KENYA NATIONAL ADULT LITERACY SURVEY

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INTERVIEWERS MANUAL

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Central Bureau of Statistics

Ministry of Planning and National Development

        and

Department of Adult Education

Ministry of Gender, Sports, Culture and Social Services

June, 2005

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1.0 INTRODUCTION

Adult Literacy and Continuing Education has been on the country's agenda since independence as part of the general policy of bringing about an accelerated and sustainable socio–economic development. This commitment was first expressed in the Sessional Paper No.10 of 1965 in which poverty, disease and ignorance were identified as the enemies of development, which must be eradicated. Since then, there have been several policy papers and pronouncements on Adult Literacy and Continuing Education.

The Kenya National Adult Literacy Survey (KNALS) is a national sample survey designed to provide information and data on functional literacy, herein defined as a set of skills associated with reading, writing, numeracy and the application of those skills for specific purposes in one's daily life. Literacy involves a continuum of learning enabling an individual to achieve his or her goals, develop his or her knowledge and potentials, and to participate fully in the community and wider society.

Literacy empowers individuals to improve their quality of life; health; health of their relatives and children; education of their children; to make decisions about their family size; to participate in governance; to perform better in a wider variety of jobs etcetera

Literacy enables societies to better manage their development; to improve their human capital, productivity, entrepreneurship and competitiveness; to benefit from a more flexible workforce; and to increase their collective well being and wealth.

Literacy is, therefore, at the top of the development agenda. This therefore means that accurate, reliable and quality data are required in order to understand the current literacy situation in the country and to design appropriate interventions in literacy training and policy making.

Currently, most data on adult literacy are not sufficiently reliable to serve the needs of users. Data collected generally relied on individuals' self declaration of their own literacy or on "proxy" indicators such as their educational levels. These declarations by oneself or by a household head are highly subjective to bias given that there are people who completed primary schools without acquiring any ability to read, write or do simple calculations in their daily life.

The population of illiterate adults in this country is high but the phenomenon cannot be predicted for lack of accurate data. Factors, which contribute to the large number of illiterate adults, include low completion rates of primary pupils estimated at 50 percent. In addition, there are low transition rates from primary to secondary schools, leading to low acquisition of sustainable literacy skills that make pupils to relapse into illiteracy.

2.0 OBJECTIVES OF ADULT LITERACY SURVEY

The main objective of the Kenya National Adult Literacy Survey is to obtain baseline information on the status of literacy in Kenya. The specific objectives of this survey are:

1. Obtain comprehensive data and information on adult literacy from all literacy providers and stakeholders in both private and public sectors.

2. Determine the magnitude, levels, and distribution of adult literacy for persons aged 15 years and above.
3. Identify issues of concern, which need to be addressed in the promotion of adult literacy.

3.0 SURVEY ORGANIZATION

The Kenya National Adult Literacy Survey is a comprehensive survey involving many agencies and stakeholders. The Department of Adult Education and Central Bureau of Statistics are charged with the responsibility of conducting this survey on behalf of Kenya Government and other stakeholders.

Three committees have been constituted to ensure the success of the exercise. The committees are: National Steering Committee, National Technical Committee and the Working Group (Secretariat). The national steering committee is composed of donors, key senior government officers, and stakeholders. The Working Group (Secretariat) is charged with the responsibility of handling all the technical aspects of the survey to make sure that the survey is implemented as scheduled and that the data quality standards are maintained.

Several field teams will be constituted based on the various local languages commonly used in the country. A team will on average consist of between 2-6 research assistants, one supervisor and a driver. These teams will be assigned in areas where their local languages are spoken. Each field supervisor will be responsible for at least one team. The teams will be answerable to the Survey Secretariat through the regional coordinators.

4.0 SURVEY QUESTIONNAIRES

Four questionnaires will be used in KNALS: Household questionnaire, Individual questionnaire, assessment questionnaire and Institutional questionnaire. Household questionnaire will be used to collect all background information pertaining to the members of the household. You will collect some information about each person in the household such as name, sex, age, education, and relationship to household head etcetera. This information is vital for calculating certain socio–demographic characteristics of the household. On the other hand, the Individual Questionnaire will be used to collect information pertaining to literacy and life skills (application of literacy) of individuals selected in the household. This will be used to determine the levels, magnitude and distribution of adult literacy in the country. To estimate the magnitude and levels of literacy in the country, all the selected respondents 15 years and above will be subjected to a literacy test using the reading and numeracy questionnaire. The fourth questionnaire to be administered will be the Institutional Questionnaire. This will collect information pertaining to institutions providing adult literacy programmes in the country. Such information will be analysed to identify gaps and issues of concern, which need to be addressed in the promotion of adult literacy.

5.0 KEY CONCEPTS AND DEFINITIONS TO BE USED IN THE SURVEY

5.1 HOUSEHOLD

A household is defined as a person or a group of persons(generally bound by ties of kinship) who normally reside together in the same compound under one roof or several roofs, are answerable to the same head and share a common source of food.

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There are three important ways of identifying a household.

    a) Do the persons reside in the same compound?(i.e. the persons in the household reside under same roof or compound)

    b) Are they answerable to the same head? (i.e. persons in a household are answerable to the same head)

    c) Do they have a common source of food? (i.e Members of a household pool and share their resources for common provisions such as food)

If the answer to each of the above criteria is " YES", then you have adequately identified a household. If the answer to one or more criteria is "NO", then there are more than one household. *Please note that domestic servants, relatives and other workers living and eating in the household are to be included as household members.*

One should make a distinction between family and a household. The first reflects social relationships, blood decent, and marriage. The second is used in this survey to identify an economic unit. You must be conscious and use the criteria provided on household membership to determine which individuals make a particular household. In the case of polygamous unions and extended family systems, household members are distributed over two or more dwellings. If these dwelling units are in the same compound or nearby (but necessarily within the same cluster) and they have a common housekeeping arrangement with a common household budget, the residents of these separate dwelling units should be treated as one household.

5.2 HOUSEHOLD HEAD

A household head is a usual resident member of the household who is the key decision maker and whose authority is acknowledged by all the members of the household.

5.3 RESPONDENT

It is important for the Research Assistant to know who he/she is supposed to administer the different questionnaires that will be used for the survey. The Household Questionnaire will be administered to the head of the household or in his/her absence, to any person in the household who can provide all the information pertaining to the household members. The households will be selected at random and you as an enumerator will be given the list of all selected households in the cluster where the interviews will be conducted.

The Individual Questionnaire and the Reading and Numeracy Questionnaire will be administered to selected household members aged 15 years and above. **[These respondents will be scientifically selected at random after the listing of the household members in the Household Questionnaire].** In some cases, you may not find an eligible respondent in some households. In this case you only need to administer section 'A' of the questionnaire. [Eligible respondents are members of the household aged 15 years and above]

The Institutional Questionnaire will be administered to the head of the institution visited or in his/ her absence, to any other responsible person who is capable of answering questions about the particular institution. You will be given the list of the institutions that will have been selected at random for administering the questionnaires.

5.4 CALLBACKS

It is important that you attempt to complete interviewing your respondent during your first visit to the household. However, you may at times need to make further visits, especially if both the head of the household and their spouses are either absent or are busy such that you cannot conduct the interview during that visit. In that case you need to make an appointment for a suitable time to interview the respondent. This appointment is called callback. You should never try to compel the respondent to attend to you at a time that would obviously inconvenience him/her. Try to be punctual for future appointments or callbacks in order not to inconvenience the respondents.

5.5 LANGUAGE OF INTERVIEW

The questionnaires for the KNALS have been translated into Kiswahili and also other local languages. The interviewer will be required to interview the respondent in the language in which he/she is most comfortable. If the respondent can only speak a language you do not understand, then you must raise the issue with your supervisor. Test items have been translated into 19 languages [Kiswahili, Luo, Kisii, Luhya (Wanga, Bukusu and Maragoli), Teso, Kalenjin (Nandi), Turkana, Pokot, Masai, Kikuyu, Embu, Meru, Kamba, Somali, Mijikenda (Giriama), Borana and Taita]

5.6 STRUCTURE

A structure is a free – standing building that can have one or more rooms in which people live. It may be a block of flats, a house, or thatched hut. Structures were given unique numbers during listing. These numbers appear on the cluster maps for identification purposes. **[See sample cluster map]**

5.7 DWELLING UNIT

Dwelling units are structures where people live. Within a structure, there may be one or more dwellings (or housing) units. A dwelling unit is a room or group of rooms occupied by one or more households. Within a dwelling unit, there may be one or more households.

