.4.15 Q. 208E: Reasons for Attending Qur'anic School

Ask the respondent for the reasons why he/she sends their child to a Qur'anic school. Code all that apply.

9.4.16 Q.209: Attending a Tsangaya School

This question asks if the child attends a Tsangaya school. If yes, continue with Qs 209A, 209B, 209C. If no, skip to Q. 211

Tsangaya = boarding school / traditional qur'anic [literal meaning: 'study centre']. 'A system of instruction in which both the teacher and the students travel

out of their places of origin, and sometimes remain there, for the purpose of learning, mastering and memorizing Qur'an'.

9.4.17 Qs 209A, 209B, 209C: Hours, Time of Day and Subjects Taught at Tsangaya School

This series of questions asks for the number of hours the child attends the Tsangaya school per day; the time of day the child attends the Tsangaya school (morning, afternoon or evening); and which of the four academic subjects listed are taught at the Tsangaya school.

9.4.18 Q. 209D: Check Filter Academic Subjects At Tsangaya School

This check filter refers to the answer(s) provided at Q 209C. If at least one academic subject is taught (Code '1'), ask Q. 209E. If the parent responds 'No' (Code '2') to all subjects, skip to Q. 211.

9.4.19 Q. 209E: Reasons for Attending Tsangaya School

Ask the respondent for the reasons why he/she sends their child to a Qur'anic school. Code all that apply.

Note: Q.210 is intentionally omitted from the questionnaire.

9.4.20 Q. 211: Attending or Attended Formal School During 2009-2010 School Year

The term formal schooling refers to schools that are either public or private, and includes preprimary, primary, junior secondary and senior secondary schooling. 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.

The current school year refers to the 2009-2010 school year, which began in September 2009 and finishes in June 2010. Ask whether the child attended school at any point in time during the current school year. If the child attends preprimary, primary, junior secondary or senior secondary school, you will circle '1' for YES. If the child attended school in September 2009, but left school in October or later and does not attend school anymore, the child did attend at some point during the current school year, so you will circle '1' for YES. If the child attended school through June 2009, but has not attended school during the school year that started in September 2009, you will circle '2' for NO.

If you are administering the interview after June, 2010, make it clear that you are referring to the school year that finished in September, 2009 through June, 2010. Make it clear that you understand the child may be on summer holidays. Be sure to code whether the school is officially on break in Section 10, Interviewer Observations Section. It is very important for analysis purposes that we know for each child whether school was officially in session or not.

If the child did not attend school at any point during the 2009 – 2010 school year, skip to Q. 215.

9.4.21 Q. 212: Level of Schooling

It is very important to record the correct level of schooling the child attends/attended during the current (2009-2010) school year. Use the table below to code this question and the next question correctly.

LEVEL	CLASS
Preprimary	1 - 3
Primary	1 - 6
Junior Secondary	1 - 3
Senior Secondary	1 - 3

9.4.22 Q. 213: Class Attending/Attended During Current School Year

This question differs from those asked previously about educational attainment, in that this question is not about a class completed, but the class the child is attending now or attended during the 2009-2010 school year. In this question, record the class that the child is attending or attended this school year at the level he/she attends. Be sure to zero fill the boxes if the class reported is only one digit. For example, if a child is attending the first class of primary school, you would record '01' in the boxes provided.

9.4.23 Q. 214: School/Institution Name

This question is critical to the survey, because the information from this survey will be linked up with Federal Ministry of Education (FMOE) information about the characteristics of each school that children attend, such as teacher-student ratio and teacher qualifications, etc. For this reason, getting accurate and official names for schools is very important.

Record the name of the school that the child attends, using **all capital letters**. Be sure to record the formal name of the school, rather than an informal or local name.

Interviewers will leave the code boxes blank. While the team is still in the cluster, the supervisor will fill in the school code from a list provided by the FMOE/UBE to NPC.

If the formal name of the school is not found, code 98.

After filling in the name of the school, continue to 214A, check box. Refer to the answer recorded in Q. 212. If you recorded '0' that the child is/was attending preprimary school, skip to Q. 501. If the answer you recorded in Q. 212 is 1, 2, 3 or 4, skip to Q. 218.

9.4.24 Q. 215: Ever Attended School

This question is asked about children who have not attended school at any point during the 2009-2010 school year. As in Q. 211, the term formal schooling includes preprimary, primary, junior secondary and senior secondary schooling. Formal school includes academic religious schools, but not non-academic religious schools. If the

child attended school at some point in the past, circle '1' for YES and continue to the next question.

If the child has never attended school, circle '2' for NO and skip to Q. 301.

9.4.25 Q. 216: Highest Level of Schooling Ever Attended

In this question, you must carefully record the highest level of schooling the child ever attended. For example, if the child attended the first term of junior secondary school, code level '2.'

9.4.26 Q. 217: Highest Class Completed at that Level

In this question, record the class that the child successfully completed at the last level attended. If the child attended the first term of the first class of junior secondary, but then left school, the highest class he/she completed at the junior secondary level would be '00.'

9.4.27 Q. 218: Attended Preprimary School

This question is asked about children who have attended school at some point in the past, or who currently attend school. Participation in preprimary school can prepare children for the structure and purpose of primary school, and so can be seen as a foundation for later learning.

If the child attended preprimary school, continue to the next question.

If the child did not attend preprimary school, skip to Q. 220.

9.4.28 Q. 219: Years of Preprimary School

Some children attend preprimary school for more than one year. In this question, you will ask how many years the child attended preprimary school, and write the number of years in the box. Record the number of complete or partial years attended. For instance, if the child attended preprimary for less than 1 complete year, write '1' in the box...

9.4.29 Q. 220: 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 age, or older than the official age.

If the respondent is not able to say what age the child first attended primary 1, probe using calendar of historical events. If the respondent is still unable to recall an event that could yield an estimated age, circle '98' for DON'T KNOW, and skip to Q. 230.

9.4.30 Q. 221: Check Age of First Primary 1 Attendance

Check Q. 220. If the age of first primary 1 attendance is age 7 or older, continue to the next question.

If the age of first primary 1 attendance is less than age 7, skip to Q. 230.

9.4.31 Q. 222: Needed to Work or Help at Home

This question, along with Qs. 223-226, collects information about reasons for children starting school at age 7 or older. It is possible that many factors contributed to the child's starting school over age so it is important to make clear to respondents that we are not trying to identify just one single reason.

9.4.32 Q. 223: Costs of Schooling

Ask whether the costs of schooling (for things like uniforms and supplies, for example), or the lack of money to pay these costs, partly contributed to the child not attending primary 1 until the age of 7 or older.

9.4.33 Q. 224: Distance to School

This question collects information about whether the child, at the age of 6, was unable to walk the distance to primary school, and whether this situation partly contributed to the child not attending primary 1 until the age of 7 or older.

9.4.34 Q. 225: Considered too Young to Start School

This question asks whether at the age of 6, a child was perceived to be too young or too immature physically, emotionally, or intellectually to start attending school.

9.4.35 Q. 226: Gender

This question asks whether at the age of 6, the child's gender was a reason why he/she did not start attending school.

9.4.36 Q. 227: Priority of One Child Over Another

This question asks whether at the age of 6, the priority of one child over another was a reason why he/she did not start attending school.

9.4.37 Q. 228: Safety/Security

This question asks whether at the age of 6, safety/security issues was a reason why he/she did not start attending school.

9.4.38 Q. 229: Other Reason

This question asks whether there is another reason, apart from those asked about in Qs. 222–228, for the child first attending primary 1 overage. If the respondent has said NO to all of the reasons listed in Qs. 222-228, you must obtain an answer to this question. If the respondent has said YES to one or more of the reasons listed in Qs. 222-228, then this question will capture 'another' important reason for the child starting school over age. You should phrase the question accordingly, saying either 'an' or 'another.' If there is (an) other reason, circle '1' for YES, and specify the reason in the space provided. If there is no other reason, circle '2' for NO.

9.4.39 Q. 230: Attending or Attended School During 2009 School Year

This question is an important filter. It determines routing through the next three sections. First, you will check Q. 211, and if the child attends or attended school during the 2009-2010 school year, you will skip to Q. 501, the section for children who are currently attending school.

You also need to check Q. 215. If the answer is YES, the child has attended school in the past but is currently not in school, skip to Q. 401, the section for children who dropped out of school.

9.5 Question-by-Question Specifications for Section 3

The questions in this section, *Children Who Have Never Attended Formal School*, are asked about children who have never attended school. Note that this section of questions will be completed **only** for those children for whom the answer to Qs. 211 and 215 is NO. For other eligible children, this section will be blank.

9.5.1 Overview: Qs. 301-317: Reasons for not Attending School

Questions 301-317 collect information about reasons for children who never attended school. With the exception of Q 301 and 302 which asks for the only reason, make it clear to respondents that more than one reason may apply.

9.5.2 Q. 301: Disability

Some children may have disabilities that make it difficult for them to attend school, such as blindness, the inability to walk, or mental retardation. This question asks whether a child's physical or mental disability is the **only reason** why he/she never attended school. If the answer is YES, circle '1' and skip to Q. 602. If the answer is NO, circle '2' and continue to Q. 302.

9.5.3 Q. 302: Illness

This question asks whether a child being very sick for 3 months or longer is the only reason why he/she never attended school. Note that this question focuses on a long-term illness and not illness of a shorter duration, such as flu or malaria.

9.5.4 Q. 303: Needed to do Domestic Work

This question asks if the need for the child to do domestic work explains why the child never attended school. Remember that the question is not asking whether the child does the work, but whether the need to have the child do the work explains why the child never attended school.

9.5.5 Q. 304: Needed to Work Outside the Home

This question asks if the need for the child to work outside the home explains why the child never attended school. Remember that the question is not asking whether the child does the work, but whether the need to have the child do the work explains why the child never attended school.

9.5.6 Q. 305: Needed to Work for an Employer

This question asks if the need to work for an employer explains why the child never attended school. Remember that the question is not asking whether the child does the work, but whether the need to have the child do the work explains why the child never attended school.

9.5.7 Q. 306: Monetary Costs of Schooling

Ask whether the lack of money to pay the costs of schooling (such as uniforms and supplies, for example) contributes to the child having never attended school. If the answer is YES, circle '1' and continue to Q. 307. If the answer is NO, skip to Q. 308.

9.5.8 Q. 307: Types of Monetary Costs

Ask which school costs made it too difficult for the child having never attended school. Do not read the answers aloud, and circle codes for as many answers as the respondent provides. Be sure to specify other costs if necessary.

9.5.9 Q. 308: Distance to School

This question collects information about whether the child never attended school because the distance to the nearest school was too far given the available transport to the school.

9.5.10 Q. 309: Unsafe Travel to School

Ask whether the lack of safety in traveling to school contributes to why the child never attended school. Note that this question does not ask about the problem of the distance to the school, but about the safety of the child on the way to school. Safety issues may be related to distance (fear of the child being too young to walk to the school), but may also be related to physical conditions on the way to school (large river or busy roads to cross).

