PARENTAL NUDGES PROJECT

INSTRUCTIONS

FOR

INTERVIEWERS

SUBJECT ENROLMENT AND CAREGIVER SURVEY

October 2020

IPA Ghana

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1 INTRODUCTION

1.1 ABOUT THE MANUAL

The main objective of this manual is to present the concepts, goals and provides systematic guidance on the design and implementation of the Subject Enrolment and Caregiver Survey. To maintain consistency and comparability across regions, following the standard protocol is strongly encouraged.

1.2 TRAINING OVERVIEW

All field staff participating in the Subject Enrolment and Caregiver Survey must attend the training sessions. The training will enable you to have a thorough knowledge of the main concepts and be familiar with the surveys and the training manual.

1.2.1 TRAINING COMPONENTS

The training will be conducted from 2nd November to 4th November 2020 via Google meet. All training starts at 8.30 am and close at 5 pm each day. The training comprises of the following modules:

1. Classroom learning. The Research Associate will teach the trainees how to administer the Subject Enrolment and Caregiver Survey.

2. Mock interview. Each trainee must administer the Subject Enrolment and Caregiver Survey to caregivers on the last day of the training.

1.2.2 TRAINING OBJECTIVES

By the end of this training, respondents will:

1. Be familiar with the purpose and background of the Parental Nudges Project.

2. Understand the Subject Enrolment and Caregiver Survey.

3. State responsibilities and expectations for their involvement in the survey.

4. Explain the field operations and interview processes.

5. Carry out an effective interview.

6. Carry out the surveys in the field and troubleshoot, following the recommended protocols.

1.2.3 GROUND RULES FOR TRAINING

The following rules are to be adhered to during the training:

1. Attend all training sessions punctually. Daily attendance will be taken. All trainees must sign in with an attendance sheet that will be placed at the entrance each morning to record arrival.

2. Do not eat while training is in session — you will be given lunch and other breaks for eating.

3. Do not use your phones/keep them switched to silent mode.

4. Follow the instructions of the training facilitators who will be present throughout the training.

5. Participate and ask questions!

6. Respect one another.

1.2.4 TRAINING PACKAGE

A training and fieldwork package has been prepared for each individual, and includes the following items:

1. Training or Survey Manual.

2. Training Agenda.

3. Subject Enrolment and Caregiver Survey.

4. Samsung tab 7 with charger.

1.2.5 ASSESSING LEARNING AND PERFORMANCE

Trainees' learning and performance will be evaluated to gauge the progress of the trainees; provide performance feedback to both the trainers and the trainees; as well as help in determining the best candidates for the fieldwork. Learning and performance of trainees will be measured using the following:

1. Attendance. The proportion of time you were physically present in all training sessions. Lateness will attract a deduction in the total attendance score.

2. Participation. The extent to which you have been actively involved in the training.

3. Communication skills. The extent to which you demonstrate the ability to convey or share ideas and feelings effectively during the training.

4. Technical skills. The extent to which the trainee demonstrated the requisite [core] knowledge and abilities for implementing the survey protocols during both the classroom and field practice.

5. Practice. The extent to which the trainee demonstrated considerable behavioral skills [learnings] in implementing the survey protocols during the practice stage.

6. Quiz - helps to review content. The quiz will take the form of a true/false quiz and open-ended questions.

2 ADMINISTRATIVE ISSUES

To ensure the full attention of all trainees during this training workshop, some questions or issues need to be addressed so that everyone can concentrate more easily.

2.1 MANDATORY REQUIREMENTS FOR WORKING WITH IPA

You are required to have the following before working with IPA.

1. A valid Contract of Service with IPA. Your participation in this training is <u>not a definite job offer</u>. You are expected to pass all training evaluations to be issued with a Contract of Service.

2. A working smartphone with internet connectivity.

3. A valid National Health Insurance card.

4. An active bank account or mobile money account. Per diems and wages will be transferred to your personal accounts only. Make sure your account is active.

2.2 RESPONSIBILITIES OF FIELD STAFF

The role and responsibilities of field staff are outlined as follows.