5.8 HOUSEHOLD LISTING

Household listing is a list with a unique number containing the name of the household head. Note that the number of household is only indicated in the listing form and is never written on the structures. What appears on the structures are the structure numbers only.

5.9 CLUSTER

This is a scientifically selected area for the purposes of carrying out sample surveys, which are household-based. Several clusters form the sampling frame (i.e. a complete collection of units of the target population) which is normally used for household surveys. Clusters are established in order to avoid creating a frame every time a survey is conducted.

5.10 INSTITUTION

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This is a unit or organization that provides adult literacy programmes

5.11   TYPES OF ADULT LITERACY PROGRAMMES
a) **Basic Literacy Programme (BLP):** Aims at imparting basic literacy and communication skills to illiterate Kenyans.
b) **Post Literacy Programme:** Targets the basic literacy graduates, semi literates and out of school youths for retaining, improving and applying their basic knowledge, attitudes and skills.
c) **Non Formal Education (NFE):** NFE is an alternative approach to Formal Basic Education. It targets the youth who have no access to formal education or those who have dropped out from the formal system before acquiring sustainable literacy skills.

6.0 THE ROLE OF RESEARCH ASSISTANTS

Research Assistants will play a central role in conducting KNALS and the ultimate outcome of the survey depends on how they conduct the interviews. The success of the survey, therefore, depends on the quality of the interviewers' work. It is, therefore, important for the interviewer to be consistent in the way he/she puts the questions to the respondent. In case a response is not clear, the Research Assistant should probe further. With the central role entrusted to the Research Assistant, it is important to explain what is expected of each Research Assistant. Therefore, this section of the manual gives a summary of some of the important points to be kept in mind by the Research Assistants when conducting interviews for the KNAL survey.

In general, the responsibilities of the Research Assistants will include:

(a) Locating the structure and households in the sample that are assigned to them, and administering the questionnaires.
(b) Identifying eligible respondents aged 15 years and above.
(c) Interview the selected respondent in the households assigned to them.
(d) Checking completed interviews to be sure that all questions were asked and that responses are neatly and legibly recorded.
(e) Making callbacks to interview respondents who could not be interviewed during their first or second visit due to various reasons.
(f) Ensuring that the information given is correct by keeping the respondent more focused to the questions.
(g) Preparing the debriefing notes for the supervisor on the problems encountered.
(h) Forwarding to the supervisor all completed questionnaires and relevant notes
(i) Liaising with the supervisor to correct any mistakes in the questionnaires.

7.0 HOW TO HANDLE INTERVIEWS

The interviewer and the respondents are strangers to each other and therefore one of the main tasks of the interviewer is to establish rapport with the respondent. The respondent's first impression of you will influence her/his willingness to co–operate in the survey. Make sure that your appearance is neat and you also appear friendly as you introduce yourself.

On meeting the respondent, the first thing you do is to introduce yourself, stating your name, organization you are working for, the objectives of the survey, and what you want the

respondent to do for you. The enumerator is advised to avoid long discussions on issues which are not related to the survey and which may consume a lot of his/her time.

After building rapport with the respondent, ask questions slowly to ensure the respondent understands what he/she is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to form his/her opinion, he/she may respond with "I don't know" or give an inaccurate answer. If you feel the respondent is answering without thinking, just to speed up the interview, say so to him/her. "

Specifically, the following guidelines will guide you on how to handle interviews:

(a) Ensure that you understand the exact purpose of the survey and each question. This will help you to know if the responses you are receiving are adequate.
(b) Ask the questions exactly as they are written. Small changes in wording can alter the meaning of a question.
(c) Ask the questions in the same order as they are given in the questionnaires. Do not change the sequence of the questions.
(d) Ask all the questions, even if the respondent answers two questions at once.
(e) Help your respondents to feel comfortable, but make sure you do not suggest answers to them. Remain neutral throughout the interview.
(f) Do not hurry the interview.
(g) Do not leave a question unanswered unless you have been instructed to skip it. Questions left blank are difficult to deal with later.
(h) Record answers immediately the respondent gives you the responses. Never rely on writing answers in a notebook for transfer to the questionnaire later.
(i) Check the whole questionnaire before you leave the household to be sure it is completed correctly.
(j) Thank the respondent for his/her co-operation and giving you time to interview him/her. Leave the way open to future interviews. Avoid over- staying in the respondent's household even if he/she is very friendly and welcoming.

8.0   INTERVIEWING TECHNIQUES

(a) Make a Good First Impression

When first approaching the respondent, do your best to make her/him feel at ease. With a few well- chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greetings and then proceed with your introduction. My name is……… I am working for the Central Bureau of Statistics. We are conducting a survey about adult literacy, and we are interviewing persons aged 15 years and above throughout the country in selected households. I would like to talk to you and ask you a few questions.

b) Always Have A Positive Approach

Never adopt an apologetic manner, and do not use words such as "Are you too busy?'. Such questions will obviously invite refusal before you start. Rather, tell the respondent," I would like to ask you a few questions".

(c) Stress Confidentiality of Information Collected

Always stress confidentiality of the information you obtain from the respondent. Explain to the respondent that the information you collect will remain confidential and that no individual names will be used for any purposes, and that all information will be grouped together when writing the report. Never mention other interviews or show a completed questionnaire to other interviewers or supervisor in front of a respondent or any other person. This will automatically erode the confidence the respondent has in you.

(d) Probing

The Research Assistant should phrase the question as it is in the questionnaire. If he/she realizes that an answer is not consistent with other responses, then he should seek clarification through asking indirect questions or some additional questions so as to obtain a complete answer to the original question. This process is called probing. Probing questions should be worded so that they are neutral and do not lead to the respondent in a particular direction. Ensure the meaning of the original question is not changed.

(e) Answering Questions From Respondent

The respondent may ask you some questions about the survey or how he/she was selected to be interviewed or how the survey is going to help her/him, before agreeing to be interviewed. Be direct and pleasant when you answer. The respondent may also be concerned about the length of the interview. Please be frank to tell him/her how long you are likely to take to administer the questionnaire.

(f) Interview the Respondent Alone

The presence of a third person during the interview can prevent you from getting frank and honest answers from the respondent. It is, therefore, very important that the interviews are conducted privately and that all the questions are answered by the respondent only. Only the household questionnaire can be conducted in the presence of other household members. If other people are present, explain to the respondent that some of the questions are private and request to talk to him/her while alone.

(g) Handling Hesitant Respondents

There may be situations where the respondent simply says," I don't know, "or gives an irrelevant response or acts in a manner suggesting he/she is bored or contradicts earlier answers. In all these cases, try your best to make him/her get interested in the question. Spend a few moments talking about things unrelated to the interview (e.g. his/her town or village, the weather, his/her daily activities etc.)

9.0   FIELD PROCEDURES

Field work for the KNALS will proceed according to a timetable. This survey will therefore be successful if each member of the interviewing team understands and follows correct field procedures, which are reviewed in the following section:

(a) Preparatory Activities

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Every morning, your supervisor will brief you about the expected day's work and explain how to locate the households assigned to you. When you are assigned households, write the identification information on the interviewer's assignment sheet. Such information will include the household number, household head, date of assignment and other particulars required. The assignment sheet will serve as a summary of the results of your work in the field for each household. At the end of the day, you will be responsible for recording the final outcome for all households visited and the individual interviews you have conducted. When you receive your work assignment, review it and ask any questions you may have. Ensure that you have enough questionnaires before you set off to the field.

(b) Locating Sampled Households

You will be given maps indicating the location of the cluster and the structures of the households you are assigned. These structures have numbers written on the door frames or any other easily identifiable position. You will also be given households listings which contain all the particulars of the household heads and structure numbers. You will use the structure numbers and the names of the household heads to locate the households. The District Statistical Officers will assign CBS enumerators to assist in the identification of the households.