9.5.11 Q. 310: School Quality

Some parent/guardians may choose not to send a child to school because the school is considered to be of poor quality or is seen to have problems. These problems may include poor teaching, the lack of toilet facilities or lack of water at school, the inadequacy of school buildings, etc.

You will read the question, and then read the list of potential school problems, one by one. Circle '1' for YES and '2' for NO, for each of the school quality indicators listed. Remember that the question is not asking whether the school has these problems or is of poor quality, but whether the problems or the poor quality partly explains why the child never attended school. Be sure to circle '1' or '2' for each item. Do not leave any blank.

9.5.12 Q. 311: Importance of Schooling

This question is intended to measure the value the parent/guardian places on schooling. Some people think that schooling is not useful or not important to a child's life, and this is one of the reasons why their child never attended school.

9.5.13 Q. 312: Child is Disinterested

It is also possible that the child him/herself is not interested in attending school, for whatever reasons, and that this reluctance explains why he/she never attended school.

9.5.14 Q. 313: Considered too Young to Attend School

This question asks if the child never attended school because he/she is considered by the household or the parent/guardian to be too young or too immature physically, emotionally, or intellectually to start attending school—even though the child is of the official school starting age or older.

9.5.15 Q. 314: No Good Jobs Available to Graduates

One of the reasons that many people give for sending a child to school is the possibility of the child finding a job or a better job. If the parent/guardian thinks that many graduates are not able to find paid work, it is possible that this might explain why the child never attended school.

9.5.16 Q. 315: Check for Gender of Child

Refer back to the Household Questionnaire, Column 7 to determine if the child is male or female. If the child is female, continue to Q 316. If the child is male, skip to Q. 317.

9.5.17 Q.316: Female Given out to Marriage

This question asks if the reason why the child never attended school is because she was given out to marriage.

9.5.18 Q. 317: Other Reason

This question asks whether there is another reason, apart from those asked about in Qs. 301–316, for the child having never attended school. If there is another reason, circle '1' for YES, and specify the reason in the space provided. If there is no other reason, circle '2' for NO.

Note that, for every child who has never attended school, at least one reason should be given in Qs. 301-316. If the respondent has answered NO to the preceding questions about reasons for never attending school, you must record an answer in Q. 317.

9.5.19 Q. 318: Instructions

This question instructs you to skip to the next relevant question for children who have never attended school, which is Q. 602.

9.6 Question-by-Question Specification for Section 4

The questions in this section, *Children Who Have Dropped Out of Formal School*, are asked about children who have dropped out of school, that is, children who have not attended school during the 2009-2010 school year, but who attended school at some point in the past. The respondent is asked the questions in this section only if the answer to Q.211 is NO and the answer to Q.215 is YES; for other children, this section will be blank. 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.

9.6.1 Q. 401: Age Stopped Attending School

This question is important, because it will allow comparisons of the age of dropout by gender, residence, and other child characteristics. Record the child's age at dropout in completed years. Probe with the historical calendar, as needed.

9.6.2 Overview: Qs. 402-425: Reasons for Dropping out of School

The questions in Section 4 ask about why a child stopped attending school. These questions refer to the point in time at which the child left school – whether it was last year or several years ago. Except for Q 402 and 403, which asks for the only reason, make it clear to respondents that more than one reason may apply.

9.6.3 Q 402: Disability

This question asks if the child's physical or mental disability is the **only reason** why the child stopped attending school. If the answer is YES, circle '1' and skip to Q. 602. If the answer is NO, circle '2' and continue to Q. 403.

9.6.4 Q403: Illness

This question asks whether a child being very sick for 3 months or longer is the only reason why the child stopped attending school. Note that this question focuses on a long-term illness and not illness of a shorter duration, such as flu or malaria. If the answer is YES, circle '1' and skip to Q. 602. If the answer is NO, circle '2' and continue to Q. 404.

9.6.5 Q. 404: Needed to do Domestic Work

This question asks if the need for the child to do domestic work explains why the child stopped attending school. Remember that the question is not asking whether the child does the work, but whether the need to have the child do the work explains why the child stopped attending school. Domestic work includes household chores such as collecting water and firewood, looking after younger siblings, cleaning etc.

9.6.6 Q. 405: Needed to Work Outside the Home

This question asks if the need for the child to work outside the home explains why the child stopped attending school. Remember that the question is not asking whether the child does the work, but whether the need to have the child do the work explains why the child stopped attending school. Working outside of the home indicates working for the family but not receiving direct monetary compensation and may include hawking; working the family farm/land or tending livestock.

9.6.7 Q. 406: Needed to Work for an Employer

This question asks if the need to work for an employer explains why the child stopped attending school. Remember that the question is not asking whether the child does the work, but whether the need to have the child do the work explains why the child stopped attending school. Working for an employer includes any paid work. It also includes children who have been sent to relatives or other families as domestic servants and are not paid.

9.6.8 Q. 407: Monetary Costs of Schooling

Ask whether the monetary costs of schooling (for things like uniforms and school supplies, for example), or the lack of money to pay these costs, contributed to the child leaving school. If the answer is YES, continue to Q. 408. If the answer is NO, skip to Q. 409.

9.6.9 Q. 408: Problematic Monetary Costs of Schooling

This question asks about which of the monetary costs of schooling explain why the child stopped attending school. Read the question and circle the appropriate letters for responses given. Remember that you can circle more than one code. If one cost is mentioned, probe to find out if there were other costs that were difficult for the household to pay. Record all costs mentioned.

9.6.10 Q. 409: Distance to School With the Needed Class

This question asks if the child stopped attending school because the distance to the school offering the class that the child would have attended next was too far. One example of this situation would be if the child completed primary school and would have continued to class 1 of junior secondary school, but the junior secondary school was considered to be too far away for the child to attend it, and so the child stopped attending school.

9.6.11 Q. 410: Unsafe Travel to School

Ask whether the lack of safety in traveling to school contributed to the child dropping out of school. Note that this question does not ask about the problem of the distance to the school, but about the safety of the child on the way to school.

9.6.12 Q. 411: Failed Examinations or Had to Repeat Classes

If children do not perform well on examinations or have to repeat classes, these circumstances may contribute to the child's dropping out of school. Note that this question does not refer to a child not finding a place at the secondary level (Qs. 416 - 417 addresses this issue), but instead focuses on a child's performance on examinations or a child's need to repeat a class.

9.6.13 Q. 412: School Quality

Some parent/guardians may choose not to continue to send a child to school because the school is considered to be of poor quality or is seen to have problems. You will read the question, and then read the list of potential school problems, one by one. Circle '1' for YES and '2' for NO, for each of the school quality indicators listed. Do not leave any items blank. Remember that the question is not asking whether the school has these problems or is of poor quality, but whether the problems or the poor quality explain why the child stopped attending school.

9.6.14 Q. 413: Child's Disinterest

It is possible that the reason the child stopped attending school is that the child him/herself no longer wanted to attend school, according to his/her parent/guardian.

9.6.15 Q. 414: Completed Enough Schooling

Another reason a child might stop attending school is because he/she had reached the desired level of schooling in his/her own opinion or in the opinion of his/her parent/guardian. For example, a parent/guardian may think that complete primary is enough formal education for a child to have, so that once the child completed primary 6, he/she left school.

9.6.16 Q. 415: Check Class

Check Q. 216 and Q. 217. This check filter has three parts. You will only mark one check box and then follow the skip instructions. If the highest level of schooling the child attended is primary school, and the highest class completed is primary 0-5, mark the appropriate box, and continue to Q 416.

If the highest level of schooling the child attended is primary school, and the highest class completed is primary 6, mark the appropriate box, and skip to Q 417.

If the highest level of schooling the child attended is junior secondary or higher, mark the appropriate box, and skip to Q. 418.

9.6.17 Q. 416: Unlikely to Find Place at Junior Secondary

Ask whether the child stopped attending school because there was little chance of the child finding a place at junior secondary school. After you record the answer skip to Q 421.

9.6.18 Q 417: Did Not Find Place at Junior Secondary

Ask whether the child stopped attending school because there was not a place in junior secondary school. After you record the answer skip to Q 421.

9.6.19 Q. 418: Check Class

Check Q. 216 and Q. 217. This filter has two parts. If the highest level of schooling the child attended is junior secondary, and the highest class completed is **less than 3**, mark the appropriate box and continue with Q 419.

If the highest level of schooling the child attended is junior secondary, and the highest class completed is 3, mark the appropriate box and skip to Q 420.

9.6.20 Q. 419: Unlikely to Find Place at Senior Secondary

Ask whether the child stopped attending school because there was little chance of the child finding a place at senior secondary school. After you record the answer skip to Q 421.

9.6.21 Q 420: Did Not Find Place at Senior Secondary

Ask whether the child stopped attending school because there was not a place in senior secondary school. After you record the answer, continue to Q 421.

9.6.22 Q. 421: Check for Age

This question is a filter for age. Check Q. 204, and if the child is age 10 or older, continue to Q. 422.

If the child is younger than age 10, skip to Q. 425.

9.6.23 Q. 422: Check for Gender

Check 201 for gender. If the child is male, continue with Q. 423. If the child is female, skip to Q. 424.

9.6.24 Q. 423: Marriage or Pregnancy

Ask this question to males only and then skip to Q. 425.

9.6.25 Q. 424: Marriage or Pregnancy

Ask this question to females only.

9.6.26 Q. 425: Other Reason

This question asks whether there is another reason, apart from those asked about in Qs. 402–424, for the child dropping out of school. If there is another reason, circle '1' for YES, and specify the reason in the space provided. If there is no other reason, circle '2' for NO.

For every child who dropped out of school, at least one reason should be given in Qs. 402-424 for dropout. If the respondent has answered NO to Qs. 402-424, you **must** record a reason in Q. 425.

9.6.27 Q. 426: Instructions

This question instructs you to skip to the next relevant question for children who have dropped out of school, which is Q. 602.

9.7 Question-by-Question Specifications for Section 5

The majority of questions in this section, *Children Who Attend/Attended School During 2009-2010 School Year*, are for eligible children who currently attend or attended school during the 2009-2010 school year. If the answer to Q.211 is YES, complete this section; for all other children, this section will be blank.

9.7.1 Overview: Qs. 501-506: School Attendance Previous School Year

These questions ask about a child's school attendance in the previous school year, that is the 2008-2009 school year. **It is very important that the respondent understands we are asking about the previous school year (2008 -2009), and not about the current school year (2009-2010).**

9.7.2 Q. 501: School Attendance in the Previous School Year

Make sure the respondent understands this question asks about the previous school year, 2008-2009. If the answer is YES, continue to Q. 502. If the answer is NO, skip to Q. 509.

9.7.3 Q. 502: Same School as Previous Year

This question asks if the child currently attends the same school this current school year as in the previous school year. If YES, continue to Q 503. If the answer is NO, skip to Q. 505.

9.7.4 Q. 503: Type of School Attended Previous Year

This question asks about the type of school the child attended the previous school year.

9.7.5 Q. 504: Reasons Why Changed School

This question asks for the **most important reason** why the child changed schools. Do not read aloud the response categories. Code only one answer.