Interviewers are responsible mainly for administering the Subject Enrolment and Caregiver Survey according to IPA data collection protocols. Specifically, s/he will:

1. Make telephone contact with the caregivers and determine their eligibility for the survey.

2. Attempt to find the correct telephone number of a caregiver if the number provided on the assignment sheet is wrong.

3. Maintain a clear and complete record of all contact attempts.

4. Ensures that surveys are administered in an ethical, honest, and rigorous manner.

5. Adheres to all other IPA survey protocols.

6. Maintains confidentiality of data gathered.

7. Performs other duties that may be assigned to him/her.

The Auditor is required to:

a. Audit at least 10% of the surveys conducted by the interviewers.

b. Validate missing or loss sample claims.

c. Ensures that surveys are administered in an ethical, honest, and rigorous manner.

d. Adheres to all other IPA survey protocols.

e. Maintains confidentiality of data gathered.

f. Performs other duties that may be assigned to him/her.

2.3 PRODUCTIVITY EXPECTATIONS

Case assignment and productivity expectations for the phone survey will be implemented as follows:

1. Each Remote Surveyor will be assigned a minimum of 225 cases (or respondents) per week plus potential active numbers from the previous day/week.

2. All inactive and active phone numbers [which are not in the exclusion list i.e., completed surveys, ineligible persons, incorrect or wrong numbers, and refusals] will be reassigned the following day and be temporarily excluded from the preloads. However, if we are unable to reach the required sample size for the study, we will recontact those numbers.

3. Active calls that result in the start of the survey proper [i.e., participant consented to participate in the survey and is eligible] will be saved on the Samsung tablet [and the form will not be sent to the SurveyCTO server for that day]. Those numbers will be re-contacted

the following day and regardless of the outcome, the form will be finalized and sent to the server.

4. You are required to achieve daily productivity of at least 10 completed surveys per day.

3   OVERVIEW OF THE PROJECT

3.1   CONTEXT OF THE EVALUATION

Ghana's Ministry of Education started a remote-learning program through radio, television, and internet-based platforms to continue access to learning for children after the closure of schools in March 2020. The need for accessible low-cost, gender-sensitive solutions to minimize disruptions in learning is especially urgent in the relatively less disadvantaged northern Ghana. The evaluation is taking place among households with compulsory school-aged children (ages 5-17 years) from the Northern, Savannah, North East, Upper East, and Upper West Regions of Ghana. These are amongst the poorest regions in Ghana; they are rural and the most educationally deprived and parents' involvement in children's education is generally low.

The Parental Nudges Project (PNP) is a household-level intervention designed by Movva Technologies to improve school-aged children's learning outcomes during and after the COVID-19 pandemic. Through the program, parents and other primary caregivers will receive text messages in simple English with behavioral nudges targeting children's learning across grades and ages for in-school and remote learning. The goal of the messages is to bring parents closer to their children's school life by prompting parents to engage with their children on topics such as school, future plans, and sharing how they overcame similar challenges at their age. Further, messages for some households will promote gender-equitable outcomes in education and broader development.

3.2   DETAILS OF THE INTERVENTION

Researchers are partnering with IPA and Movva Technologies to evaluate the impact of the program on parental engagement in educational activities, parental beliefs about returns to education, gender equality as well as improvements in children's learning, enrolment, attendance, and gender parity in education. Households will be randomly assigned to one of five groups:

1. Standard messages: Primary caregivers will receive messages encouraging involvement with children's learning, their child's social-emotional development, academic aspirations, and engagement in remote learning activities during the school closures and into the summer (3 months).

2. Messages with a "gender-parity boost": Primary caregivers of both boys and girls will receive messages, in which some of the nudges include content promoting girls' education and addressing some common stereotypes around gender roles during the school closures and into the summer (3 months).

3. Standard messages of longer duration: Primary caregivers will receive the same messages as group one, but the program's duration is 6 months - into the second term of the 2021 academic year.

4. Messages with a "gender-parity boost" of longer duration: Primary caregivers of both boys and girls will receive messages to parents, in which some of the nudges include content promoting girls' education and addressing some common stereotypes around gender roles during the school closures (6 months, into the second term of the 2020 academic year).