(c) Problems in Contacting Households

In some cases, you may have problems in locating the households that were selected due to various reasons as indicated below:

i). The selected household moved away and the dwelling unit is vacant. If a household has moved out of the dwelling unit where it was listed and no one is living in the dwelling unit, you should consider the unit as vacant and record it as such.

ii). The household has moved away and a new one is now living in the same dwelling. In this case, interview the new household.

iii). The structure number and the name of the household head do not match with what you find in the field. In this case, interview the household found there.

iv). The household selected does not live in the structure that was listed. In this case, there is a discrepancy between the structure number and the name of the household head. You will interview whoever is living in the structure assigned to you.

v). The listing shows only one household in the dwelling, but there are two households living in there. In this case, interview both households and make note on the cover page of the household that was not included in the listing. If the listing shows two households and only one was selected, and you find three households there, only interview the one, which had been selected and ignore the other two. Inform your supervisor about the changes.

vi). The head of the household has changed. In some cases, the person listed as the head of the household has moved away, or died. In this case, interview the household that is living there.

(vii) The house is closed and you learn from neighbours that occupants are on the farm or away visiting and that they will be back after several weeks. Enter code....(Entire household absent for extended period). Revisit the household at least two more times to make sure if the members have not returned to eventually treat it as vacant.

(viii) The house is closed and neighbours say that no one lives there; the household has moved away permanently. Enter: Code....... Dwelling vacant/ address not a dwelling

(ix)   A household is supposed to live in a structure that when visited is found to be a shop and no one lives there. Enter : Code........Dwelling is vacant/ address not a dwelling

vii).   A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire. Enter : Code.....Dwelling destroyed.

viii).   No one is home and neighbours tell you the family has gone to the market. This is a callback, hence you will have to return to the household later in the day or the next day.

10.0 HOUSEHOLD QUESTIONNAIRE

COVER PAGE

The cover page provides geographical information of the household, the names of the supervisor and interviewer, number of eligible respondents, household number in addition to the number of visits and the date and time. Each questionnaire will also have a serial number. Lastly, you must indicate the final interview status for each household visited by ticking in the appropriate box.

RED TAPE INFORMATION

It is critical that you fill in the all the information in the spaces provided on the cover page, starting with the Province. Codes for all the geographical areas, the cluster number and name and the household number and name will be provided before the start of the survey. It should be clear that all survey households within a cluster will have the same cluster code.

The household questionnaire is meant for one household and has provision for 12 members. In rare cases you will require to complete more than one questionnaire per household. Households with more than 12 members continue on another questionnaire and write the same identification particulars as on the first questionnaire. You **MUST** however indicate on the top of the second questionnaire "CONTINUED".

PART A: DEMOGRAPHIC AND SOCIO-ECONOMIC CHARACTERISTICS

This section deals with general individual details of all household members. The serial numbers for each household member MUST be written in the first column **A00** and for all household members use two digits e.g. 01, 02, 03, ..., 12. All potential household members are listed in **A01**.

In listing household members, list the names of all members of the household with the first member in the first row being the head of the household. If the respondent to the questionnaire is not the head of the household, the head of the household will still be listed in the first row (not the respondent). If the head of the household is absent at the time of the interview he/she will still be listed in the first row. In writing the names of the household members, be sure that you uniquely identify the individuals. If two individuals in the household have the same name, ask about any nicknames or other ways in which the two persons can easily be distinguished from each other.

The process of listing household members should be done carefully to ensure that no one is missed. List the names of all members of your immediate or nuclear family (head of household, spouses/spouse and their children). List the name of the household head on the

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first line. Next, list all other persons related to the head of the household or other household members. Then list all non relative persons in the household who normally reside and have common eating arrangements such as live-in servants, friends. Finally list any other person who slept here last night. To ensure complete coverage, the interviewer should explicitly ask about three types of persons, who are commonly overlooked by survey respondents namely:

- ✓ Persons who are temporarily absent
- ✓ Persons who have come to stay in the household permanently are usual members even if they have just moved in.
- ✓ Servants/visitors; it is possible that these individuals are members of a separate household that have been included during the listing exercise. If, this is the case, they should not be included as members of the household being interviewed.
- ✓ Finally, the interviewer should ask whether there are any infants or small children who have not been listed, as very young children are often overlooked in counting household members.
- ✓ As many as 12 persons can be listed; if there are more than 12 household members, the interviewer will need to use an extra questionnaire.

A02: SEX. You must ask about the sex of the individual in A01. Do not use the name to assume the sex of the individual. However, some caution in asking this is important not to offend the respondent. Ascertain the sex of the infants and the children.

A03: AGE. Age is one of the **most important demographic information** sought from the respondents. You must try as much as possible to record the correct age of the respondent. Record the age of each household member in competed years. Do not round off the ages of respondents. A respondent who reports his/her age as 29 years and 11 months should be recorded as 29 years without rounding off the eleven months. All efforts must be made to have at least an estimate of the respondent's age, [for those who don't know their ages]. All household members whose age is reported to be above 97 years, code 97 e.g. a household member whose age is reported to be 101 years at the time of the survey, you should code as 97 in A03.

A04: RELATIONSHIP TO HEAD. Ask the relationship of (Name) to the head of the household and use the codes provided. Only one person should be designated as the head. If the relationship to the head is "child", ascertain whether he/she is a biological son or daughter.

A05: MARITAL STATUS. Ask for the marital status of (Name). Persons who have never been married, including young children should be coded "1". People who regard themselves as husband and wife should be coded "2" regardless of whether or not they have been through any civil, religious or customary ceremonies. You should however not read the options to the respondent. If the response does not match any of the options, read the options to the respondent and ask him/her to choose the option that best reflects his/her current marital status.

A06: RELIGION. Ask for the religion of (Name). Record the code that best fits the religion that the respondent belongs to. Try to fit the respondent into one of the codes listed.

Protestants- Group of churches which broke away from the Roman Catholic Church eg. Anglican Church of Kenya (ACK), Presbyterian, AIC, Lutheran, Quakers, Methodists, SDA, Salvation Army and Baptists.

Catholics- Those who believe in Catholic faith and recognize the Pope as the head of the Church.

Muslims- Those who profess the Moslem faith and recognize Muhammad as the prophet of God.

Traditionalists- Those who believe in divine powers e.g. Dini ya Msambwa, Tent of the Living God, Israel Nineve, etc

Others- Include people with religious affiliations other than the above mentioned e.g. Buddhists, Bahais, Hindus, those with No Religion etc.

A07: TRIBE. Ask for the Tribe/Nationality of (Name). Record the code that best fits the tribe of the respondent. If the tribe is mixed, ask which one the respondent feels most allied to. For foreigners, code using country of origin. **Codes for Tribe are in Annex 1.**

A08 & A09: SCHOOL/CENTRE ATTENDANCE. Asks about school/centre attendance of the respondent (Formal and Non-formal). For young children code "3". Has (name) ever attended formal/non-formal schooling? Those currently at school, code 1, and those who report to currently attending an adult literacy programme, code 1. Household members who are reported to have "never attended school" or " never attended an adult literacy programme", code 3 in the appropriate column.

A10 & A11: EDUCATIONAL ATTAINMENT. Questions relate to highest school grade that name has completed for both formal and non-formal education. Code the highest educational attainment for each respondent. **Note that Madrassas are neither formal nor non formal. [See Annex 2 for codes for A10].**

LABOUR MODULE

Completing the Labour Module (A12-A17)

Analysis of the labour module will be based on a labour force frame work; where total population is categorised into currently economic active population (labour force) and population that is not currently economically active. Labour force or "current economically active population" consists of those members of the population who are working plus those who are not working, but are looking for work during a specified reference period. The inactive population covers those members of the population who are NOT available for work (economically inactive members include the infirm, ailing, incapacitated and full-time students). The section targets those aged 5 years and above so as to capture the extent and intensity of child labour. Involvement of children in the labour market denies them access to education, exposes them to exploitation, and limits their opportunities for self-advancement.

A 12: Column A12 seeks to establish what each household member was mainly doing during the past 7 days. The interviewer is to probe to get accurate responses.

- **Worked for pay** includes all persons who worked for wages, salaries, commissions, tips, contracts and paid in kind (especially in rural areas where services rendered may be paid using food or clothing).
- **On leave:** These are persons who are temporarily not working but still employed but are off-duty or on vacation. This includes teachers on school vacation.
- *Sick leave*: Persons sick and on leave with permission.

- **Worked on own/family business:** Comprises self-employed persons who worked on own businesses or persons who worked on family business for family gain and welfare. Includes 'jua kali' artisans, mechanics, traders of farm produce and family workers not on wage employment. However if family member working for pay, they should be classified as 'worked for pay'.

- **Worked on own/family agricultural holding:** A holding is the unit of land, farm or 'shamba' which is owned or rented by the family and is used for purposes of cultivation or rearing livestock for subsistence. All members working in holding without pay/profit must be included here.