9.7.6 Q. 505: Level of Schooling Attended Previous Year

In Q. 505, emphasize that the question refers to the previous school year, 2008-2009. Circle the code corresponding to the level of schooling the child attended in the previous school year. If the child attended preprimary school, circle '0' and skip to Q. 509. If the child attended primary, junior secondary, senior secondary or higher, continue to Q. 506.

9.7.7 Q. 506: Class Attended Last Year

In Q. 506, emphasize again that the question refers to the previous school year, 2008-2009 and not to the current school year, 2009-2010. Record the class that the child attended previous year. Remember that this number will be '1' or higher, because there is no class 0. If a child attended primary class 4 last year, fill in '4.' If a child attended the first class of junior secondary school last year, you will fill in '1.'

9.7.8 Q. 507: Check Class

Check Q. 213 for the class the child currently attends and compare it against the answer to Q. 506. If it's the same class, continue with Q. 508. If it is not the same class, skip to Q. 509.

9.7.9 Q.508: Repeating Same Class

This question asks if the child is repeating the same class.

9.7.10 Q. 509: Day Pupil or Boarder in the Current School Year

Be sure to read the introductory sentence, which tells the respondent that we are now interested in the current school year, 2009-2010, rather than the previous school year. Ask whether the child is currently a day pupil or a boarder at school, and circle the correct code. Note that a 'weekly boarder' qualifies as a boarder.

If the child is a day pupil, continue to Q. 510. If the child is a boarder, skip to Q. 523.

9.7.11 Q. 510: Number of Days School Open

Qs 510 – 513 concern absenteeism over the last month of school. Q. 510 asks how many days the child's school has been open over the last four weeks. 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, write the number of days school was open in the boxes provided, and then continue to Q. 511.

If school was not open at all or if the respondent does not know how many days school was open, circle '0' or '8' as appropriate, and skip to Q. 514.

9.7.12 Q. 511: Number of Days Child Attended School

Ask how many days in the previous four weeks the child attended school. Check that the number of days attended is less than or equal to the number of days school was open (Q. 510). If the number of days attended is greater than the number of days school was open, ask the respondent whether the child attended school on each day school was open. If the answer is YES, clarify how many days school was open, and revise the answer to Q. 510.

If the answer is NO, ask how many days in the previous four weeks the child missed school, and subtract that number from the number given in Q. 510. Write the number of days the child attended in the boxes provided, then continue to Q. 512.

If the respondent is unable to say how many days the child attended school in the last one week, circle '8' for DON'T KNOW and skip to Q. 514.

9.7.13 Q. 512: Check Numbers of Days

Check Q. 510 and Q. 511, and if the number given in Q. 510 is greater than the number given in Q. 511, continue to Q. 513.

If the numbers are the same, skip to Q. 514.

9.7.14 Q. 513: Reasons for Missing School Last Month

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, and circle the appropriate code for YES or NO for each reason. If the respondent says YES the child missed school during the previous four weeks for a particular reason, ask how many days the child missed school during the previous four weeks for that reason and record the number of days in the corresponding boxes.

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 '02' days. But if the child missed two hours of school on a particular day and later went to school, you should record '00' 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.

In the last question, 'Because (NAME) missed school for any other reasons,' if the answer to the question is YES, be sure to specify the reason the child missed school.

9.7.15 Q. 514-515: Time Child Leaves for School and Returns Home from School

The purpose of these questions is to find out when the child leaves for school and when he/she returns home from school on a **normal** school day so that the time spent at school can be calculated. On a normal school day, a child spends time traveling to school, time in classes and on breaks, and time traveling home from

school. A child may also spend time at other activities such as attending study sessions or playing sports on the school grounds.

The questions focus on an average or normal school day, rather than an unusual day, so all time normally or usually spent should be included. The child might walk or ride a bicycle to school, or take some other kind of transportation. Perhaps once a month, the child is driven to school, but on other days, the child walks. The child usually walks so it is the time spent walking that should be included in the estimate of departure time and return time.

Record the usual time the child leaves for school and the usual time the child returns from school. Record the time in hours and minutes, using the 24 hour system. If the hour or minutes are less than 10, put a zero in the first box. If it is 1:00 PM or later, you would add 12 to the current hour.

9.7.16 Q. 516-517: Time School Starts and Closes

These questions ask for the official time school starts and closes on a normal school day.

Record the time in hours and minutes, using the 24 hour system. If the hour or minutes are less than 10, put a zero in the first box. If it is 1:00 PM or later, you would add 12 to the current hour.

9.7.17 Q. 518: Type of Transport to School

This question asks about the type of transport the child usually uses to get to school. If a reason other than the ones provided is given, code 'Other Specify' and record the reason.

9.7.18 Overview: Qs. 519-521: Homework

These questions are designed to collect information about how much time—apart from time the child spends in school—is spent on school work done outside of school.

9.7.19 Q. 519: Whether Child Does Homework

This question asks whether the child ever does homework outside of school. Homework done outside of school includes work done at home, at another household, in a library, or any other place away from the school itself.

If the answer is YES, circle '1' and continue to Q. 520. If the answer is NO or DON'T KNOW, circle '2' and skip to Q. 522.

9.7.20 Q. 520: Hours of Homework Per Week

This question asks for an estimate of how many hours per week the child spends doing homework outside of school. If the child spends less than one hour per week, record '00' in the boxes. If the child spends one hour or more, write the number of hours in the boxes provided. Record only completed hours. For example, if a respondent says that the child spends 2 hours and 15 minutes on homework each week, write '02' in the boxes provided.

9.7.21 Q. 521: Assistance With Homework

This question asks how often someone in the household helps the child with his/her homework. This question collects information about the respondent's perception of the frequency of the assistance given.

9.7.22 Q. 522: Check Attended School Current Year

This filter question asks you to check Q. 211. If the child currently attends school, continue to Q. 523. If the child currently does not attend school, skip to Q. 601.

9.7.23 Overview: Qs. 523-549: Household Expenditures on the Child's Current School Year

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.

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, the number of children, and write '20' in the boxes provided. 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 (Qs 523-533), and then expenditures that may be more frequent (Qs 534-544).

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. Remember to fill in leading 0s if there are fewer digits in the household expenditure than there are boxes provided.

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 in Qs. 523-547, you will circle code '96' for expenditures on each of these items, and will not record any expenditures for that particular item. Instead, the total lump sum will be recorded in Q. 549. Also note that by definition, INCLUDED IN LUMP SUM cannot be circled for only one expenditure.

9.7.24 Q. 523: 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 spent on tuition in the 2009-2010 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, circle 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 last school year, circle '00.'

9.7.25 Q. 524: School Development Levy

Households may have paid money for the school development levy for the child last year. If the household paid the school development levy for the child in the 2009-2010 school year, fill in 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 write the sum in the boxes provided.

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, circle the code for INCLUDED IN LUMP SUM.

If nothing was spent on the school development levy in the last school year, circle '00.'

9.7.26 Q. 525: Parent-Teacher Association Fees

Households may have paid money or fees to the Parent-Teacher Association (PTA) last year. If the household paid PTA fees for the child in the 2000-2010 school year, fill in the total spent in the last 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 last year, and write the sum in the boxes provided.

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, circle the code for INCLUDED IN LUMP SUM.

If nothing was spent on PTA fees in the last school year, circle '00.'

9.7.27 Q. 526: Examination Fees

If the household paid examination fees for the child in the last school year, fill in the total spent in 2009-2010.

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

If nothing was spent on examination fees in the last school year, circle '00.'

9.7.28 Q. 527: Textbooks

This question asks for the total amount the household spent on textbooks.

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

If nothing was spent on textbooks in the last school year, circle '00.'

9.7.29 Q.528: Free Textbooks

This question asks whether the child received any government provided free textbooks. If YES continue to Q 529. If NO, skip to Q. 530.

9.7.30 Q. 529: Subjects of Free Textbooks

This question asks the respondent to list the type of academic subjects for which the child received free textbooks.

9.7.31 Q. 530: Other Free Materials

This question asks the respondent if the child received any free materials. Read the response categories aloud except for NONE. Code all that apply.

9.7.32 Q. 531: School Bags

This question asks whether the household spent money on school bags.

If nothing was spent on school bags, circle '00' for NOTHING. If the respondent does not know how much was spent, circle '98' for DON'T KNOW. If expenditure for school bags listed is included in a lump sum, circle the code for INCLUDED IN LUMP SUM.

9.7.33 Q. 532: School Uniforms

This question asks whether the household spent money on school uniforms.

If nothing was spent on school uniforms, circle '00' for NOTHING. If the respondent does not know how much was spent, circle '98' for DON'T KNOW. If expenditure for school uniforms listed is included in a lump sum, circle the code for INCLUDED IN LUMP SUM.

9.7.34 Q. 533: School Furniture

This question asks whether the household spent money on furniture.

If nothing was spent on school furniture, circle '00' for NOTHING. If the respondent does not know how much was spent, circle '98' for DON'T KNOW. If expenditure for school furniture listed is included in a lump sum, circle the code for INCLUDED IN LUMP SUM.

9.7.35 Q. 534-535: Transportation

This question asks whether the household spent money on the child's transportation, and if so, how much and how often. Write down the amount of money spent on transportation in the boxes provided, including leading 0s if the amount has fewer than 7 digits, and circle the corresponding time/units (daily, weekly, monthly, each term, yearly).

If no money was spent on transportation or the respondent does not know how much was spent, circle the correct code for NO or DON'T KNOW and skip to Q. 536. If a private vehicle was used and no money was paid to the driver of the private vehicle, circle the correct code for PRIVATE VEHICLE and skip to Q. 536. (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 circle '00' for NO).

9.7.36 Qs.536-537: Food and Beverages During 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 'nothing' 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 previous school year.

If no money was spent on food and beverages for the child during the school day or if the respondent does not know how much was spent, circle the correct code and skip to Q. 538.

If money was spent on food and drink, continue to Q. 537 and ask how much money was spent on food and beverages for the child during the school day and how often this amount was spent. You will record the sum paid, putting in leading 0s if there are fewer than 7 digits. Circle the corresponding time/units the amount was spent in the previous school year (daily, weekly, monthly, each term, yearly).

9.7.37 Q. 538: 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.

This question asks whether the child received any extra lessons during the current school year. If so, circle '1' for YES and continue to the next question. If the child did not receive any extra lessons in the current school year or the respondent does not know whether the child received extra lessons, skip to Q. 540.

9.7.38 Q. 539: Extra Lesson Fees

Ask how much was spent on extra lessons for the child in the current school year and record the sum.

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

9.7.39 Q. 540-542: 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, circle '00' for NOTHING. If the respondent does not know how much was spent, circle '98' for DON'T KNOW. If expenditure on one or more of the school supplies listed is included in a lump sum, circle the code for INCLUDED IN LUMP SUM.

9.7.40 Q. 543: Check Day Pupil or Boarder

Check Q 509 to determine if the child is a day pupil or boarder. If the child is a day pupil, skip to Q 545. If the child is a boarder, continue with Q. 544.