5. Comparison group: No messages during the study period.

4 LOGISTICS OF INTERVIEWING

You are responsible for fulfilling the following tasks and obligations before, during, and after the interview.

4.1 PREPARE FOR THE INTERVIEW

Before interviewing the eligible school, you should adequately prepare yourself.

4.1.1 GET FAMILIAR WITH THE SURVEYS

You become knowledgeable about the research topic, including anticipating and being prepared to answer any questions respondents may have about it. You should fully understand the requirements of the interview and be familiar with the content of the survey. You need to spend some time practicing the interview, including practicing how to introduce yourself, how to introduce the purpose and contents of the interview, how to ask for specific information about each item, how to clarify questions that the respondents might ask, etc.

4.1.2 ORGANIZE SURVEY SUPPLIES

Each day, before you go into the field, check over your supplies. Make sure you take with you all the necessary materials and ensure that you have the necessary field supplies and materials. Also, make sure your materials are organized. Shuffling through your materials during an interview may cause unnecessary delays and give the respondent an unfavorable impression of you and the survey.

4.1.3 CONTACT THE ELIGIBLE RESPONDENTS

The population we are trying to survey sampled parents/guardians of children between the ages of 5 – 17 who are within primary and basic school. However, not all parents/guardians sampled will have children from the ages of 5 to 17 years. The target person for the Caregiver Survey is the primary caregiver. The primary caregiver is defined as the person who is primarily responsible for a child's care, education and could best talk about his/her educational experiences in school and at home. It may be the child's parent, a family member, guardian, or another individual.

4.1.4 EXHIBIT APPROPRIATE BEHAVIOUR

You should arrive at each selected respondent site on time with your survey materials including your ID card. You should dress and behave appropriately. Make a good first impression by dressing neatly and simply, making the respondent feel at ease when approaching him/her, opening the interview with a smile and greetings. Table 1 provides guidelines on appropriate behavior before, during, and after an interview.

Table 1. Exhibiting Appropriate Behaviour

Behavior	Guidelines
Respect confidentiality	Maintain the confidentiality of all information you collect.
Respect respondents time	You are asking respondents for their time so be polite and prepared to explain.
Tact	If you feel that a person is not ready to assist you, do not force them but offer to come back later.
Friendly disposition	Act as though you expect to receive friendly cooperation and behave accordingly.
Pace of interview	Do not rush the interview. Allow the respondent enough time to understand and answer a question. If pressured, a respondent may answer with anything that crosses their mind.
Patience	Be patient and polite at all times during the interview.
Acceptance	No matter what the responses to questions are, do not be judgmental of a respondent's lifestyle. Expression of any criticism may lead to refusing or concealing important information.
Appreciation	Thank them for their help and cooperation.

4.1.5   BUILD RAPPORT WITH THE ELIGIBLE RESPONDENT

You might want to chat with the students briefly to build rapport and ease their potential nervousness. Keep a positive attitude. Do not adopt an apologetic posture and phrases such as, "Are you too busy?" Such questions invite refusal before you start. Rather, tell the respondent, "I would like to ask you a few questions" or "I would like to talk with you."

4.2   CONDUCT THE INTERVIEW THOROUGHLY

Once you have introduced yourself and built rapport with the eligible school, administer the consent, and conduct the interview.

4.2.1   CONTACTING THE CAREGIVER

Potential respondents will be assigned to Interviewers using the case management function in SurveyCTO. Case management refers to a data collection workflow centered on cases i.e., households or respondents as opposed to forms. The case management capability enables users to collect high-quality data for projects that require well-organized structuring of cases and multiple-step processes. The cases are preloaded to the SurveyCTO and Interviewers choose a particular case from a preloaded list. This list of cases is filtered so that each Interviewer only sees the cases assigned to him or her. After selecting a case, the interviewer can then see, select, and fill out the outstanding forms associated with that case. The daily assignment of each Interviewer is built into the case management.