- **Seeking work:** The seeking work criteria is formulated in terms of active search for work (to seek paid or self-employment). A person must have taken specific steps in a specified recent period to obtain work in order to be considered as seeking work. A general declaration of being in search of work is not sufficient. This category should not include the under-employed (those who have paid work but wish to leave current employment for better opportunities). Persons with no work and looking for work fall under this category. But if family member working on holding but looking for work somewhere else, they should be coded as '5'.

- **Doing nothing:** Represents persons who are discouraged.

- **Retired:** Person not engaged in any economic activity because out of employment either due to age, sickness or voluntary out of work. However, if runs a business, he is not retired but must be coded under any of the other employment groups (codes '1', '4', '5').

- **Homemaker** is anyone who is mainly involved in household chores such as cooking, laundry etc but may also undertake farm work and other activities.

- **Full-time student** is one who is in regular educational institution and hence not available for work. They do not work at all but may help in household chores. However, if child does household chores, do not include as working. But if selling sweets, groundnuts etc to make a living then this child is not a full-time student but employed and must be coded under 4.

- **Incapacitated** is one who is invalid and cannot work or do any activity. However, a person who is handicapped may not necessarily be coded here. Only and only if handicap affects one's way of life that incapacitation may be coded.

-The category "other" includes all those who cannot be included in any of the preceding categories.

A 13: STATUS IN EMPLOYMNET: Column A13 seeks for the main type of work the respondent was engaged in.

The status in employment refers to status of an economically active person with respect to his/her employment during a specific time-reference period. Two mutually exclusive employment status are paid employment and self-employment. Self-employment includes working employers, own-account workers and unpaid family workers. These terms are explained below:

a) *Paid employees:* They are persons working for a public or private employer and receive remuneration in wages, salary, commission, tips, piece-rates or pay in kind. This comprises of:

  i. *persons at work:* those who, during the reference period performed some work (i.e. at least one hour) for wage or salary, in cash or in kind; and

ii. *persons with a job but not at work*: persons who having already worked in their present job, were temporary not at work during the reference period and had a formal attachment to their job; and

b) *Working Employers*: Are those persons who, operate their own businesses, agricultural farms, or engage in pastoralist activities or engage independently in a profession or trade, and *hire one or more employees*. They may operate as sole entrepreneurs or with partner(s) who may or may not be members of the same family or household.

(c) *Own account workers:* These are people who operate their own businesses, agricultural farms, or engage in pastoralist activities, or engage independently in a profession or trade and *hire no employees*. They may operate as sole entrepreneurs or with partner(s) who may or may not be members of the same family or household. This category covers a large proportion of self employed persons

(d) *Unpaid family worker (contributing family workers)*: Persons who work without pay in an economic establishment operated by a related person.

(e) *Apprentice*: The class of apprentices is included in this survey due to its significance in the local labour market. These are a particular type of trainees. They may be directly engaged in producing goods and services or may simply be learning by observation without actually performing any significant productive tasks. They may be paid a wage or salary under written or oral contract. Others may be given meals or living quarters or special tuition, in compensation for the work done or as an allowance unrelated to the work performed. Still others may not be paid at all and, in some cases, may actually be paying a fee in return for the acquired skill or knowledge.

(f) The category "other" includes all those who cannot be included in any of the preceding categories.

A14: The question seeks to determine the people who were not employed in the last seven days but worked at any other time in the last 12 months.

A15: OCCUPATION: The term occupation refers to *the job held or the kind of work performed during the reference period* (or kind of work done previously if unemployed) irrespective of the industry in which the individual works. Information on occupation provides a description of a person's job. Persons with two or more jobs are classified in the job at which they worked the greatest number of hours during the reference period. Occupational codes and descriptions are given in Appendix ... of the interviewer's manual. They were based on the latest publication on occupations "Kenya National Occupational Classification Standards (KNOCS)".

The interviewer is to provide a brief description of the occupation of the individual. The main employed occupation over the past 12 months is either their only occupation or the occupation that the respondent worked the most hours, if the respondent worked at more than one job. For individuals with two occupations with the same number of hours, the main employed occupation is the one that gives the largest income. If equal in number of hours and income, the one that the respondent considers as his or her main occupation should be noted.

Examples: One can be a clerk in agricultural, building, transport, or any of a number of

PART B: DISABILITY

The purpose of this section is to find out about disability in households. This section relates to disability of all household members listed. Identification of persons with different forms of disability is important in addressing special needs of these groups in society.

B00: SERIAL NUMBER. This is the serial number of all members of the household in **A02**. You **MUST** write the serial number of all household members as they appear in the household listing.

B01: SEEING. Is (name) having difficulties in seeing- even if wearing glasses? The person should answer this question taking into account any assistive device he/she may be using. The respondent should think of his/her vision under normal circumstances e.g. in normal light.

B02: HEARING. Is (name) having difficulties in hearing? The person should answer this question taking into account any assistive device he/she may be using.

B03: WALKING OR CLIMBING STEPS. This question refers to moving around using assistive devices or personal help that is usually in place. It includes moving around inside the house, from room to room and within rooms, and outside the house. The intent of the question is to give an idea of a person's mobility. Someone who has problems moving inside the house is likely to have problems outside the house and hence this condition may hinder his/her ability to attend schooling/literacy classes.

B04: REMEMBERING OR CONCENTRATING: The intention of this question is to understand the difficulties in remembering and learning new things. Though one is not consciously aware perhaps, one learns new things almost everyday such as new names, routes, skills, etc. Respondents experiencing problems remembering or concentrating would have problems in a learning environment.

B05: PERSONAL CARE: The question asks about the respondent's ability to take care of his or her body in terms of bathing, feeding and dressing without any assistance.

B06: COMMUNICATING: The intention of this question is to understand the difficulties a respondent encounter in communicating e.g. understanding others or being understood.

B07: ELIGIBILITY. The column is a filter for eligible household members aged 15 years and above. Tick the line number of all members of the household aged 15 years and above. Then circle the line number of the selected household member after going through the following selection procedures.

SELECTION OF RESPONDENTS

The table below is part of the selection grid that helps you to select one respondent per household, who will be asked the questions in the individual questionnaire. Follow the instructions carefully: A grid of randomized numbers has been generated for all the 15 households in each cluster. First, get the cluster number. This number appears in the first column of the "person selection grid" that you will be given. On the top, in the first row, is

the number of eligible members- with a maximum of 12 eligible members. The second column has the serialized numbers of all household members (1-15). The household serial numbers corresponds to the ordering of the list of households provided to you i.e. the first household on the list of sampled households will be given serial number 1, the second, serial number 2, etc.

Secondly, check the total number of eligible persons from the cover page. This number comes from the total number of eligible persons checked in column **B07**. The total number of eligible persons in the household indicates the number of the column you should go to in the selection grid. Find the box where the row and the column meet. Circle the number that appears in the box. This is the member of household member to be interviewed. Then, go to column **B07** in the household schedule and circle the line number of the eligible person.

For example, if you were given a list of households as 001, 010, 011, 020, 030, 031, 035, 050, 076, 088, 089, 095, 100, 110 and 116 selected from cluster 1286, then household number 1 is 001, and household number 12 would be 095. If there are three eligible persons **in household 12 (i.e.095)**, go to column "3". Follow the row and column and find the number in the box (i.e. "1") where they intersect. Suppose the line numbers of the three persons are "02", "03" and "07", then the eligible person is the first. Note that if the procedures are not followed correctly then the interviewer will have to visit the household again.