9.7.41 Q. 544: School Boarding Fees

Households with children attending school away from home, and living in boarding schools may pay fees for boarding or lodging. If the child is currently attending a boarding school, be sure that the sum the respondent paid was for boarding fees. It is also possible, of course, that boarding fees were paid by someone outside the household; in that case, you will record that the household itself paid nothing for these fees.

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

9.7.42 Q. 545-547: Other Expenditures

These questions are designed to capture any other household expenditures that have not already been recorded in Qs. 523-544. First ask whether the household spent money on any other things for the child's schooling.

If the household made no additional expenditures on the child's schooling in the current school year, circle '00' for NO and skip to Q. 548. If the respondent does not know whether there were any other expenditures, circle '98' for DON'T KNOW, and skip to Q. 548.

If the household spent additional money on the child's schooling that has not been captured in the previous questions, mark the YES box with an 'X' and continue to Q. 546 to ask what other items the household spent money on. Record the items in the lines provided and continue to Q. 547 to record 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 in the boxes provided.

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.

9.7.43 Q. 548: Check Expenditures Included in Lump Sum

Check Qs. 523-547 and if more than one expenditure was included in a lump sum paid during the last school year, mark the correct filter box and continue to the next question.

If no expenditures are listed as being included in a lump sum, skip to Q. 550.

9.7.44 Q. 549: Amount of Lump Sum

Record the amount of the lump sum the household spent on the child's schooling. Note that '0' cannot be a lump sum, so you must record the amount spent on the items for which the respondent cannot specify individual expenditures.

9.7.45 Q. 550: Sources of Support for Child's Schooling

This question is designed to collect information about the various sources of support that helped to pay for the monetary costs of the child's schooling in the current school year, both within the household and from outside the household. Unlike in Qs. 523-544, this question is interested in monetary support provided by people in the household and by anyone outside the household. Many households have multiple sources of support for the cost of a child's schooling, perhaps using money from earnings within the household, but also getting assistance from an uncle or a grandparent living elsewhere. Be sure the respondent understands you are asking about support provided for the previous school year.

You will read each of the possible sources of support, and circle '1' for YES and '2' for NO. In some households, the child him/herself, particularly if the child is an adolescent, provided part of the support for his/her own schooling. Resources may also have come from the child's parents, whether or not they live in the same household as the child, and from the child's household. Resources may also have come from other relatives living outside the household, apart from the child's parents. Another source of support may have been a bursary offered by the government or by a private religious or civic group. Another source of support may be gifts of money — which are not expected to be repaid—from non-relatives living outside the household, such as a family friend. Or, the household may borrow money from a lending institution or from a relative or friend; this money is expected to be repaid.

9.8 Question-by-Questions Specifications for Section 6

This section, *Children's Eating Patterns*, 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.

9.8.1 Q. 601: Check Whether Day Pupil or Boarder

Check Q. 509 to see whether the child is a day pupil or a boarder during the **current school year**. If the child is a day pupil during the current school year, you will continue to Q. 602. If the child is a boarder during the current school year, you will skip to Q.609.

9.8.2 Q. 602: Food Eaten Yesterday Morning

This question asks whether the child ate food yesterday morning. Food may include a complete meal or a small snack like a piece of fruit or a bowl of porridge. A drink such as tea or milk does not count as food in this question, although milk processed into solids such as yoghurt or cheese does count as food. If the respondent says that the child did eat food in the morning yesterday, probe to confirm that the respondent's definition of food is the same as above. Circle '1' for YES only if the child ate solid food as defined above. Otherwise, circle '2' for NO.

If the respondent does not know or the child was not at home yesterday, circle '8.'

9.8.3 Q. 603: Type of Food Eaten Yesterday Morning

Record the type of solid food the child ate yesterday morning.

9.8.4 Q. 604: Food Eaten at Mid-Day

This question asks whether the child ate food at mid-day (lunch time) yesterday. Food may include a complete meal or a small snack like a piece of fruit or a bowl of porridge. A drink such as tea or milk does not count as food in this question. If the respondent says that the child did eat food at mid-day yesterday, probe to confirm that the respondent's definition of food is the same as above. Circle '1' for YES only if the child ate solid food as defined above. Otherwise, circle '2' for NO.

If the respondent does not know or the child was not at home yesterday, circle '8.'

9.8.5 Q 605: Food Eaten at Lunch

Record the type of solid food the child ate at lunch yesterday.

9.8.6 Q. 606: Number of Times the Child Ate Food 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 or the child was not at home yesterday, circle '98.'

9.8.7 Q. 607: Check Filter

This item is a check filter. Refer to Q. 211 to determine if the child is currently in school, code 1. If yes, continue with Q. 608.

9.8.8 Q 608: Free Lunch at School

This question asks if the child is provided a free lunch at school. If NO, skip to Q 610.

9.8.9 Q 609: Type of Free Lunch

This question asks whether the free lunch provided was a solid or non-solid food.

9.8.10 Q. 610: Instructions

Check to see whether there is another eligible child for whom the parent/guardian is responding, and if yes go to the next Eligible Child Questionnaire. **It is very important that you complete the Eligible Child Questionnaire for each of the children for whom a parent/guardian is responding, before you go to Part B of the Parent/Guardian Questionnaire.** If there is only one eligible child for whom a parent/guardian is responding, you will complete only one Eligible Child Questionnaire and then go on to the Parent/Guardian Questionnaire Part B (Sections 7-9).

If there are two or more eligible children for whom a parent/guardian is responding, you will then go on to the Eligible Child Questionnaire for the second child, followed by the Eligible Child Questionnaire for the third child, etc. When you have completed an Eligible Child Questionnaire for **every** eligible child for whom the parent/guardian is responding, you will then go to the Parent/Guardian Questionnaire, Q. 701.

9.8.11 Cover Page: Identification Box

After completing the Eligible Child Questionnaire, return to the identification box and complete the RESULT CODE. If the questionnaire was completed, circle '1'. If the Eligible Child Questionnaire was not completed (or incomplete), circle '2.' Fill out this information for Eligible Child Questionnaire before proceeding to the next Eligible Child Questionnaire or to the Parent/Guardian Questionnaire, Part B.

10. Parent/Guardian Questionnaire, Part B

10.1 Introduction

This chapter describes the procedures for completing Part B of the Parent/Guardian Questionnaire. Part B of the Parent/Guardian Questionnaire includes Sections 7, 8 and 9. The questions in Part B are asked once of each parent/guardian responding for one or more eligible children. Remember that Sections 7-9 are asked only after an Eligible Child Questionnaire has been completed for **each** eligible child for whom the respondent is answering questions.

10.2 Question-by-Question Specifications for Section 7

This section, *Parent/Guardian General Education Questions*, 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.

10.2.1 Q. 701: Name of Government Primary School Closest to Household

Qs. 701-703 ask about the government primary school that is **closest** to the household, which may not be the school that children in the household attend. 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. In Q. 701, be sure to record the formal name of the school, rather than an informal local name. Write the school name in all capital letters. Leave the code boxes blank ; your supervisor will be responsible for filling in the school code.

10.2.2 Q. 702: Walking Time to Government Primary School

This question is designed to give a rough idea of the household's access to a government primary school. Notice that the question asks how long it would take the **respondent** (and not a child) to walk to this school. Record the answer in the boxes provided. If it would take 15 minutes to walk to the school, you would record '00' in the hours boxes and '15' in the minutes boxes. Be sure to fill in all of the boxes provided.

10.2.3 Q.703: Distance to Government Primary School

Ask the respondent how far it is, in kilometers, to the nearest government primary school. If the government primary school is less than 1 kilometer away, record '00.' If the school is greater than 1 kilometer, using 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 respondent is unable to provide the estimate of distance in kilometers but instead gives the distance in miles, record the number given and write 'MILES' in the margin of the page. After the interview is completed, convert the miles given to kilometers using the table provided below.

Miles	Kilometers
1.00	1.61
2.00	3.22
3.00	4.83
4.00	6.44
5.00	8.05
6.00	9.66
7.00	11.27
8.00	12.87
9.00	14.48
10.00	16.09
15.00	24.14
20.00	32.19
30.00	48.28
40.00	64.37
50.00	80.47

10.2.4 Q. 704: Private Primary School Closer

Qs. 704-707 ask about the private primary school that is **closest** to the household, which may not be the school that children in the household attend. If YES, continue. If NO, skip to Q. 707.

10.2.5 Q. 705: Walking Time to Private Primary School

This question is designed to give a rough idea of the household's access to a private primary school. Notice that the question asks how long it would take the **respondent** (and not a child) to walk to this school. Record the answer in the boxes provided. If it would take 15 minutes to walk to the school, you would record '00' in the hours boxes and '15' in the minutes boxes. Be sure to fill in all of the boxes provided.

10.2.6 Q.706: Distance to Private Primary School

Ask the respondent how far it is, in kilometers, to the nearest private primary school. If the private primary school is less than 1 kilometer away, record '00.' If the school is greater than 1 kilometer, using standard rounding rules: if less than .4 round down to the nearest whole number; if greater than .5 round up to the nearest whole number.

If the respondent is unable to provide the estimate of distance in kilometers but instead gives the distance in miles, record the number given and write 'MILES' in the margin of the page. After the interview is completed, convert the miles given to kilometers using the table below.

Miles	Kilometers
1.00	1.61
2.00	3.22
3.00	4.83
4.00	6.44
5.00	8.05
6.00	9.66
7.00	11.27
8.00	12.87
9.00	14.48
10.00	16.09
15.00	24.14
20.00	32.19
30.00	48.28
40.00	64.37
50.00	80.47

10.2.7 Q. 707: Name of Government Junior Secondary School Closest to Household

Qs. 707-712 ask about the government junior secondary school that is **closest** to the household, which may not be the school that children in the household attend. Be sure to record the formal name of the school, rather than an informal local name. Write the school name in all capital letters. Leave the code boxes blank.

10.2.8 Q. 708: Walking Time to Government Junior Secondary School

It may be difficult for some respondents to estimate walking time to a far-off school, but it is important to get an estimate. The question asks how long it would take the **respondent** (and not a child) to walk to this school. Record the answer in the boxes provided. If it would take 2 hours and 10 minutes to walk to the school, you would record '02' in the hours boxes and '10' in the minutes boxes. Be sure to fill in all of the boxes provided.

10.2.9 Q. 709: Distance to Government Junior Secondary School

Ask the respondent how far it is, in kilometers, to the nearest secondary school. If the school is less than 1 kilometer away, record '00.' If the school is greater than 1 kilometer, using standard rounding rules: if less than .4 round down to the nearest whole number; if greater than .5 round up to the nearest whole number.

If the respondent is unable to provide the estimate of distance in kilometers but instead gives the distance in miles, record the number given and write 'MILES' in the margin of the page. After the interview, convert the miles given to kilometers using the table below.