4.2.1.1 PLACING THE CALL

Once a case is selected, all the identifying information about that particular case is shown – including the phone number. Interviewer Using the phone numbers, the Interviewer places a call to the potential respondent. The Interviewer is required to place the call to the respondent using

the call function in the SurveyCTO form. For this study, a call attempt refers to any attempt to reach the respondent continuously in a row at a specified time, for example, one minute. For example, call the number several times within one minute. Each call attempt must be recorded using the disposition codes for the field: "Call Status" in the SurveyCTO form. The disposition codes are:

1. Yes, the phone answered. This means someone picks the call. This could be the potential respondent or a relative. You need to screen the person to determine his or her eligibility using the procedures outlined in the SurveyCTO form.

2. No, nobody answered. This happens when either the destination number has a call waiting or the destination number is just not answering. You hear a normal ringing tone. Also included in this category is when you hear an answering machine or voice mail from the destination number or you get a busy signal, that is, you cannot make the call because the line is already being used by someone else or there is a network issue.

3. No, the phone switched off. This means the network knows the phone number but cannot reach it either because it is switched off or when it is outside the coverage zone of the provider and roaming is switched off or in a rural area without coverage.

4. No, number does not exist. This means that the phone number is not working/an invalid number/does not exist.

4.2.1.2 DEALING WITH ACTIVE AND NON-ACTIVE CALL RECORDS

The protocol for placing a call depends on whether the call is active or non-active.

Non-active calls are call attempts for non-active telephone contacts. Non-active telephone numbers are a number not working, not/never available, rings but no answer, with answering machine or voice, and busy signal.

1. You are required to make at least two call attempts per day across two days in getting through inactive numbers.

2. After each call attempt, select the appropriate disposition code for the field "Call Status", finalize the form and submit the form. Complete only one form for each call attempt using the frequently occurring outcome (e.g., rings but no answer) for each call attempt.

Active calls are call attempts for which a response was gotten. Once a response was gotten, select the option "Yes, phone answered" for the field "Call Status".

1. Proceed to introduce yourself, confirm whether you are speaking with the person listed as the case, and determine the language for the call. You must be conversant with the respondent's language to proceed with the survey. If you are not, inform the respondent that your colleague will call him or her another day (mostly the next day).

2. Once you confirm you are conversant with the respondent's language, find out whether the respondent is ready for the survey [Is the respondent ready to take the call] and select any of the options: proceed with the call, reschedule call or call dropped, depending on the outcome.

3. If the respondent is ready for the call, select proceed with the call and read the consent script to the respondent. If the respondent agrees to participate in the study, administer

the prescreening questions and the consent script. Note that a "No" response does not imply terminating the survey rather we will not record the conversation for an audio audit.

4. After determining the eligibility and obtaining the appropriate consent of the respondent, proceed with the rest of the survey, complete the survey, and finalize the survey [using the final disposition codes – question IO2] if there were no call drops[1]. The final disposition codes are:

    a. Complete. This means the SurveyCTO Caregiver Survey Form has been completed.

    b. Incomplete. This implies that the caregiver breaks off before the survey is complete and the interview is never completed at a later time or on a later date. Reasons for being unable to complete the interview include (a) unable to recontact the caregiver (caregiver never home, no answer, etc.) and (b) caregiver refuses to complete an interview when you recontact him/her.

    c. Ineligible. This means that the potential respondent was not eligible based on his or her responses to the screening questions at the beginning of the survey.

    d. Refused. This means the respondent declined to participate in the survey. This code should only be used when all means of attempting to convince the caregiver to participate at the present time or at a later time have failed. Possible reasons for refusals are caregiver too busy; not interested, the interview sounds too long/is taking too long, must break-off to take care of other business, the caregiver does not think IPA/Interviewer is legitimate/mistrust, and confidentiality/too personal.

    e. Unavailable. This code should be used if the caregiver is away on a vacation or business trip, or is in the hospital, and will not return home or not be available before the survey end date.

    f. Not locatable. This cover should be used when you are not able to locate the caregiver or the proxy. This situation will occur when:

        i. Several calls have been made for at least 5 days but there was never any answer or the caregiver was never in.

        ii. The telephone number for the caregiver was wrong/non-working and all tracing attempts to get a new telephone number have failed.

