

PETS Early Childhood Development 2008
Conducted by UNICEF for the Dept of Social Development
and Dept of Education, South Africa

Module 2: Infrastructure, Equipments, Attendance and Financial Records

Section A : Preliminary information

		Name	Code
A.1	Enumerator 1		_ _ _
A.2	Enumerator 2		_ _ _
A.3	Supervisor		_ _ _
A.4	Data entry operator		_ _ _
A.5	Province		
A.66	Name of ECD site		

	Date of Visit	Day	Month	Start Time hh : mm	End Time hh : mm	Result
A.12	First Visit	_ _	_ _	_ _ : _ _	_ _ : _ _	_
		Day	Month	Result		
A.14	Data Entry	_ _	_ _	_		
A.16	Validation	_ _	_ _			
A.18	Data Entry Complete	_ _	_ _			

Result Code
1 = Questionnaire Complete
2 = Questionnaire Incomplete
3 = Temporary Absence
4 = Extended Absence
5 = Unavailable
6 = Refused to Answer

Draft December 8 2008

Section A. Pre-Interview Observations

A.1 What were the children doing when the enumerator <u>arrived</u> at the ECD site? (Do not ask the question: observation by the enumerator)	Group 1	Group 2	Group 3	Groups 4
	1 = Yes 2 = No			
Playing Outside				
Eating				
Inside Group activity with educator				
Inside activity without direct supervision of educator				
A.2 If inside activity, what exactly do they do?				
Sitting (without doing any specific activity)				
Pre-reading activities / telling stories / rhymes				
Pre-writing skills				
Playing with blocks / clay				
Drawing, painting, colouring, cutting and pasting				
Educational toys (e.g. puzzles, colours, shapes, alphabet, numbers, etc)				
Music (e.g. singing, dancing etc)				
Sleep				
TV and Radio (educational programs)				
Other (Specify)				

	Group 1	Group 2	Group 3	Group 4
A.3 Number of children present				
A.4 Specify the type of group 1. Grade R (5-6) 2. Pre Grade R (3-4) 3. Toddlers (0-2)				

Section B: Activities

B.1 After arrival, what have the children been doing during the course of the field visit?	Pre-grade R (0-4 years)			Grade R
	Group 1	Group 2	Group 3	Group 4
Playing outside				
Sitting (without doing any specific activity)				
Pre-reading activities / telling stories / rhymes				
Pre-writing skills				
Playing with blocks / clay				
Drawing, painting, colouring, cutting and pasting				
Fantasy play (e.g. dress up, cars, dolls etc)				
Educational toys (e.g. puzzles, colours, shapes, alphabet, numbers, etc)				
Music (e.g. singing, dancing etc)				
Sleep				
TV and Radio (educational programs)				
Other (Specify)				

C. Observations: infrastructure and Equipment

Interviewer note: please ask to be shown around the facility so that you can observe and record the necessary information below. You may show them the observation sheet – it is not a secretive process

C.1	Type of building in which facility operates	1 = Conventional bricks or blocks 2 = Traditional, mortar or mud walls with zinc or thatch roof 3 = Shipping container 4 = Prefab building 5 = Informal housing (shack) 6 = Other (specify)	
C.2	Are there windows?	1 = Yes 2 = No	
C.3	In what state are the windows?	1= Good condition 2= Average condition, some broken 3= poor condition, most broken or covered	
C.4	What is the flooring made of?	1 = Covered with carpet or tiles 2 = Uncovered concrete or finished wood floor 3 = Unfinished wood or metal 4 = Mud floor 5 = Other (specify)	
C.5	Overall condition of the building (to define in the survey guidelines)	1 = Very good 2 = Good 3 = Relatively good 4 = Poor 5 = Very poor	