Miles	Kilometers
1.00	1.61
2.00	3.22
3.00	4.83
4.00	6.44
5.00	8.05
6.00	9.66
7.00	11.27
8.00	12.87
9.00	14.48
10.00	16.09
15.00	24.14
20.00	32.19
30.00	48.28
40.00	64.37
50.00	80.47

10.2.10 Q. 710: Private Junior Secondary School Closer

Qs. 710-712 ask about the private junior secondary school that is **closest** to the household, which may not be the school that children in the household attend. If YES, continue. If NO, skip to Q. 713.

10.2.11 Q. 711: Walking Time to Private Junior Secondary School

It may be difficult for some respondents to estimate walking time to a far-off school, but it is important to get an estimate. The question asks how long it would take the **respondent** (and not a child) to walk to this school. Record the answer in the boxes provided. If it would take 2 hours and 10 minutes to walk to the school, you would record '02' in the hours boxes and '10' in the minutes boxes. Be sure to fill in all of the boxes provided.

10.2.12 Q. 712: Distance to Private Junior Secondary School

Ask the respondent how far it is, in kilometers, to the nearest secondary school. If the school is less than 1 kilometer away, record '00.' If the school is greater than 1 kilometer, using standard rounding rules: if less than .4 round down to the nearest whole number; if greater than .5 round up to the nearest whole number.

If the respondent is unable to provide the estimate of distance in kilometers but instead gives the distance in miles, record the number given and write 'MILES' in the margin of the page. After the interview convert the miles given to kilometers using the table below.

Miles	Kilometers
1.00	1.61
2.00	3.22
3.00	4.83
4.00	6.44
5.00	8.05
6.00	9.66
7.00	11.27
8.00	12.87
9.00	14.48
10.00	16.09
15.00	24.14
20.00	32.19
30.00	48.28
40.00	64.37
50.00	80.47

10.2.13 Q. 713: Name of Government Senior Secondary School Closest to Household

Qs. 713-715 ask about the government senior secondary school that is **closest** to the household, which may not be the school that children in the household attend. Be sure to record the formal name of the school, rather than an informal local name. Write the school name in all capital letters. Leave the code boxes blank.

10.2.14 Q. 714: Walking Time to Government Senior Secondary School

It may be difficult for some respondents to estimate walking time to a far-off school, but it is important to get an estimate. The question asks how long it would take the **respondent** (and not a child) to walk to this school. Record the answer in the boxes provided. If it would take 2 hours and 10 minutes to walk to the school, you would record '02' in the hours boxes and '10' in the minutes boxes. Be sure to fill in all of the boxes provided.

10.2.15 Q. 715: Distance to Government Senior Secondary School

Ask the respondent how far it is, in kilometers, to the nearest senior secondary school. If the school is less than 1 kilometer away, record '00.' If the school is greater than 1 kilometer, using standard rounding rules: if less than .4 round down to the nearest whole number; if greater than .5 round up to the nearest whole number.

If the respondent is unable to provide the estimate of distance in kilometers but instead gives the distance in miles, record the number given and write 'MILES' in the margin of the page,. After the interview, convert the miles given to kilometers using the table below.

Miles	Kilometers
1.00	1.61
2.00	3.22
3.00	4.83
4.00	6.44
5.00	8.05
6.00	9.66
7.00	11.27
8.00	12.87
9.00	14.48
10.00	16.09
15.00	24.14
20.00	32.19
30.00	48.28
40.00	64.37
50.00	80.47

10.2.16 Q. 716: Private Senior Secondary School Closer

Qs. 716-718 ask about the private senior secondary school that is **closest** to the household, which may not be the school that children in the household attend. Many private schools contain junior and senior secondary classes. If YES, continue. If NO, skip to Q. 719.

10.2.17 Q. 717: Walking Time to Private Senior Secondary School

It may be difficult for some respondents to estimate walking time to a far-off school, but it is important to get an estimate. The question asks how long it would take the **respondent** (and not a child) to walk to this school. Record the answer in the boxes provided. If it would take 2 hours and 10 minutes to walk to the school, you would record '02' in the hours boxes and '10' in the minutes boxes. Be sure to fill in all of the boxes provided.

10.2.18 Q. 718: Distance to Private Senior Secondary School

Ask the respondent how far it is, in kilometers, to the nearest senior secondary school. If the school is less than 1 kilometer away, record '00.' If the school is greater than 1 kilometer, using standard rounding rules: if less than .4 round down to the nearest whole number; if greater than .5 round up to the nearest whole number.

If the respondent is unable to provide the estimate of distance in kilometers but instead gives the distance in miles, record the number given and write 'MILES' in the margin of the page. After the interview, convert the miles given to kilometers using the table below.

Miles	Kilometers
1.00	1.61
2.00	3.22
3.00	4.83
4.00	6.44
5.00	8.05
6.00	9.66
7.00	11.27
8.00	12.87
9.00	14.48
10.00	16.09
15.00	24.14
20.00	32.19
30.00	48.28
40.00	64.37
50.00	80.47

10.2.19 Q. 719: Additional Household Contributions to Schools

This question asks about contributions from the household (the respondent, a child, or anyone else in the household) to a school made in the last 12 months. The question is designed to capture information about contributions other than those listed in Section 5 of the Eligible Child Questionnaire. Ask each question and circle '1' or '2' or '8' for each item; do not leave any items blank.

10.2.20 Q.720: Check Eligible Child's Schooling Status

Question 720 is used to check whether the respondent should be asked the primary school governance (or leadership) questions. Turn to Q. 212 in the Eligible Child Questionnaire for eligible children for whom the respondent is providing information. If one or more eligible children attend/attended primary school during the 2009 -2010 school year, continue to Q. 721. If none of the children for whom the respondent is providing information attends/attended primary school during the current school year, skip to Q. 801.

10.2.21 Q. 721: Existence of PTA at School

If the children attend different primary schools, ask the respondent to answer this question based on the primary school that is closest to the household. If there is a PTA, continue to Q. 722. If there is no PTA or the respondent does not know whether there is a PTA at the school, skip to Q. 723.

10.2.22 Q. 722: Whether Attended PTA Meeting in Last 12 Months

Ask the respondent whether he/she—or any other adult in the household—has attended a PTA meeting in the last 12 months.

10.2.23 Q. 723: Visiting School

This question asks about the participation of the respondent or of any other adult in the household in school activities in the last 12 months. Read each activity and circle the appropriate response. Do not leave any of the items blank.

10.2.24 Overview: Q. 724-729: Primary School Quality

These questions collect information about the respondent's opinions about what makes a school good. This information could be very useful to policy-makers in understanding what kinds of things are important to parents.

10.2.25 Q. 724: What Makes Primary Schools Good

Question 724 asks whether the respondent agrees or disagrees with a series of statements. Remember to read each statement as it is written in the questionnaire, one at a time, and to allow the respondent enough time to consider the question. For each item, circle '1' or '2' or '8' do not leave any items blank.

10.2.26 Q. 725: Effect on School Quality

Question 725 asks about the effects of various things on the quality of a school. Read each statement and record the response.

10.2.27 Q. 726: Benefits of Schooling for a Boy

This question collects information about a parent/guardian's perception of what advantages or benefits primary schooling brings to a boy. The respondent is asked to think about a 15-year-old boy who has completed primary school and who no longer attends school, and to compare this boy with a boy of the same age who has never attended school. Then the respondent is asked about what advantages the boy who attended school might have over the boy who never attended.

Respondents may have difficulty understanding this question. If the respondent does not give an answer after you read the question, read it more slowly a second time. If the respondent still does not understand, probe with 'What good can come of a boy who attended school over another boy who never attended?'

It is very important that you do not read the answers listed to the respondent, but give the respondent time to consider his/her answer. You will circle the letters of all answers the respondent lists.

The first answer, FIND (BETTER) JOB, covers both the increased chance of the child finding a paying job and the chance of finding a better job than would be available without schooling or without that level of schooling. The following answer, PROVIDE SUPPORT TO HOUSEHOLD OR PARENTS refers to the financial and other support that an educated child provides while attending school or is expected to provide in the future. Record as many answers as are mentioned, and probe to find out if the respondent sees additional benefits to schooling for a 15-year-old boy or to his household.

10.2.28 Q. 727: Benefits of Schooling for a Girl

This question is similar to Q. 726, except that it asks about the benefits of schooling for a 15-year-old girl. Follow the same procedures listed above.

10.2.29 Q. 728: Disadvantages of Sending a Boy to Primary School

Question 728 asks about what the disadvantages are of sending a boy to primary school. This question may also be difficult for some respondents to answer. Follow the same procedures noted above, that is repeat the question slowly a second time.

If the respondent still does not understand, probe with 'What are the negatives of sending a boy to primary school?'

Again, do not read the answer categories aloud, but wait for the respondent's reply. If the respondent lists one disadvantage, circle the appropriate code, and probe to see whether there are other disadvantages. Note that if the respondent says that there are no disadvantages, you should circle only one code ('1'). Record as many answers as are mentioned, and probe to find out if the respondent sees additional disadvantages of sending a boy to primary school.

10.2.30 Q. 729: Disadvantages of Sending a Girl to Primary School

Question 729 asks the same question about girls attending primary school. Follow the same instructions as for Q. 728.

10.2.31 Q. 730: 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 to each type of decision.

Use code '01' for MOTHER only if the respondent says that the child's mother alone usually makes the decision. When the child's father alone usually makes the decision, circle '02'. If both the child's mother and father discuss the situation and then whatever decision they come to together is implemented, circle '03'. If the child's guardian(s) usually make(s) the decision, circle '04.' If the child himself or herself makes the decision, circle '05,' and if the parent/guardian(s) make the decision in consultation with the child, circle '06.' Circle '96' for someone else only if none of the other categories of answer are appropriate. Specify the relationship of the decision-maker in the space provided. If the decision has not been made or the issue has not been considered, circle '97.' And finally, if the respondent genuinely does not know who makes the decision, circle '98.'

10.3 Question-by-Question Specifications for Section 8

This section, *Reproductive Matters and HIV/AIDS*, is designed to collect information about parent/guardian opinions about how children should learn about reproductive matters and the role that primary schools should play in this education. Section 8 also asks about parent/guardian views about AIDS education.

These topics may be very difficult for respondents to discuss, so you should approach the questions with sensitivity. If parent/guardians are concerned about how the information will be used, remind them that their responses are confidential, and explain that the information for the population as a whole will provide the Ministry of Education with important insight into parents' views on these topics.

10.3.1 Q. 801: Information About Reproductive Matters

Question 801 asks the parent/guardian from what sources children in the community get information about reproductive matters, such as conception, family planning, and hygiene. Remember that you are not to read the answer categories to the

respondent, but only to ask for responses. Circle the appropriate letter for each response the parent/guardian provides.

10.3.2 Q. 802: Primary Schools Teaching About Reproductive Matters

This question asks whether, in the respondent's opinion, primary schools should teach about reproductive matters. These teachings might be a formal part of the curriculum or integrated informally into lessons by teachers.

If the respondent says that schools should teach about reproductive matters, circle '1' for YES and continue to Q. 803. If the respondent says that schools should not teach about reproductive matters, circle '2' for NO, and skip to Q. 804. If the respondent says that he/she does not know or has no opinion, or that it depends on circumstances, circle '8' and skip to Q. 804.