CLUSTER	HHLD	ELIGIBLE MEMBERS											
		1	2	3	4	5	6	7	8	9	10	11	12
1286	1	1	2	2	2	3	1	5	7	6	1	1	11
	2	1	2	2	3	3	5	3	2	6	5	2	10
	3	1	1	2	2	2	3	2	2	7	9	10	10
	4	1	1	2	1	3	4	6	5	4	3	4	7
	5	1	1	2	4	4	1	1	6	7	9	3	10
	6	1	1	3	3	3	1	2	5	5	1	5	7
	7	1	2	3	2	3	2	3	3	2	9	2	4
	8	1	2	2	2	4	2	5	4	2	2	9	3
	9	1	2	2	2	2	4	2	3	4	1	10	11
	10	1	1	1	3	3	4	6	2	5	7	2	10
	11	1	2	2	3	3	6	2	6	2	5	2	6
	12	1	1	1	1	1	5	4	3	7	8	4	6
	13	1	2	2	3	4	3	6	5	3	2	10	3
	14	1	2	1	2	1	4	1	1	1	8	8	11
	15	1	1	2	2	3	4	6	4	7	1	11	8
1287	1	1	1	2	2	4	4	4	6	5	3	8	10
	2	1	2	2	2	2	5	3	7	8	2	5	3
	3	1	2	2	3	3	3	6	3	9	7	3	3
	4	1	2	2	2	2	5	1	5	5	4	9	4
	5	1	2	2	4	4	2	7	6	2	9	2	8
	6	1	1	2	1	1	3	4	2	6	7	9	7
	7	1	2	1	1	4	3	3	3	9	4	3	2
	8	1	1	2	3	2	2	5	4	6	2	2	3
	9	1	1	2	3	4	3	2	5	3	3	2	2
	10	1	2	1	4	2	5	6	5	2	8	2	4
	11	1	2	3	2	3	2	1	8	9	9	7	2

	12	1	1	3	3	2	2	6	3	7	3	2	2
	13	1	2	3	1	4	1	6	7	5	6	2	7
	14	1	2	2	3	3	5	5	7	7	3	3	3
	15	1	1	2	2	3	6	6	7	3	10	4	10
1315	1	1	1	1	4	1	4	5	2	4	2	1	2
	2	1	1	3	3	2	3	6	2	7	1	4	1
	3	1	2	3	2	3	5	6	2	4	2	7	10
	4	1	2	2	3	2	5	2	3	7	4	6	7
	5	1	2	3	1	2	2	4	2	5	9	7	9
	6	1	1	2	4	3	6	2	3	7	4	6	2
	7	1	2	2	3	1	1	4	4	4	3	1	4
	8	1	1	3	2	4	6	1	4	7	2	8	2
	9	1	2	1	1	3	3	3	2	8	3	4	11
	10	1	2	2	3	3	2	2	6	7	1	2	2
	11	1	1	2	4	3	4	4	4	6	6	8	1
	12	1	2	1	3	5	3	4	6	3	8	5	10
	13	1	1	1	3	2	4	5	2	4	10	10	5
	14	1	2	1	2	4	3	2	3	1	10	6	4
	15	1	1	2	4	2	3	2	3	8	8	4	4
1317	1	1	2	2	4	4	4	6	6	2	1	3	5
	2	1	1	2	3	2	5	2	3	6	7	9	7
	3	1	2	2	3	3	5	3	7	5	9	9	12
	4	1	1	1	1	3	2	1	3	6	3	5	3
	5	1	1	3	3	2	3	4	2	6	8	7	6
	6	1	1	2	4	3	2	3	3	6	10	11	6
	7	1	1	3	4	4	4	7	3	8	6	3	9
	8	1	2	2	4	2	2	7	7	2	9	6	3
	9	1	1	2	2	4	1	3	7	6	6	10	1
	10	1	1	1	2	2	5	3	4	6	2	6	8
	11	1	2	3	4	2	5	7	6	7	1	10	9
	12	1	1	3	3	5	4	6	1	8	8	5	3
	13	1	1	1	3	2	4	6	5	5	7	3	4
	14	1	1	1	3	4	3	7	3	8	7	3	2
	15	1	1	3	1	2	3	3	2	6	5	10	8

PART C: AWARENESS, PARTICIPATION AND ATTENDANCE AT NON FORMAL EDUCATION PROGRAMME

The individual questionnaire collects information from the selected eligible respondent. All household members aged 15 years and above as checked in column **B07** qualify for this module. However, a procedure has been developed to select only one respondent from each household without bias.

C00: SERIAL NUMBER. This is the serial number of the eligible respondent selected in **B07.** You MUST write the serial number of the selected respondent as it appears in the household listing i.e. if the serial number of the selected household member is 03 in column A00, then this the number to appear in this column.

C01: AWARENESS OF LITERACY PROGRAMMES. The question asks whether the respondent is aware of any literacy programmes in his/her community. The participation in

literacy programmes depends to some extent on the availability of these programmes in a community. If the response is "Yes" code "1", otherwise code "2".

C02: PARTICIPATION IN NON FORMAL PROGRAMME: The intent of the question is to assess active participation of the respondent in any non formal programme meant to improve his/her skills. If the response is "NO", **skip to C12.**

C03: ATTENDANCE. The purpose of the question is to assess the proportion of respondents who participated in a literacy programme in the past 12 months. If the response is "NO", **skip to C11.**

C04: CURRENT ATTENDANCE: The intent of the question is to find out the level of current participation in literacy programmes. If the response is "NO", **skip to C11.**

C05: NUMBER OF HOURS ATTENDED. For respondents currently attending a literacy programme, the question asks to find out the number of hours per **week** attended. This is important in assessing whether providers adhere to the minimum requirements set by the Government.

C06: PURPOSE OF PROGRAMME. Understanding the purposes for each programme offered in the different regions of the country is necessary in assessing the commitment different providers have to the success of literacy programmes in the country. The types of skills acquired are important in assessing the relevance of literacy programmes being offered to adult learners in the country.

C07: COMMUNICATION TECHNOLOGY AIDS. Use of different technologies/media as learning tools have the potential of impacting on literacy skills in this country. The intent of this question is to assess the level of the different communication technologies in non formal education.

C08: PROVIDERS. Literacy skills are offered by different providers who include the Government, NGOs, FBOs and the community. The purpose of this question is to find out the level of participation in literacy programmes offered by various providers.

C09 and C10: COST OF LITERACY PROGRAMMES. The level of participation in literacy programmes is determined by cost. The questions are meant to assess the proportion of adult learners who pay for participating in literacy programmes and the form of payment i.e. whether in cash or kind.

C11: REASONS FOR LEAVING PROGRAMME. The question is asked of all persons who participated in a literacy programme and left. Record the most important reason for having left the programme (as defined by the respondent and not the interviewer).

C12: REASONS FOR NON PARTICIPATION. The question captures all respondents who never participated in a literacy programme. Record the most important reason for not participating (as defined by the respondent and not the interviewer) and then skip to the next section.

PART D & E: SELF ASSESSMENT OF LITERACY & NUMERACY SKILLS

INTRODUCTION:

These sections assesses the abilities of respondents in literacy and numeracy skills through self-assessment and also the use and application of the literacy and numeracy skills acquired. After completion of the individual questionnaire, the respondent will be subjected to an actual assessment.

D00: SERIAL NUMBER. This is the serial number of the eligible respondent selected in **B07**. You **MUST** write the serial number of the selected respondent as it appears in the household listing.

D01-C06: SELF ASSESSMENT. This section covers information on self assessment of literacy and numeracy skills by respondents. Respondents' self assessment is important in analyzing the relationship between self-assessed results and reality assessment results. The self-assessment component covers ability to read, write and compute relating to ones daily life and also how well one is able to do all these tasks.

D01 and D02: The purpose of the questions is to assess the level of reading ability of respondents in any language through self assessment. **If 'NO' in D01 go to D03**

D03 and D04: The intent of the questions is to assess the writing ability relating to daily life in any language among the respondents. **If 'NO' in D03 go to D05**

D05 and D06: The intent of the questions is for respondents to assess their numeracy abilities in their daily lives. **If 'NO' in D05 go to Section E.**

PART E: USE AND APPLICATION OF LITERACY SKILLS

E00: SERIAL NUMBER. This is the serial number of the eligible respondent selected in **B07.** You **MUST** write the serial number of the selected respondent as it appears in the household listing.

E01-E05: USE AND APPLICATION. This section captures information on use and application of literacy skills acquired. The responses to these questions will give information relevant to the extent to which literacy skills are applied in the respondent's daily life. The questions assess the main purposes for which respondents apply their reading, writing and numeracy skills. It is important that **YOU** refer to the responses in **D01, D03** and **D05** to confirm the abilities of respondents to read, write and compute before asking them about use and application of their skills. ALL respondents whose response is **"NO"** shouldn't be asked corresponding questions on use and application in **section E.**

PART F: SUSTAINABILITY OF LITERACY SKILLS, READING ATTITUDES, AND WORK REQUIREMENTS

F00: SERIAL NUMBER. This is the serial number of the eligible respondent selected in **B07.** You **MUST** write the serial number of the selected respondent as it appears in the household listing.

F01-F06: SUSTAINABILITY. This section looks at the sustainability of literacy skills, reading attitudes, and work requirements. The section is applicable to all respondents selected for the individual questionnaire.