5. If the call drops:

    a. Make at least one call attempt for the first day. Do not finalize the form yet. Only save the form on the Samsung tablet. If you finalize the form, you will be unable to reopen it for edit.

    b. On the second day, make at least one call attempt. If you are successful after any of the call attempts (i.e., the respondent picks the call), say "I'm calling regarding a

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[1] A call drop in this study refers to a situation in which an active call was cut off before you complete the survey. This could be due to technical reasons such as network issues or the phone went off due to phone battery. It could also be because the respondent is busy and would like to continue another time or day, or you exhausted your airtime. Once a call drop, you would have to make every effort to complete the survey as the survey at this study is incomplete.

very important study we're doing that will have a direct impact on the government and policymakers respond to children's learning during the COVID-19 pandemic. I was wondering if this would be a good time to go through the survey with you". If after the final call attempt on the second day you've been unsuccessful in completing the survey, select the appropriate disposition code, finalize the form and submit the form to the server.

4.2.2 SCREENING FOR ELIGIBILITY AND OBTAINING CONSENT

Ethical practices and respect for persons require that people are given adequate information to allow them to make an informed and voluntary decision whether or not to participate in this survey. Informed consent is intended to inform a potential respondent about the purpose, risks, potential benefits, confidentiality, compensation, contact information for questions, and conditions of participation in the study. Before interviewing either the respondent or the selected children, it is essential to obtain their consent.

1. Respondents' rights to the anonymity of their results must be protected.

2. All respondents, including children, are to be treated with respect and dignity.

3. Never begin an interview without obtaining a target respondent's consent! Never force or unduly coerce the target respondent to participate in the assessment.

4. Ensure that the respondent understands that he or she can stop at any time.

4.2.2.1 INTRODUCTION

After confirming the identity of the potential respondent, introduce yourself, IPA, and the study. Read the following script:

Hello, my name is [NAME]. I am from Innovations for Poverty Action [IPA], a research and policy organization. I obtained your contact information through your participation in a recent study that IPA conducted in the Northern part of Ghana. The researchers are working with Gunther Fink [the PI on Communications for Development] and Christopher Udry [the PI on Lean Season Grant] to gather new information about parents' involvement in children's education and development. This study involves research, which is different from routine care or programming because we are trying to learn about certain things rather than only providing services. I'm calling to talk to you about participating in a research study that seeks to better understand how to support parents' engagement and educational response to the COVID-19 pandemic in Ghana.

4.2.2.2 SCREENING FOR ELIGIBILITY

After the introduction, seek the potential respondent's consent and proceed to screen the potential respondent for his or her eligibility for the PNP. Read the script below:

But before enrolling people in this study, we need to determine if you may be eligible to participate. I would now like to ask you some questions about your household and school-aged children in your household. The purpose of these questions is to determine whether you or your household may be eligible to participate in the study. Additional screening later may be necessary beyond answering these questions. It will take approximately 25 minutes of your time.

	Question	Response code
EC1.	Are you willing to answer the questions?	1 [ ] Yes 2 [ ] No [GO TO IO2 – SELECT REFUSED]
PS1.	How many people do you have in your immediate family and other persons either related or not related to you and your other immediate family members who normally live and eat their meals together?	|__|__| IF LESS THAN 2, GO TO IO2 – SELECT Ineligible] THANK THE RESPONDENT AND END THE CALL.
PS2.	Do you have any child in your household who is currently aged between 5 and 9 years? BOTH AGES INCLUSIVE.	1 [ ] Yes 2 [ ] No
PS3.	Do you have any child in your household who is currently aged between 10 and 17 years? BOTH AGES INCLUSIVE.	1 [ ] Yes 2 [ ] No IF "NO" TO PS2 AND PS3, GO TO IO2 – SELECT INELEGIBLE. THANK THE RESPONDENT AND END THE CALL.
PS4.	Who in your household makes decisions regarding the education of your children?	1. [ ] Father 2. [ ] Mother 3. [ ] Both father and mother 4. [ ] Other household members
PS5.	Who is primarily responsible for the care and education of the school-aged children in your household and could best talk about their experiences in school and at home?	1 Respondent 2 Someone else [CONFIRM THAT THIS PERSON IS PART OF THE HOUSEHOLD]
PS6.	If Someone else, what is his or her name and phone number? Rest assured that only the research staff will have access to your information. [USE THE NUMBER AND CONTACT THE PERSON. START THE PROCESS ALL OVER]	Name _____ Phone |__|__|__|__|__|__|__|__|__|__|

If the respondent is not the primary caregiver, record the name and phone number of the contact whom the respondent says is the primary caregiver. Politely end the interview with the respondent and call the newly identified primary caregiver.