10.3.3 Q. 803: When First to Teach About Reproductive Matters

This question asks the respondent in which class of primary school children should first be taught about reproductive matters. Circle the code corresponding to whichever class is mentioned by the respondent, and skip to Q. 805.

10.3.4 Q. 804: Why Primary Schools Should not Teach About Reproductive Matters

Parent/guardians who said that primary schools should not teach about reproductive matters are asked why they hold this opinion. Respondents may think that schools should not teach about reproductive matters because school is not the place to teach such things, or that primary school pupils are too young to be taught about reproductive matters, etc. Circle the letter or letters for each answer the respondent provides.

10.3.5 Q. 805 – 806: Age at Which Boys and Girls Should Start Learning About Reproductive Matters

In Q. 805, ask all parent/guardian respondents at what age they believe boys should start learning about reproductive matters. Make clear to the respondent that the question does not refer to learning in schools or in any other particular place, but in general, at what age children should start learning about reproductive matters. The answer category DON'T KNOW/DEPENDS is appropriate if the respondent says he/she does not know, or that the age depends on the child's level of maturity or individual characteristics, etc.

In Q. 806, ask the same question about girls.

10.3.6 Q. 807: Awareness of HIV/Aids

This question shifts to a new topic: Ask the parent/guardian whether he/she has heard of HIV/AIDS. If he/she has heard of HIV/AIDS, circle '1' for YES, and continue to the next question. If not or if the respondent is not sure, circle the appropriate code and skip to Q. 813.

10.3.7 Q. 808: Primary Schools Teaching About Aids

This question asks whether, in the respondent's opinion, primary schools should teach about HIV/AIDS. These teachings might be a formal part of the curriculum or integrated informally into lessons by teachers.

If the respondent says that schools should teach about HIV/AIDS, continue to Q. 809. If the respondent says that schools should not teach about HIV/AIDS, circle '2' for NO, and skip to Q. 810. If the respondent says that he/she does not know or has no opinion, circle '8' and skip to Q. 810.

10.3.8 Q. 809: When First to Teach About HIV/AIDS

This question asks the respondent in which class of primary school children should first be taught about HIV/AIDS. Circle the code corresponding to whichever class is mentioned by the respondent, and go to Q. 811.

10.3.9 Q. 810: Why Primary Schools Should not Teach About HIV/AIDS

Parent/guardians who said that primary schools should not teach about AIDS are asked why they hold this opinion. Circle the letter or letters for each answer the respondent provides.

10.3.10 Q. 811: Effect of HIV/AIDS on Children's Schooling in Community

This question asks whether in the community, some children do not attend school because their parent/guardians are sick or have died from HIV/AIDS.

10.3.11 Q. 812: Effect of HIV/AIDS on Children's Schooling in Family

This question asks whether any children in the respondent's family have stopped attending school because someone in the family is sick or has died from HIV/AIDS. If the respondent is reluctant to answer, remind him/her that the answer to the question is confidential and will not be shared with others.

10.3.12 Q. 813 Awareness of Family Life and Health Education

This question asks if the parent is aware of the revised curriculum developed by the Federal Government and mandatory in Government primary schools, Family Life and Health Education.

10.3.13 Q. 814: Record the Time

Record the time, in hours and minutes, that the interview is completed. Exclude elapsed time. Follow the same instructions given in Q. 101.

10.3.14 Q. 815: Check Whether Children Attend Primary or Secondary School

Check Q. 212 for the children for whom the parent/guardian is responding. If one or more children attend/attended primary, junior secondary or senior secondary school, continue to Section 9, Column (1). If none of the children attends/attended primary, junior secondary or senior secondary school, the interview is completed.

10.4 Question-by-Question Specifications for Section 9

This section, the *School Schedule*, is designed to collect information about the primary, junior secondary and senior secondary schools 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.

Section 9A collects information about primary schools. Section 9B collects information about junior secondary schools. Section 9C collects information about senior secondary schools. Refer to Q.212 in each completed Eligible Child Questionnaire to identify if the eligible child(ren) for whom the parent is responding attends primary, junior secondary or senior secondary school.

10.4.1 Column (1): Serial School Line Number

Column (1) provides a line number for each school you will be collecting information about.

10.4.2 Column (901/907/913): Name(S) of School(S) Attended by Child(ren)

This filter asks you to check Q. 212 in the Eligible Child Questionnaire for **each** eligible child for whom the parent/guardian is responding. It is very important that you check Q. 212 for all children in the household because the purpose is to list all primary, junior and senior secondary schools only once in Sections 9A, 9B and 9C, respectively. If a child attends preprimary or higher education you will **not** list any schools in the School Schedule.

In 9A, you will check Q. 212 for each child for whom the parent/guardian is responding, and copy down the names of all of the primary schools attended from Q. 214 in Column 901 before you continue with the questions in Columns 902 -906.

In 9B, you will check Q. 212 for each child for whom the parent/guardian is responding, and copy down the names of all of the junior secondary schools attended from Q. 214 in Column 907 before you continue with the questions in Columns 908-912.

In 9C, you will check Q. 212 for each child for whom the parent/guardian is responding, and copy down the names of all of the senior secondary schools attended from Q. 214 in Column 913 before you continue with the questions in Columns 914-918.

Remember to list each school only once. For example, in Section 9A, if three children attend Unity Primary School, you will list this school only once, on line 01 of the School Schedule. It is important for you to list each school only one time.

Be sure to list the full name of the school, without any abbreviations. Also be sure you record the school's formal name and not a local name. Write the school name in all capital letters.

10.4.3 Column (902/908/914): Type of School

In this question record what type of school – government or private - the child attends. Follow the same approach in Section 9B for junior secondary schools, and in Section 9C for senior secondary.

10.4.4 Column (903/909/915): Closest School to Household

For this question, record whether the named school is the closest school to the household.

10.4.5 Column (904/910/916): Village or Place

This question is designed to assist in locating schools that are local and those that are in other parts of the country. Ask which village or town the school is located in, and record the answer in the space provided.

10.4.6 Column (905/911/917): School Choice

This question is designed to ask the main reason why the child(ren) attend(s) one particular school instead of other schools in the area or another school elsewhere. Code only one answer per school. If the respondent gives an answer that does not fit into any of the categories listed, circle '6' for OTHER, and specify the reason on the line provided.

10.4.7 Column (906/912/918): Problems With Quality

This question covers some of the same school quality indicators covered by questions in the Eligible Child Questionnaire. Column (906/912/918) is asked about the school that the child(ren) attend(s). You will ask whether the school the child attends has a big problem, small problem, or no problem with various things. The purpose of this question is to collect information about what parent/guardians think about the quality of the school(s) attended.

Read each category, one at a time, and circle the appropriate number (1, 2, 3, or 8) for each item.

10.4.8 Total Number of Schools Listed in School Schedule

After you have completed the School Schedules, you will count up the total number of primary, junior secondary and senior secondary schools listed in the Schedule, and write this number in the box provided at the top of the first page of the School Schedule (TOTAL NO. OF SCHOOLS). Be sure to count schools listed on all pages of the School Schedule.

10.5 Section 10: Interviewer Observations

After you complete all interviews for the household, complete the Interviewer Observations questions. Use this section to record comments to specific questions or any other comments. The Supervisor will also record his/her comments.

10.6 Cover Page: Interviewer Visits

After you have finished filling out the Parent/Guardian Questionnaire, Part B, go back to the cover page of the Parent/Guardian Questionnaire.

After you have contacted or attempted to contact the parent/guardian respondent, you will need to write in the result of your visit (see Result Codes near the bottom of the cover page). The result of the first visit will be filled in under the first column of Interviewer Visits. The spaces under (2) and (3) are for recording the results of any call backs (return visits) Remember, if you are not able to complete the Parent/Guardian Questionnaire on the first visit, you must make at least two other visits at different times to try to obtain an interview with a parent/guardian respondent.

10.7 Cover Page: Final Visit

Once you have paid your last visit to interview the parent/guardian you will fill in the boxes under FINAL VISIT. The date on which you completed the parent/guardian interview is recorded in the DAY, MONTH, YEAR boxes. Write the day of the month in the DAY boxes. You need to convert the month into numbers. For this, January is >01=, February is >02=, March is >03=, etc. Write '10' in the last two YEAR boxes. For example, the fifth day in February 2010 would be DAY 5, MONTH 2, YEAR 2010. Write your assigned interviewer number in the boxes labeled NAME. Record '1' in the RESULT box for a completed interview. Add up the number of visits you made for the parent/guardian interview and enter the total by TOTAL NUMBER OF VISITS.

10.8 Cover Page: Bottom Page

At the bottom of the cover page, the editor will record his/her name. The supervisor will also write his/her name and the date. Office editing and data entry will only be done in the main office, and space is provided for the office editor and data entry person to record their names.

10.9 Organizing the Completed Parent/Guardian And Eligible Child Questionnaires

After completing the interview with the parent/guardian (Sections 7-9 of the Parent/Guardian Questionnaire), you will place the Eligible Child Questionnaire(s), in order, inside the Parent/Guardian Questionnaire. If there is only one parent/guardian responding for eligible children age 4-16 in the household, you will check to see whether there are any independent children who need to be interviewed using the Independent Child Questionnaire. If so, you will interview these independent children. If not, you will return to the Household Schedule and complete the height and weight measurements for children age 4-10 and the literacy and numeracy test for children age 5-16.

If, however, there are two or more parent/guardian respondents in a given household, after tucking the Eligible Child Questionnaires into the first Parent/Guardian Questionnaire, you will need to interview the second parent/guardian respondent in the household. To do this, you will use the second Parent/Guardian Questionnaire, and follow the same procedures. After completing the last Parent/Guardian Questionnaire for a household, you will follow the instructions in the above paragraph.

11. Independent Child Questionnaire

11.1 Introduction

The Independent Child Questionnaire is designed to obtain important information about each independent child in the household. The Independent Child Questionnaire consists of the following sections:

- Section 1. Independent child consent and background
- Section 2. Schooling background and current school participation
- Section 3. Children who have never attended formal school
- Section 4. Children who have dropped out of formal school
- Section 5. Children who attend/attended school during the 2009-2010 school year
- Section 6. Children's eating patterns

11.2 Cover Page

The Independent Child Questionnaire has a cover page to record identification information and the interview results. At this point, you should have completed the information identifying the independent child to be interviewed. Complete the information in the identification box at the top of the cover page of the Independent Child Questionnaire immediately after completing columns 9 – 23 the Household Questionnaire.

Later, you will fill in the area labeled 'Interviewer Visits.' Here you will record your own name, keep a record of your visits, and record the final date and result code. You will also be entering this information into your *Interviewer's Assignment Sheet*. These procedures are discussed in detail in **Section 3.3**.