C.6	What type of water service is available?	1 = Tapped water inside the building 2 = Tapped water outside, but on site 3 = Communal tap outside site, within 200m 4 = Communal tap outside site, more than 200m 5 = River, dam or stream on or near site 6 = Other (specify)	
C.7	Road in front of facility	1 = Tar road 2 = Tar road in poor condition 3 = Dirt road 4 = Foot path	
C.8	Are there separate toilet facilities for staff and children?	1 = Yes 2 = No (Skip to I.11)	
C.9	Number of staff toilets		
C.10	Number of child toilets		
C.11	What are the conditions of the toilets (i.e. infrastructure and cleanliness)	1 = Very good 2 = good 3 = Relatively good 4 = Poor 5 = Very poor	
C.12	Are there potties?	1 = Yes 2 = No (Skip to I.13)	
C.13	Number of potties?		

C.14	<p>Is there a separate indoor playing area? <i>Note: not necessarily in a separate room but distinct area</i></p>	<p>1 = Yes 2 = No</p>	
C.15	<p>Is there an enclosed outdoor play area?</p>	<p>1 = Yes 2 = No</p>	
F.16	<p>Is the area for cooking and preparing meals separated from where the children are? <i>Interviewer note: i.e. an area that the children cannot access, maybe behind a closed door, in a separate building, behind a screen or wall, etc</i></p>	<p>1 = Yes 2 = No</p>	
F.17	<p>Dimension of the available <i>building space for children</i>: What is the size of the usable building space for children (classroom and other indoor children space)?</p>	<p>Square meters</p>	
F.18	<p>Dimension of the <i>complete building</i> (usable building space for ECD activities, including administration, classrooms, storage, kitchen etc.)</p>	<p>Square meters</p>	

F.19	Does the facility have the following items and equipment on site today and how many?	1 = Yes 2 = No	Number			
			Group 1	Group 2	Group 3	Group 4
	Chairs or benches If No Skip to F.19.3					
	How many children can be accommodated on these 'seats' at any one time?					
	Mattresses, cushions, to sleep on If No Skip to F.19.5					
	How many children can be accommodated on these mattresses at any one time?					
	Tables /surfaces to work on If No, Skip to F.19.7					
	How many children can be accommodated at these tables/work surfaces at any one time?					
	Outdoor equipment: Jungle Jim					
	Outdoor equipment: Swings					
	Outdoor equipment: Others (e.g. monkey bars, tunnel, etc)					
	Children's reading books					
	Puzzles and concept toys (boxes)					
	Blocks					
	Other toys (Toy cars, stuffed animals, dolls, etc)					
	Paper (packs of 500)					
	Crayons (boxes of 30)					
	Paint and brushes					
	Scissors (for children)					
	Glue					

Section G: Learner Information

G.1 How many children were enrolled in FEBRUARY, MARCH OR APRIL 2007					
Age Group	Total	How many are subsidized?		What was the per student subsidy	
		DSD	DOE	DSD	DOE
Pre Grade R (0 -4 years)					
Grade R (5 years and more)					
Total					

Records for which month?	1 = February 2 = March 3 = April	
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G.2 How many children were enrolled in FEBRUARY, MARCH OR APRIL 2006					
Age Group	Total	How many are subsidized?		What was the per student subsidy	
		DSD	DOE	DSD	DOE
Pre Grade R (0 -4 years)					
Grade R (5 years and more)					
Total					

Records for which month?	1 = February 2 = March 3 = April	
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Section H: Revenues and Costs

H.1 What were your total costs of operation and revenues during the past two fiscal years		2007-2008	2006-2008
Revenues	Total revenues		
	(Of which)		
	School (user) fees		
	Subsidies DSD		
	Subsidies DoE		
	Fundraising		
	Other Contributions (Specify)		
Expenses	Total costs		
	(Of which)		
	Staff salaries and wages		
	Groceries (food)		
	Toys		
	Other costs (specify)		
	Profit (Deficit)		
H.2 Has this table been completed using a copy of audit or financial statement form?		1=Yes 2=No	