4.2.2.3 OBTAINING CONSENT AND ENROLLING ELIGIBLE RESPONDENTS

Note that only eligible respondents will be administered the consent script. The consent script seeks to get three kinds of consent from the primary caregiver: (a) to be enlisted into PNP, (b) to receive SMS messages [treatment households only], and (c) enlist at most two school-aged children into PNP. These consents are not optional. The primary caregiver must give explicit consents for these to be included in the study. There is also consent for audio consent. However, this is not mandatory. Below is the consent script.

We are inviting you and your household to participate in this study. If you choose to participate, you will be asked to complete a phone survey that will be run in November 2020, December 2020, and February next year. We will seek your views on your household, children's educational activities at home, children's time use, your concern about children's well-being and education, your view about the education of the boy child and girl child, and your engagement with children's education. We will also

conduct a short in-person assessment with your children to understand how well they are learning in school.

This study includes a randomized element. You will first be assigned to either receive messages to support your involvement with your child through text messages or receive no text messages. IPA will be in charge of the lottery to determine which group your household belongs to. If selected, we would pass on your phone number to Movva Technologies who may offer the services to a group of parents or guardians including you.

We will also conduct a short in-person assessment with your children to understand how well they are learning in school. You will first be assigned to either receive messages to support your involvement with your child through text messages or receive no text messages. IPA will be in charge of the lottery to determine which group your household belongs to. If selected, we would pass on your phone number to Movva Technologies [Edu+] who may offer the services to a group of parents or guardians including you.

We do not anticipate any risks to you from study participation. The research staff will not share your personal information with anyone outside the study, and they will keep your information and responses confidential to the extent possible. Your participation in this study is voluntary. That means you do not have to participate if you do not want to. You are free to (1) decline to participate; (2) withdraw from the study at any time, and (3) skip any question they feel uncomfortable answering without penalty or loss of existing benefits. For participating in this study, you will receive a GH₵ 5 worth of airtime.

Do you have any questions for me? If you have questions, comments, or concerns about the research and your rights as research participants, please contact the Research Associate at [Phone Number].

	Question	Response Code
EC2.	Do you agree to be enrolled in this study?	1 [ ] Yes 2 [ ] No [GO TO IO2 – SELECT REFUSED]
EC3.	Do you agree to receive text messages [from IPA/Movva Technologies] on how to engage your children to learn?	1 [ ] Yes 2 [ ] No [GO TO IO2 – SELECT REFUSED]
EC4	Do you agree that IPA assesses your children to understand how they are doing in their education?	1 [ ] Yes 2 [ ] No

4.2.2.4 COMMUNICATING TREATMENT STATUS TO ELIGIBLE RESPONDENTS

The final section before the actual interview is to communicate the treatment status [i.e., information on receiving SMS messages] to households assigned to the treatment groups. This information is automated in the programming and will only appear if the respondent is assigned a treatment status. Eligible respondents in the control group will not receive this information. The script for communicating to the eligible respondent is in two parts:

Control Group	Treatment Group
Thank you for your interest in the study. Based on your responses to the questions, I'm happy to inform you that your household is eligible to participate in the Parental Nudges Project	Thank you for your interest in the study. Based on your responses to the questions, I'm happy to inform you that your household is eligible to participate in the Parental Nudges Project and

your household has been selected to benefit from free text messages with suggestions around engaging your children to learn. Our partner Edu+ will start sending text messages to your phone from the last week of July 2020. It is everyone's job to ensure children continue to learn during the pandemic, and we want to support you, as parents and caregivers, in your important role.