11.3 Completing the Independent Child Questionnaire

Remember that the respondent to the Independent Child Questionnaire is the independent child him/herself (see Column (23) of the Household Schedule). You will complete one Independent Child Questionnaire at a time. In the Independent Child Questionnaire, first you will complete Section 1, which is the consent form. Then you will go on to Section 2, which determines whether you next go to Section 3, 4 or 5. **For each independent child, you will complete only one of these sections — Section 3 or Section 4 or Section 5.** For a particular child, if you complete Section 5, Sections 3-4 will remain blank. After completing the appropriate section (3, 4, or 5) for the child, you will then continue to Section 6.

Because the Independent Child Questionnaire is substantially similar to the Eligible Child Questionnaire, this Manual does not repeat the instructions for each question. Refer to the Eligible Child Questionnaire discussion of each question in this questionnaire.

11.4 Independent Child Consent

The independent child respondent's consent for participation in the survey must be obtained before you can begin interviewing him/her. Read the informed consent statement exactly as it is written. This statement explains the purpose of the survey and the voluntary nature of the respondent's participation and then seeks his/her cooperation. If the independent child respondent does not agree to be interviewed, thank him/her and end the interview. Then write '4' (REFUSED) as the result code on the cover sheet.

11.5 Cover Page: Identification Box

After completing the Independent Child Questionnaire (see Q. 609, which marks the end of the questionnaire), return to the identification box and complete the RESULT CODE. If the questionnaire was completed, circle '1'. If the Independent Child Questionnaire was not completed (or incomplete), circle '2.' Check to see whether there is another independent child in the household who needs to be interviewed, and if there is, go to the next Independent Child Questionnaire.

12. Household Questionnaire: Anthropometry

12.1 Introduction

This chapter describes the procedures for collecting height and weight measurements for children age 4-10, and administering the literacy and numeracy test for children age 5-16.

12.2 Overview Anthropometry

After completing the Eligible Child Questionnaires, and the Parent/ Guardian Questionnaire, Part B, you will return to the Household Questionnaire, Columns (24) - (38), to complete the height and weight measurements for children age 4 -10, and the literacy and numeracy test for children age 5-16.

In order to compare NEDS children on measures of nutrition with an international reference population, only children age 4 – 10 (up to onset of puberty) are selected for height and weight.

All children recorded as being age 4, 5, 6, 7, 8, 9, 10 listed in Column (10) of the Household Schedule will be listed to be measured and weighed. The results of the measurements will be recorded in the last pages of the Household Questionnaire. The anthropometric measurements will require the cooperation of the designated team member and an assistant. The measurement procedures to be followed appear at the end of this section.

The interviewer will record the information in Columns (24), (25) and (26) before the measurements are made. You will list only children age 4 -10—that is, those whose line numbers are circled in Column (10). For these children, copy ages from Column (8) of the Household Questionnaire.

The Household Schedule allows for up to 8 children age 4 -10 to be listed in the height and weight schedule. If there are additional children to be weighed and measured, tick the box at the lower right (TICK HERE IF CONTINUATION SHEET USED), and take one of the Height and Weight Measurement Continuation Sheets and fill out the household identification information. Next, you will complete Columns (24)-(26) for each additional child. You will then return to the original schedule to begin measuring and weighing children.

12.3 Question-by-Question Specifications for Height/Weight in Household Schedule

12.3.1 Col. (27): Date of Birth

Copy the month and year of birth from Q. 203 in the Eligible Child Questionnaire. Next, ask for the day of birth. If the day of birth can not be reported by the respondent, record '98'.

12.3.2 Cols. (28) And (29): Height And Weight Measurements

Check the birth month and year for all children listed. **Only children born between 2000 and 2006 will be weighed and measured.** If a child's year of birth is before 2000 or after 2006, leave the height and weight boxes blank.

12.3.3 Col. (28): Height (Centimeters)

The height is recorded in centimeters (cm), accurate to 0.1 cm. Remember to put a zero in the first box(es) if the height is less than 100 cm.

Examples:

Height 92.4 cm

0	9	2
---	---	---

 .

4

102.1 cm

1	0	2
---	---	---

 .

1

12.3.4 Col. (29): Weight (Kilograms)

The weight is recorded in kilograms (kg), accurate to 0.1 kg. Remember to put a zero in the first box(es) if the weight is less than 100kg.

Examples:

69.5 kilograms

0	6	9
---	---	---

 .

5

101.3 kilograms

1	0	1
---	---	---

 .

3

12.3.5 Col. (30): Result

Record the result of the anthropometric measurement in this column. If the child was not measured for some other reason or the results are not usable (such as in the case of a child who is physically deformed and cannot be measured), circle '6' for OTHER.

12.4 Instructions for Measuring Children's Height and Weight

Acknowledgment: the instructions that follow have been taken (with some alterations) from the United Nations manual 'How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children in Household Surveys,' Department of Technical Co-operation for Development and Statistical Office, New York, 1986.

12.4.1 Procedures And Precautions Before Measuring

A. Layout of the Procedures

Each step of the measurement procedures is directed at specific participants, who are named in bold letters at the beginning of each step: e.g. **'Measurer'**, **'Assistant'**, etc.

B. Two Trained People are Best, One Trained Person is Possible

Two trained people are ideal to measure a child's height. When measuring a child, the measurer holds the child and takes the measurements. The assistant helps hold the child and records the measurements on the questionnaire. However, one trained person can competently take measurements and weights if organized and methodical. Only one person alone is required to take the weight of a child and record the results.

C. Scale and Measuring Board Placement

Be selective about where you place the measuring board and scale. It is best to measure outdoors during daylight hours. If it is cold, raining or if too many people congregate and interfere with the measurements, it may be more comfortable to weigh and measure indoors. Make sure there is adequate light and a level surface on which to place the measuring board and the scale.

D. When to Measure and Weigh

Ideally, you should measure and weigh after you have completed each individual Parent/Guardian Questionnaire and the Eligible Child Questionnaires. This will allow you to become familiar with the members of the household. However, in some circumstances it may be necessary to measure and weigh before the completion of the Parent/Guardian Questionnaire and the Eligible Child Questionnaires. However, DO NOT measure and weigh as soon as you enter a household, as the procedures may then seem like an upsetting intrusion.

E. Measure and Weigh One Child at a Time

Always measure a child's height before taking a child's weight. If there is more than one eligible child in a household, complete the measuring and weighing of one child at a time. Then proceed with the next eligible child. DO NOT weigh and measure all the children together. If there is more than one parent/guardian respondent in a household, measure and weigh all of the eligible children for whom the parent/guardian is responding, before proceeding with the next respondent's children. Otherwise measurements may get recorded in the wrong columns of the questionnaire. Return measuring equipment to their storage bags immediately after you complete the measurements for each household.

F. Control the Child

When you measure and weigh, you must control the child. Be firm yet gentle with children. Your own sense of calm and self confidence will be felt by the parent/guardian and the child.

When a child has contact with any measuring equipment, i.e., on a measuring board, you must hold and control the child so the child will not trip or fall. Never leave a child alone with a piece of equipment.

G. Coping with stress

Since measuring and weighing requires touching and handling children, normal stress levels for this type of survey work are higher than for surveys where only verbal information is collected.

Explain the weighing and measuring procedures to the parent/guardian and the child, to help minimize possible resistance, fears or discomfort they may feel. You must determine if the child or parent/guardian is under so much stress that the weighing and measuring must stop. Remember, children may be uncooperative.

Do not weigh or measure a child if:

- a. The parent/guardian refuses.
- b. The child is too sick or distressed.
- c. The child is physically deformed which will interfere with or give an incorrect measurement. To be kind, you may want to measure such a child and make a note of the deformity on the questionnaire.

H. Recording Measurements and Being Careful

Keep objects out of your hands and pens out of your mouth, hair or breast pocket when you weigh and measure so that neither the child nor you will get hurt due to carelessness. When you are not using a pen, place it in your equipment pack or on the questionnaire. Make sure you do not have long fingernails. Remove interfering rings and watches before you weigh and measure.

I. Strive for Improvement

You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice. You will be required to weigh and measure many children. Do not take these procedures for granted even though they may seem simple and repetitious. It is easy to make errors when you are not careful. Do not omit any steps. Concentrate on what you are doing.

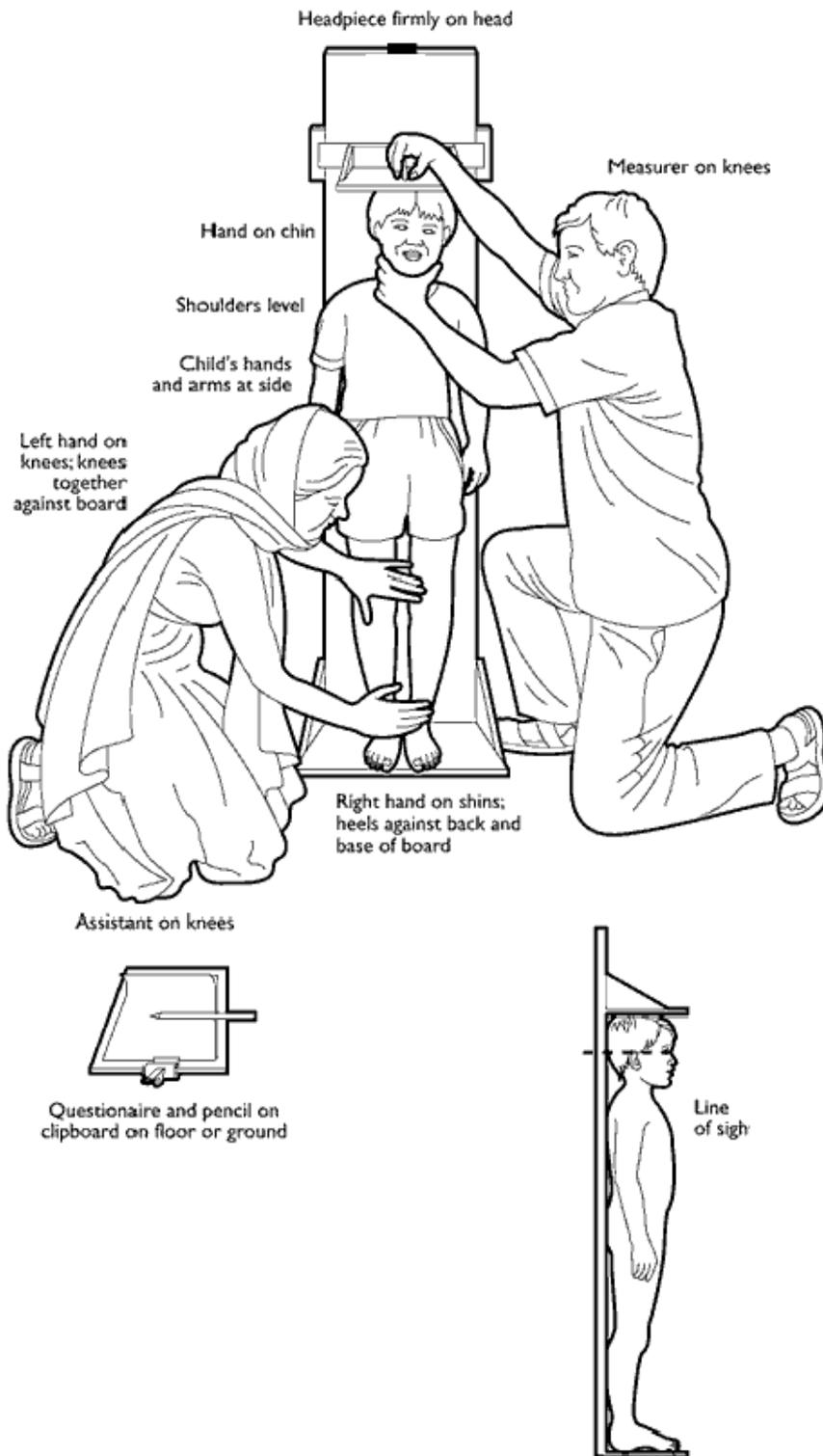
12.4.2 Procedures for Height Measurement (see Illustration 1)

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.
2. **Measurer or Assistant:** Ask the parent/guardian to have the child remove his/her shoes and unbraided any hair that would interfere with the height measurement.
3. **Assistant:** Place the questionnaire and pen on the ground (Arrow 1). Kneel with both knees on the right side of the child. (Arrow 2).
4. **Measurer:** For mobility, kneel on your right knee only, on the child's left side (Arrow 3).
5. **Assistant:** Place the child's feet flat and together in the center of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5) and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.
6. **Measurer:** Tell the child to look straight ahead at the parent/guardian if he/she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually

close your hand (Arrow 9). Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades and buttocks are against the board (Arrows 12, 13, 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).