F01: The intent of the question is to measure self-assessed improvement or degeneration of literacy and numeracy skills in the past 10 years.

F02 and F03: The purpose of these questions is to find out the respondent's attitude towards reading newspapers, magazines, books, etc and whether they are able to find these materials. For respondents who cannot read, code **8. NA** in **F02** and **3. NA** in **F03**.

F04, F05 and F06: These questions ask about work requirements of reading, writing and numeracy skills. The respondent is asked whether their work/occupation requires the abilities to read, perform numeric calculations and write to perform their duties. Respondents not able to read, write or compute, code **3. NA.**

PART G: EMPLOYMENT AND OCCUPATION FOR RESPONDENT'S PARENTS

G00: SERIAL NUMBER. This is the serial number of the eligible respondent selected in **B07.** You **MUST** write the serial number of the selected respondent as it appears in the household listing.

G02 and G03: EMPLOYMENT STATUS. The status in employment refers to status of an economically active person with respect to his/her employment. Two mutually exclusive employment status are paid employment and self – employment. Self – employment includes working employers, own account workers and unpaid family workers. [See section on Labour]

G02 and G03 is to collect information on the employment status of the respondent's mother and father, respectively. This information is to be asked irrespective of the parents' survival status. Respondents' parents who are no longer in employment or have since died, ask about past employment status and for those who don't know, Code 8. If responses are **"Homemaker"** or **"Fulltime Student"**, then **DO NOT ASK** questions on occupation. Use the following codes:

1. Paid employee
2. Working employer
3. Own Account Worker
4. Unpaid Family Worker
5. Homemaker
6. Fulltime Student
7. Other (Specify)
8. Don't Know

G04 and G05: OCCUPATION.
Occupation refers to the job held or the kind of work performed during the reference period (or kind of work done previously if unemployed) irrespective of the industry in which the individual works. Information on occupation provides a description of person's job. Persons with two or more jobs are classified by the job at which they work the greatest number of hours. The respondent should provide a description of the work the mother/father is/was did/does for a living and then code appropriately. [**Occupational codes, see KNOCS**]

G04 & 05: Asks about the respondent's parents current or past occupation irrespective of their survival status.

PART H: LANGUAGE AND MIGRATION STATUS.

H00: SERIAL NUMBER. This is the serial number of the eligible respondent selected in **B07**. You **MUST** write the serial number of the selected respondent as it appears in the household listing.

H01 and H02: LANGUAGE. The language first learnt and still understood could influence the development of literacy skills. H01 asks the respondent about the language first learned during childhood and still understood and H02 asks about the language spoken at home most of the time.

H03 – H06: MIGRATION. Educational attainment, language acquisition and familiarity with the literacy culture of the new locality could have a significant impact on literacy skills acquisition. The intent of the questions is to assess the proportion of respondents who changed residence and whether this might have had an impact on their acquisition of literacy skills. **See codes for H04 in ANNEX 4.**

11.0 LITERACY ASSESSMENT

11.1 INTRODUCTION

The idea that literacy acquisition leads to changes in one's way of thinking stems from the recognition and understanding of the fundamental and special characteristics of the printed word. It is argued that the printed word is a tool that individuals can use to process information. These tools support the cognitive aspects of the human development. In this regard **literacy** is defined as: '*using printed and written information to function in society, to achieve one's goals, and to develop ones knowledge and potential*'. The word *reading* is often understood as simply decoding or reading aloud and hence the term *literacy* is preferred.

In adult learning, people engage in literacy behaviours for a variety of uses or purposes. It is in this context that we talk of functional literacy so as to acknowledge the fact that literacy provides individuals with a means to contributing and benefiting the society. When one compares oral to written language, one can see that the mode of information processing involved when one is using written language is more abstract than when oral language is used.

11.2 READING AND NUMERACY TEST ITEMS

READING TESTS

When developing the test items the seven main skills of reading were taken into consideration. The skills considered were as follows: verbatim recall, paraphrase concept, find main idea, infer from text, locate information, locate and process and apply rules. The skills identified are explained as follows:

Verbatim recall- Repeating the actual words that were spoken or written.

Paraphrase concept- To express in a shorter, clearer or different way that someone has said or written. A statement that expresses in a shorter clearer or different way that someone has said or written.

Infer from text- To form an opinion that something is probably true because of information that has been provided.

Main Idea-plan or suggestion for a possible course of action, especially one that you think of suddenly

Locate information- to find the exact position of something

Locate and process - to find the exact position of something and getting a meaning out of it.

Apply rules- is based on the information available to get the issues being sought.

Reading consists of 3 domains namely; narrative prose, expository prose and documents. In the construction of the tests, consideration was given to providing test items with the required reading skills within the reading domains and the five adult theme.

Narrative prose: This is a continuous text that aims to tell a story-whether fact or fiction. Prose is a comprehension passage.

Expository prose: It is a continuous text that aims to describe, explain, or otherwise convey factual information or opinion to the reader. Expository – used to explain, describe or upon information – used to give instructions, directions procedures and rules.

Documents: These are structured information organised in such a way that the reader is required to search, locate, and process selected facts rather than read every word of a continuous text. The Document items include; Simple list, combined, intersecting list, hasted nested list, forms and charts/graphs, which represent information in various forms and formats for interpretation.

The hierarchy of reading skills is provided in five levels of competency. These levels are shown in the tables below:

> ### COMPETENCY LEVELS FOR READING TEST
>
> **Level 1:** Respondents at this level should be able to link words and pictures where the pictures depict common objects of a "concrete" nature.
>
> **Level 2:** Respondents at this level should be able to link words to more abstract concepts such as propositions of place and direction, and, perhaps, ideas and concepts such as comparatives and superlatives (happiest, biggest, below, etc.)
>
> **Level 3:** Respondents at this level should be able to link words (such as a phrase or short sentence) from one setting to words in another setting where there is a word match between the two settings.
>
> **Level 4:** Respondents at this level should be able to deal with longer passages of text that contain a sequence of ideas and content, and that require understanding derived from an accumulation of information gathered by reading forward.
>
> **Level 5:** Respondents at this level should be able to read forwards or backwards through a text in order to: confirm understanding, or link new information with a piece of information encountered previously, or link ideas from separate parts of a text, or demonstrate the capacity to infer an author's intention.

NUMERACY TEST

Numeracy is the knowledge and skills required to effectively compute and respond to demands of diverse situations. This involves solving problems in real everyday life, work, and interpreting graphs, tables and diagrams. The skills identified under numeracy are; knowing, problem solving, performing routine procedure, performing complex procedure

The numeracy assessment is divided into 3 domains: number, measurement and space-data.

o *Number*: Operations and number line, square roots, rounding and place value, significant figures, fractions, percentages, and ratios.
o *Measurement*: Measurements related to distance, length, area, capacity, money, and time.
o *Space-Data*: Geometric shapes, charts (bar, pie, and line), and tables of data.

The hierarchy of numeracy skills is provided in five levels of competency. These levels are shown in the tables below:

COMPETENCY LEVELS FOR NUMERACY TEST

Level 1: Respondents at this level should be able to identify simple shapes and link simple patterns and shapes to simple digits, to recognize units of measurement, to name basic shapes, and to undertake simple single operations using up to two-digit numbers.

Level 2: Respondents at this level should be able to recognize simple fractions in both numerical and graphical forms, to identify data presented in tables, to make basic calculations using simple measurement units, and to understand numeration with simple computations.

Level 3: Respondents at this level should be able to extend and complete number patterns, to translate shapes and patterns, and to convert measurement units when making simple single-step calculations.

Level 4: Respondents at this level should be able to combine operations in order to link information from tables and charts in performing calculations, to apply two or three-step number operations applied to measurement and conversion problems, and to identify and use appropriate information in the subsequent steps of a calculation.

Level 5: Respondents at this level should be able to make calculations and interpretations linking data from tables and graphs, and to make computations involving several steps and a mixture of operations using fractions, decimals, and whole numbers.

11.3 ADMINISTRATION OF TEST ITEMS

This section provides information on how to administer the test items as well as how to undertake marking of the answers based on the provided marking guide. The eligible household members for the literacy assessment are those who have completed the Household and Individual questionnaires. They are required to complete 36 test items in reading and numeracy.