4.2.2.5 OBTAINING CONSENT FOR AUDIO AUDIT

Read the script:

We hope to record our interviews to ensure the information collected is accurate. If you would prefer not to be recorded, you can participate in the interview without this component, and you may decide to opt-out of this component at any time during the interview, by letting the surveyor know. All audio recordings will be kept confidential and protected, and we do not anticipate any risks to you in having this collected. All audio recordings collected during this interview will be destroyed after the study.

Do you agree to have this interview audio recorded? 1. Yes   2. No

4.2.3 ASK QUESTIONS EXACTLY AS WRITTEN

You should read or ask each question (a) exactly as they are written in the survey; (b) in the order in which they are presented; (c) slowly and clearly emphasizing keywords; (d) in a pleasant voice that conveys interest and professionalism; (e) entirely to make sure the respondent has heard it completely. Do not change the wording and order of the questions.

Ask all questions, even if the respondent answers two or more questions at once. You can explain that you must ask each question individually or say, "Just so that I am sure…" or "Just to refresh my memory…", and then ask the question. Even small changes in wording can alter the meaning of a question. Don't make assumptions about the respondents' answers with comments such as "I know this probably doesn't apply to you, but …".

4.2.4 SEEK CLARIFICATIONS FROM THE RESPONDENT

When you are not sure of the response provided to a question, seek clarification. Seek clarifications by asking follow-up questions and/or probe.

1. Ask follow-up questions (some of which may be scripted in the interview guide) to elicit the respondents' complete knowledge and experience related to the research topic.

2. Probe respondents for the elaboration of their responses, to learn all they can share about the research topic.

You should use approved and prepared stock definition or dictionary for specific words or phrases when respondents ask for clarification. You should seek clarification when respondents:

1. Are unable to answer the question asked.

2. Do not seem to understand the question, gives an inappropriate reply, or gives incomplete information or an answer is unclear.

3. Do not seem to have heard the question or understand what is asked.

4. Are taking a long time to answer the question and hesitates or cannot make up their mind.

5. Misinterprets the question or digresses from the topic or gives irrelevant information.

6. Asks about a specific part of the question to be repeated.

7. Asks for one option to be repeated.

8. Asks for a particular term to be clarified.

9. Needs to expand on what has been said or clarify the response.

10. Say that he or she doesn't know the answer.

If respondents reply, "I don't know" repeat the question. If the respondent replies "I still don't know", it suggests that the respondent is taking time to think and wants to gain time; does not want to answer because of personal reasons and does not know or has no opinion. Probe once by asking "Could you give me your best estimate" before recording "Don't know". You can probe by using diverse techniques. Table 2 provides techniques for probing respondents.

Table 2. Techniques for Further Probing

Technique	Explanation and Guideline
Direct probe	This is a direct technique; a stimulus without putting yourself in it. It involves the use of "what", "why", and "how" questions. For example, "What do you mean when you say …?" "Why do you think . . .?"
Silent probe	This is an indirect probe. This allows the respondent enough time to respond and add more information or reflect on what has been said. Just remain quiet and wait for the respondent to continue. Often happens as you are busy writing what the respondent has just finished saying.
Echo probe	This is an indirect probe. Repeat the last thing the respondent said and ask them to continue. "I see. The child has loose stools, becomes tired, and will not eat. Then what happens?"
Verbal probe	This is an indirect probe involving the use of neutral verbal expressions. The interviewer encourages the respondent to continue with a narrative by making affirmative noises: "Uh-huh," "yes, I see," "right, uh-huh"
Repeat the question	The respondent may come up with the right answer if he/she hears the question a second time.
Use neutral probes	Avoid biased responses and probes. Never give the impression that you approve or disapprove of what the respondent says, or that their answer is right or wrong. Instead, if you want more information, ask "anything else?", or "could you tell me more about…?"
Mirroring technique	This involves repeating the respondent's reply. Repeating the respondent's reply is a very effective way of having the respondent reflect on the answer he/she has just given. Repeat what the respondent said, for example: "So you were 24 when you started farming …"

4.2.5 PROVIDE FEEDBACK

Provide appropriate feedback when necessary. You should provide the respondents with culturally appropriate feedback when they are doing well to encourage them to listen carefully and to give thoughtful answers. This feedback may be in the form of a non-verbal smile or nod (when doing face-to-face) or a short encouraging phrase.