7. **Measurer and Assistant:** Check child's position (Arrows 1-15). Repeat any steps as necessary.
8. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.
9. **Assistant:** Immediately record the measurement and show it to the measurer. Note: If the assistant is untrained, the measurer records the height.
10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

Illustration 12-1: Child Height Measurement



12.4.3 Procedures for Weighing Children

A. Equipment

1. **Digital scale** (UNICEF Electronic Scale or Uniscale¹) for weighing children. (The scale looks like a bathroom scale, with a digital display. The scale is accurate to 0.1 kg (0.2 lbs), and allows the measurer to directly read the weight of the child when he/she is on the scale.

The Uniscale has solar cells; there are no batteries that can be changed.

(The following incorporates part of the instructions in the booklet that accompanies the Uniscale. Please also see **Additional Notes on the Uniscale** following the instructions on how to weigh children).

2. **Wooden support board** to place under the scale (to be carried with the scale). If you do not have a wooden board, you may have to use the top section from the height measuring board unless you can place the scale on a completely flat and horizontal floor.

B. Measurer: Explaining the weighing procedure to the parent/guardian

1. Explain to the parent/guardian that you have a scale to weigh the child(ren), and that the child(ren) will be weighed while standing on the scale.
2. Ask the parent/guardian to have the child wear just light indoor clothing (e.g., a dress or shorts) when he/she is weighed. Children should not wear thick clothing, shoes, or anything heavy.
3. Measure and weigh the children in the order in which they are listed. If a child is not available at the time of the first visit, leave the line blank and go on to the next child.

C. Measurer: Preparing the scale

1. It is important to remember that the scale will not function correctly if it becomes too warm. It is best to use the scale in the shade, or indoors, as long as there is enough light for the solar cells.

Place the wooden support board flat on the ground, making sure that it is on a smooth surface, and that it will not move at all even if someone stands on it.
2. Then place the scale on the board and make sure that it is flat (horizontal).
3. If the scale is not flat (horizontal) or if the scale and board are not steady, move the board into a different position, or place something under the board, until the problem is corrected.
4. Check again to make sure that the board is flat (horizontal) and stable and that it cannot move at all. It is important that the scale is placed on a hard, level surface; soft or uneven surfaces may cause errors in weighing.

¹ The UNICEF emblem of the mother and child is on the Uniscale which is manufactured by SECA. The scale carries the inscription 'This scale was manufactured for UNICEF using technology developed in Australia and donated to UNICEF by the people of Australia.'

5. Have the questionnaire and pen ready in your hand.

D. Measurer: Weighing children

1. Turn the scale 'ON' by covering the solar cells for less than one second (the scale will not turn on if the solar cells are covered too long). The display should show '188.8' first, and then '0.0'. The '0.0' reading indicates that the scale is ready.
2. Ask the child to step onto the center of the scale and stand quietly. Wait until the numbers on the display no longer change. Make sure that the solar cells are not covered by clothing or by the child's feet.
3. The child's weight will appear in the display within two seconds. Record the weight to the nearest 0.1 kg in the questionnaire in Column (29). (Make sure that you are able to see the whole display area so that you can read all the numbers correctly).

F. Measurer: Thank the respondent

Thank the respondent, and tell him/her something nice about his/her child(ren).

(The scale will turn itself off after a short while).

G. Additional Notes on the Uniscale

1. The Uniscale **switches itself off automatically two minutes after the last weighing**. If this happens, follow the instructions from the beginning to turn it on again.
2. If there is **too much movement** on the scale during measurement, the display will switch between '1.' and '.1' until the load becomes stable.
3. Possible **reasons for the scale not taring** (returning to '0.0' after covering the cells when the child is standing on the scale):
 - a. there was no weight on the scale to tare
 - b. the solar cell was not covered completely
 - c. the solar cell was covered for more than one second; try covering it for less than one second
 - d. it is too dark; put the scale in a brighter place
6. **What to do if the scale display shows:**

E01:

The scale has to readjust itself. Get off the scale and wait until E01 no longer appears.

E02 and switches off automatically:

Be sure there is no load on the scale and try to start the scale.

E03 and switches off automatically:

The scale is either too cold or too hot. Move it to a different place with the temperature between 0 degrees C and 45 degrees C. Wait 15 minutes for it to adjust to the temperature, then start the scale.

7. **Notes on using, cleaning and storing the Uniscale:**
- a. The scale must adjust to changes in temperature. If the scale is moved to a new site with a different temperature, wait for 15 minutes before using the scale again.
 - b. **Do not drop or bump the scale.**
 - c. Do not store the scale in direct sunlight or other hot places. For example, do not leave the scale in a parked vehicle on a sunny day.
 - d. Protect the scale against excess humidity and wetness.
 - e. Do not use the scales at temperatures below 0 degrees C or above 45 degrees C.
 - f. To clean the scale, wipe surfaces with a damp cloth. Never put the scale into water.

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13. Household Questionnaire: Literacy and Numeracy Testing

13.1 Introduction

This chapter describes the procedures to collect literacy and numeracy data from the eligible child. You will administer the literacy and numeracy test to children age 5-16.

13.2 Literacy Schedule

You will complete Columns 31-36 for those children listed as age 5-16 in Column (4) of the Household Schedule, whose line numbers are circled in Column (11).

The Household Schedule allows for up to 8 children age 5-16 to be listed in the literacy schedule. If there are additional children to be tested, use another Household Questionnaire. Next, you will complete Columns (31)-(32) for each additional child. You will then return to the original schedule to begin testing children.

13.3 Question-by-Question Specifications for Literacy Schedule

13.3.1 Q. 31-32: Line Number and Name

For each child whose line number is circled in Column (11), copy the child's line number from Column (4) and name from Column (5).

13.3.2 Check Filter for Schooling Status

Check Q 211 for each child age 5 – 16 listed in columns 31 and 32. If the child is currently in school, Code '1', administer Q. 33. If the child is not in school, Code '2', skip Q. 33 and ask Q. 34.

13.3.3 Q.33: Language of Instruction Taught in School

This question is only for children currently in school. It asks the child for the language of instruction he/she is taught at school. If the language taught in school is not one of the precoded languages listed, record the language in the Other Specify field. After you record an answer, skip to Q. 35.

13.3.4 Q. 34: Main Language Spoken at Home

This question is only for children who are currently not in school, or never attended school. It asks the child for the **main language** he/she speaks at home. If the main language spoken at home is not one of the precoded languages listed, record the language in the Other Specify field. After you record an answer, continue to Q. 35.

13.3.5 Q. 35: Literacy Test in English

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. Be sure to randomly select different language cards across the households. Do not use the same language card for different children in the same household. Give the child enough time to read the sentence; do not rush him/her to read it. Record whether the child was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If there is a second eligible child age 5-16 in the household, show him/her a different sentence to read.

If the child can not read at all (code 1) or able to read only parts of the sentence (code 2) in English, continue to Q. 36 and test the child in one of three major languages using the appropriate language card coded in Qs. 33 or 34.

If the child is able to read the whole sentence in English (code 3), skip to Q. 37, the Numeracy Test.

If the child is blind or visually impaired, circle 4 and then skip to Q. 38. In Q. 38, code '6' for BLIND OR IMPAIRED. Then go to the next line.

13.3.6 Q.36: Literacy Test in Language Other Than English

If the child was not able to read at all or able to read only part of the sentence in English, you will administer the literacy test a second time in one of the three major languages provided English (code 10) was not record in Qs. 33 or 34. If English was recorded in Qs. 33 or 34, skip to Q. 37, the Numeracy Test.

If the language coded in Q. 33 or 34 is coded 14 Other Specify, circle Code '4' no card with sentences in the language required for the child, and specify the language on the line provided. Then continue to Q. 37.

If the language coded in Q. 33 is 11, 12 or 13, select the appropriate language card and administer the literacy test to the child.

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. Give the child enough time to read the sentence; do not rush him/her to read it. Record whether the child was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If there is a second eligible child age 5 -16 in the household, show him/her a different sentence to read.

Code the test and continue to Q37, Numeracy Test.

13.3.7 Q. 37: Numeracy

This question is designed to determine whether children age 5-16 can calculate a simple sum. Show the first sum on the card to the child and ask the child to add the numbers together. The child may use a spare piece of paper, if needed, to calculate the sum; do not, however, allow the child to write on the card itself, as you will need to use the card multiple times. If the child does not correctly sum the numbers or is unable to give an answer, circle '1.' If the child adds up the numbers correctly, circle '2.'

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. If there is a second eligible child age 5-16 in the household, show him/her the second numeracy card. Show the third eligible child the third problem on the card, the fourth child the fourth problem, and the fifth child the fifth problem, and so on. There are a total of 12 cards.

13.3.8 Q. 38: Result

After you have tested the child's numeracy and literacy, circle the appropriate code.

13.3.9 Organizing the Completed Questionnaires

After completing the anthropometry and literacy/numeracy testing in the Household Questionnaire, you are finished with this household. Put the completed Parent/Guardian Questionnaires (complete with Eligible Child Questionnaires), and any Independent Child Questionnaires, inside the completed Household Questionnaire, and return the packet to your supervisor.

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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 2010 NEDS, the reference school year is 2009-2010.

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 pre-marked in the Household Questionnaire. Interviewers will not identify new independent children. The independent child will answer questions for him/herself in the Independent 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.

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 Numeracy: 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 2010, he/she must be 19 years of age or older at the time of 2008 NDHS. Parent/Guardians are identified in the Household Questionnaire as the person most knowledgeable about the child's education and who can respond to questions on behalf 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'an 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'anic (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'an.