A general note

The tests should be administered to all the selected respondents from the household questionnaire. The respondents should not be assisted during the tests. It is important that all respondents understand what they are expected to do **before** starting with the actual test items. If a respondent asks a question about the meaning of a phrase, word or symbol, say something like, '*I am sorry, but I cannot help you with that now. Do the best you can to work it out for yourself.*' Similarly, you should not interpret item instructions or assist in locating information needed for an answer. Helping the respondents to work out their answers is, of course, is not allowed.

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Keep in mind that the respondent would not benefit from your assistance because the result will not be made known to anybody. You would, though, harm the literacy survey with any inappropriate help given to respondents.

Starting the test

At this point do confirm with the respondent which language is one comfortable for taking the test, that is; is it the local language or Swahili or English? When the respondent is ready to start with the test, it is important that one is guided in reading of the first two questions so as to ensure that they understand the instructions given. Ask the respondents to answer all questions and write down what they consider to be the best answer, even if they are not sure. Ensure you have indicated the starting time and the end time. All the questions that the respondent has attempted should be marked.

PART A: ADULT READING TEST

This section has 18 reading questions to be taken by the respondent. Each question is preceded with precise instruction to the respondent. It is important the research assistant guides the respondents by emphasising that the answers are written in the space provided.

Question 1: The respondent is required to read the word and match it to a common object from the pictures provided. The interviewer is to a tick against the correct picture that matches the word.

Question 2 to 4: The respondent is required to match word and interpret the meaning of the questions phrased and provide the answers based on the Immunisation Card provided.

Question 5 to 6: The respondent is to read the passage and match it with the Cash deposit Form of Wanainchi Bank based on a sequence of ideas and information available to answer the questions.

Question 7 to 9: This is a longer passage describing how to prevent AIDS and the respondent is required to read on or read back in order to link and interpret information located in various parts of the text so as to come up with the correct answers.

Question 10 to 11: The passage discusses on Mandela and requires the respondent to interpret the sentences and match phrases across sentences as well as reading forwards and backwards to locate information so as to answer the questions accordingly.

Question 12 to 14: The table is a setting that gives the prices of various items in a hotel. The respondent is required to obtain a sequence of ideas and content and derive the information to provide the answers.

Question 15 and 16: The passage on family budget requires that the respondent reads backward and forward in order to combine information from various parts of the text and also infer from the text so as to provide the answers.

Question 17 and 18: The respondent is required to locate information from the two graphs on employment for 1995 and 2002 so as to evaluate the employment scenarios in the sectors and provide the answers accordingly.

PART B: NUMERACY TESTS

This is the second part of the Literacy assessment tests with 18 numeracy test items to be completed by the respondent. Each question is preceded with precise instruction to the respondent. Ensure that the respondent writes the answers besides the same question in the space provided. Emphasis should be laid that they use the space provided below the question to do their calculations.

Question 1 to 3: The respondents are required to identify a simple pattern, identify the operations and carry out simple operations in order to arrive at the correct answers of the questions provided. They will enter the right answer in the spaces provided.

Question 4: The respondent is required to identify the size of the land parcels and enter the correct response. They will enter the right answer in the spaces provided.

Question 5 to 6: In using the transaction involving the sale of eggs in the market, the respondent is to use computations that are based on arithmetic and multiplication operation to answer the questions provided. The respondent should compute the answer in the spaces provided.

Question 7 and 8: The respondent is required to translate the verbal information into simple arithmetic problems and has to identify the correct sequence of calculations in order to come up with the correct answer. The respondent should compute the answer in the spaces provided.

Question 9 and 10: The respondent is to translate the tabular information for the list of shop items and the selected rainfall patterns into an arithmetic form in order to solve the problem as stated in the questions using subsequent steps of a calculation. The respondent should compute the answer in the spaces provided.

Question 11 and 12: The respondent is expected to solve multiple-operation problems involving everyday units of measurement from a list of items with their shop price list. This will involve simple single step operations. The respondent should compute the answer in the spaces provided.

Question 13 to 14: The table shows the voting patterns of a constituency and the respondent is expected to use the correct order of arithmetic operations. This will involve simple single step operations. The respondent should compute the answer in the spaces provided.

Question 15 to 16: The table shows fees structure of a school and based on the information, the cost of education can be highlighted. The respondent is required to use the tabular information to solve the equation in order to solve the given mathematical problem. The respondent should compute the answer in the spaces provided.

Question 17 and 18: The graph provides the information on maize production in Kenya and based on the information required, answers are being sought. The respondent is expected to extract and convert information from the chart presented in order to identify,

and then solve the multi-step problem solution. The respondent should compute the answer in the spaces provided.

11.4 TRACKING TEST PROGRESS

The Research Assistant is required to track the progress of the respondent without necessary disrupting but as a way of ensuring that they are comfortable. This will involve asking the respondent to mark with a symbol at a certain time interval on the question they have reached. This will also assist in evaluating the respondents pace of undertaking the test items. It is therefore important that you confirm in which item the respondent has reached at the following time intervals: 45, 60, 90, 105 and 120 minutes to indicate on the test item (question) they have reached or progressed. The respondent will then be given the following instructions:

After 45 minutes: Put a circle around the number of the question that you are now answering. Now continue with the test.

After 60 minutes: Put a square around the number of the question that you are now answering, then continue with the test.

After 90 minutes: Put a triangle around the number of the question that you are now answering, then continue with the test.

After 105 minutes: put a cross through the number of the question that you are now answering, then continue with the test.

After 120 minutes: Put two circles around the number of the question that you are now answering, then ask the respondent to continue with the test.

Time	Figure		Ending the test
After 45 minutes	Circle	⬭	After about two hours do ask the respondent to stop since we cannot allow the test exercise to be continuous. Do not forget to note the time the test ended, and the total
After 60 minutes	Square	▭	
After 75 minutes	Triangle	△	
After 90 minutes	Two circles	◎	
After 105 minutes	Cross	✕	
After 120 minutes	(end test)		

testing time. Then say:

Thank you very much for giving your time. I hope you enjoyed taking the test. Your participation will assist the government have accurate information for planning and intervention.

If a respondent for some reason had to be excused during the test session, write this in the Remarks column on the Respondent Form.

11.5 MARKING GUIDE AND SCORING OF THE TESTS

This marking guide is to be used in conjunction with the marking scheme. It sets out the procedure for not only scoring the test items, but also gives guidance on how to undertake the task and report the findings. The guidelines have to be adhered to, to ensure uniformity of scoring and hence reliability of results, consistent and methodical handling and finally an intelligible and utilizable data reporting.

After the respondent has finished completing the tests, later during the day within each cluster, the research assistant is to mark the reading and numeracy skills. A marking and scoring guide shall be provided. In order to internalize the tests and expected answers during the training, the Research Assistants shall undertake the tests and develop a marking guide as an illustration of the type of responses expected from the respondents once in the field.

SCORING PROCEDURE

- Each Research Assistant will process the script in accordance with the coding agreed in such a way as to fully and comprehensively identify each script and relate it to other documents pertaining to the household.

- Each Research Assistant will then mark/score the script and record the mark score in the top left hand corner of the script.

- The score/mark will be entered in the summary form.

- All the scripts of each day will be processed and marked on the evening of the same day and the entry made in the relevant documents.

- Where the marking scheme allows multiple or variants of the answer, care must be taken to ensure every valid answer is awarded a mark.

- Care must be taken to ensure every page of the script is marked and the totals of every page summed up.

- Where there are partial answers the marker will use their discretion (within limits set by the marking scheme) on what to score.

- Where the candidate has not attempted an item or section, an explanation needs to be given, such as inability, lack of time.... and the reason coded in the relevant document.

- The Research Assistant shall maintain a running list/record of all the scores (and perhaps an interim mean and standard deviation of the cohort).

- The Research Assistant will maintain an interim percentage (literate/illiterate) pass/fail levels for the cohort based on a predetermined pass norm/criteria.

- At the end of the data collection period, the Research Assistant will dispose of the scripts in the manner prescribed and submit all the data in the format required to the supervisor (regional).

- The Supervisor will submit the district reports and data to the Regional Coordinator.

- The Regional Coordinator will gather and collate the data and present the summarized statistics together with the raw data to the National Coordinator.

- The marking moderator will sample (periodically) 10% of the marked scripts and work out a deviation upon which the decision to accept or order remarking will be based.

- Normally a deviation of -2 or +2 is tolerable. Beyond that there is need to remark as the marking scheme is then deemed not to have been applied strictly.

- Each Research Assistant will need to write qualitative/descriptive comments on the performance of each candidate.

