World Education Learning Assessment

A quantitative study to understand factors associated with learning achievement of children

Project Summary

Project Objectives:

- To determine socio-demographic and household characteristics of students
- To inform parents about the level of their children's learning achievement
- To analyse trend of learning achievement compared to the first and second learning assessment
- To determine factors associated with learning achievement of children

Team Members:

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With the need to ensure that most of the disadvantaged children can get access to education and more importantly, retain their education to complete secondary school and achieve meaningful learning outcomes that secure lives, World Education initiated the "Sangain Sikaun Sangai Badhaun" /Opportunity Schools programme. The early-grade reading (Nepali) and Mathematics assessment named as World Education Learning Assessment (WELA) is a component of reading promotion campaign under the project designed to assess the quality of education in the project areas. The main objective of the Learning Assessment was to identify the basic reading and numeracy condition of students of all early grade on the basis of curriculum of grade one that teaches basics of reading and numeracy.
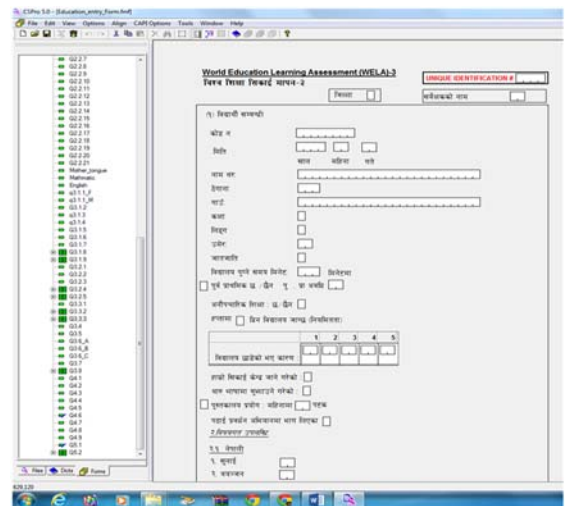
Methods

This study is the third learning assessment (WELA-3) which is a household based quantitative survey conducted among students of all early grade (grade one, two and three) of project VDCs (N=3) and control VDCs (N=3) in Banke and Dang districts. Altogether, 3502 students (from 45 public schools) were included in this study of which 2143 students were from project VDCs and 1359 were from control VDCs. Collection of data for WELA 3 was done by a different organisation and HERD was only responsible for managing the data and writing report.

Data analysis and report writing

Filled questionnaires of third learning assessment were received from World Education and unique ID code for each respondent was given to ease data management process. Coding of the questionnaires was done using the coding manual developed during second learning assessment. After coding of questionnaires, data entry was carried out by four data entry clerks and the data were double entered to check the consistency and minimise error in data entry process. Following double data entry, matching was done to find out entry error. Then, data labelling and cleaning was done and finally data analysis and report writing was carried out by a data analyst and research officer at HERD during second and third week of August, 2014. The final study report was submitted to WEI in August, 2014.

Data Entry Programme for WELA

A Glimpse of Double Data Entry Cross Verification