- The research assistant is to summarize the response for each of the reading and numeracy items and also give the scores as indicated in the marking scheme.

- The following codes shall be used to show the status of each item. The four codes for the possible answers shall apply as follows:

  1. Correct Response   Code = 1
  2. Partially correct Response Code = 2
  3. Incorrect Response   Code = 3
  4. No Response   Code = 4

Correct Answer: This refers to the answers as agreed and defined in the marking guide as being the expected response that is to be written by the respondent. This will be provided both for the reading and the numeracy tests.

Partially Correct Response: This refers to the answers that are nearly the same as the correct answer or incomplete and provides an indication of the respondent having an idea.

Incorrect Answer: This refers to when a respondent attempted to do a question but never got the answer to the question at all or not any where near the answer required.

No response: This refers to when a respondent did not attempt to write anything in order to answer the question. It can be attributed to not having adequate time, or unwillingness to answer the questions.

TRANSLATION OF THE RESPONSES

Incase the respondent answered using the local language, the research assistants are required that besides providing the score they also translate the answers to English. The translation is to be done below each answer using a different colour of the pen, preferably black or green.

SUPERVISION AND GENERAL REMARKS

It is important that the supervisors undertake a sample check of the responses to ensure consistency and completeness of the assessments. It is also crucial that experiences are noted especially on what the various categories of the respondents think about the tests being given. The tests will all the respondents that were sampled for the individual questionnaires irrespective of the level of education (from those who never attended to those with university education).

11.6 MARKING SCHEME

A. READING ITEMS

Item code	ANSWER	TOTAL MARKS	PARTIAL MARKS
R01	A tick in the right box	1	-
R02	At 9 months	2.5	-
R03	Indicate date	2	-
R04	Two brothers	2	
R05	Account name – Wakulima Traders Number – 001100432300	3	
R06	One thousand	2	
R07	9 ways	2	
R08	Abstain	2.5	
	- Ensure		
	- Wife inheritance		
	- Circumcision		
R09	Wife inheritance	3	
	- Circumcision		
R10	In the boxing ring, it did not matter whether one was an African, European or Asian.	2.5	
	• Boxing creates brotherhood		
	• Boxing brings them together		
	" brings unity		
R11	How to protect one's body	3	1
	How to attack and retreat		1
	How to pace oneself throughout a fight		1
R12	70/=	2.5	
R13	Tea and bread	2.5	
R14	Any 2,3,4,5, plus 6	3	
R15	It enables the family plan on how to use the family income to meet their needs and to save.	4	
R16	Money earned by the family members from various	3	

Item code	ANSWER	TOTAL MARKS	PARTIAL MARKS
	sources, for example, employment, sale of crops.		
R17	Industry		
R18	It decreased 22% from 46.1 in 1995 to 44.9%	2.5 4	
	or		
	It changed by 1.2% from 1995 to 2002 Or 1.2 or Minus 1.2		
	Grammar		
	Writing legibility	1	
	TOTAL	2 50	

B. NUMERACY ITEMS

Item code	ANSWER	TOTAL MARKS	PARTIAL MARKS
M01	9		
M02	− (negative sign)	2	-
M03	8	2	
M04	Mburu	2	
M05	20	2	
M06	120	2	
M07	3	2.	
M08	6	2.5	
M09	60	3.5	
M10	133	3.5	
M11	150	2.5	
M12	405	2.5	
M13	300	3.5	
M14	1700	2.5	
M15	50,000	3.5	
M16	67,000	2.5	
M17	200,000	3.5	
M18	1,500,000	4	
TOTAL		4 50	

C. SUMMARY SCORE SHEET

At the end of the day the Research Assistant will complete the summary score sheet after marking the test items. The information in the summary score sheet is on the identification of the respondent, scores of each reading item and numeracy item and the response status for each test item (code 1 to 4).

INSTITUTIONAL QUESTIONNAIRE

The institutional questionnaire will be administered to a sample of centres that offer adult literacy programmes. The manager or the senior most teacher of the institution will be responsible for providing information for each of the sampled institutions. The Supervisor and his or her team of Research Assistants will be responsible for administering the questionnaire in the districts they will be working.

COVER PAGE

The cover page provides geographical information of the institution, the names of the supervisor and interviewer in addition to the number of visits and the date and time.

RED TAPE INFORMATION

Part of the identification information will be completed prior to the interview, part of it will be completed as the interview begins, and the rest will be completed at the end of the interview.

ENROLMENT BY SEX

Information on enrolment by sex should be provided for each institution visited for the last five years i.e. from 2001 to 2005. This information is important in assessing the level of enrolment in literacy programmes.

Col. 1&2: CURRENT ENROLMENT. The question asks about current enrolment in each centre. The enrolment figures should be given by sex of the adult learners.

Col. 3: LEARNING LEVELS. The intent of the question is to find out the different levels at the centre. For example, a centre may have two levels; the first level being for beginners and the second level for post literacy learners.

Col. 4: OWNERSHIP OF FACILITIES. Availability of facilities for learning is an important input into the adult literacy learning programmes. This question asks about ownership of the facilities at the centre.

Col. 5 & 6: NUMBER OF TEACHERS. The successful implementation of literacy programmes is dependent on the availability of sufficient number of qualified teachers. The intent of the question therefore is to assess the availability of teachers at adult literacy learning centres in the country.

Col. 7: TYPE OF STRUCTURE. The purpose of the question is to assess the types of structures learning takes place. The response in this question is easily observable and may therefore be tackled without posing the question if the interviewer is shown the structure. The materials for the walls and roof should determine the difference between semi-permanent and permanent structures.

Col. 8: SPONSORSHIP. The main sponsor of the centre should be the organization that has the greatest support in running of the institution. Sponsors include:

- ❖ Government which includes Central, Local and Parastatals
- ❖ Faith Based Organizations includes religious based support
- ❖ NGOs includes all Non Governmental Organizations
- ❖ Individual is any body in his personal capacity
- ❖ Other has to be specified and includes any organization that does not fall in any of the above categories.

Col. 9: MANAGEMENT BOARDS/COMMITTEES. The Government Policy requires that all centres it supports must have management committees. Centres outside the Government system have their own management arrangements. The question seeks to find out the arrangements put in place for all centres in the country.

Col. 10: For institutions that do not have committees or management boards in place, find out the reasons and code appropriately.

Col. 11. RECRUITMENT. The question asks who is responsible for recruitment of teachers and code appropriately.

Col. 12 & 13. ASSESSEMENT OF LEARNERS & PURPOSE. The questions asks about assessment of learners and the purpose for these assessments. The assessments should exclude Continuous Assessment Tests (CATs) or the normal class assessments. For the purpose of assessment, code the main purpose in cases where more than one response has been given.

Col. 14. TEACHERS' MORALE: The success of learning programmes depends to a great extent on the morale of teachers. The person responsible for providing responses on behalf of the centre should give his personal assessment on the morale of the teacher(s) at the centre.

Col. 15: PAYMENTS. The survey seeks to establish who pays the teachers' salaries in each centre. In situations where teachers are paid from different sources, then code the organization that pays for the biggest number of teachers.

Col. 16. VIEWS ON ALLOWANCES. The person responsible for providing the responses is asked to give his/her personal views on the teachers' allowances/salaries.

Col. 17 & 18. BARRIERS TO LITERACY. Literacy programmes in the country are faced with several barriers. For improvement to be realized in the delivery of the programmes, the barriers being experienced must therefore be addressed through various interventions. The intent of the two questions therefore is to take stock of the different barriers being faced. You should however only code the main barriers (as defined by the respondent).

Columns 19, 20 & 21: SPECIAL LEARNING NEEDS: People with disabilities may have special needs which needs to be met for them to participate fully in literacy programmes in the country. The intent of questions 19, 20 & 21 is to assess whether learning centres cater for special learning needs for people with disabilities, provision of facilities for these people and reasons for not catering for them, respectively.

Col. 22. LANGUAGE: The question asks about the language of instruction at each centre sampled for the survey. If more than one language is used, code the language used most at the centre.

Col. 23. TYPE OF PROGRAMME OFFERED: Different types of programmes are offered in Adult Literacy Programmes in the country. The intent of this question is to asses the types of programmes offered and code appropriately.

Col. 24 and 25: MONITORING AND EVALUATION: Monitoring and Evaluation are critical in assessing the performance of programmes. The intent of the two questions is to find out how often supervision is undertaken and who undertakes the supervisory activities. Supervision is limited to external supervisors only.