Verbal feedback should be selected from a prepared list of stock phrases such as "That's a useful piece of information", "thank you/thanks", "I see", "that is certainly useful/helpful information", or "Thank you, that's helpful" to ensure that the feedback is not evaluative of the content of the answer. Do not use the word "okay" for feedback because it could be construed as agreement with or approval of the respondent's answer.

4.2.6 MANAGING THE INTERVIEW EFFECTIVELY

Apart from clearly explaining to respondents the purpose and format of the interview, management the interview effectively also involves working within time constraints. Before beginning the interview, ask respondents about any time limitations they have. When you know the time available, you can pace the interview to cover all the questions in the protocol. One way to keep track of the questions you have asked or that have been addressed is to check them off in the protocol.

Adapting the flow of the interview may involve recognizing when a respondent has already addressed a particular question in a previous response and rephrasing a question. Again, this emphasizes the need for familiarity with the protocol.

4.3 FINISH THE INTERVIEW

After asking all the questions in the survey, inform the respondent that you have come to the end of the interview. You should check the survey carefully to avoid mistakes and accidental omissions. If there are any problems, contact the respondent and ask for clarification promptly. End the audio recording and save the recording following the approved labeling conversion as soon as you are done.

If the respondent elects not to complete an interview, ask him or her whether they are willing to let the research team use the interview data collected up to that point. Assure them that confidentiality will still be maintained. If they agree, manage the data as you would for any other interview. If they do not agree, inform the Research Associate so that he will destroy the tape, interview guide, and any notes you have made related to the interviews and respondents in question.

Thank the respondent for his or her time and cooperation. Report any unexpected incident to your team leader immediately, should such an incident occur in the interview process.

4.4 DEALING WITH REFUSALS – REFUSAL CONVERSIONS

The PNP seeks to work towards a 100% response rate. Therefore, the Interviewer must make every attempt to get potential respondents who may be initially not interested in the survey to complete the survey. There are several refusal conversions or strategies.

1. Ask the screener questions. It may be that the respondent is not even eligible to complete the survey. If it turns out that they are eligible, give conversion to another shot.
2. Don't talk too fast. Avoid talking too fast. You will appear more confident and legitimate if you are able to clearly explain the purpose of the survey to the potential respondent.
3. Emphasize the duration. Stress that the survey will only take a few minutes of their time and that you will go as quickly as possible.
4. Stress that the survey is important. Use strong language. For example, "This is a very important survey designed to directly impact the quality of parental involvement in children education in Ghana, and it should only take about 30 minutes to complete. Is now a good time for you?"
5. Offer to call back. It may very well happen that you have just reached the potential respondent at a bad time. Make it clear that it is so important that you get their opinions that you would be happy to call back whenever it is best for them.
6. Call back hang-ups. The worst-case scenario has already happened - somebody refused the survey. Calling back makes it possible to give them more information about the survey that they might not have understood, and they will then complete an interview.
7. Don't let a refusal (or two!) get you down. It happens to the best interviewers. Some people just do not do surveys, and it may be beyond your control. You should talk to your team leader about how you could have handled the situation differently. The most important thing is that you are putting your best effort into converting refusals.

4.5 CONVERTING REFUSALS INTO COMPLETIONS

You are expected to use non-coercive persuasion techniques and practice counter replies to common statements of reluctance. Following is a sample of common concerns or themes from respondents and the specific language you can use to help them understand the importance and value of completing the survey.

1. Hangs up before hearing the reason for the survey. Call back! "I'm calling regarding a very important study we're doing that will have a direct impact on the quality of parental involvement in children's education. I was wondering if this would be a good time to go through the survey with you. It only takes about 30 minutes."

2. Hangs up after hearing the reason for the survey. Call back! Assume it was accidental. Say: "I think we got disconnected. I was in the middle of explaining this very important study we're conducting about how to improve the quality of parental involvement and support for young children (including your child) to learn. The survey only takes about 30 minutes - is now a good time?"

3. I'm not interested. Say: "The results of this survey will have a direct impact on the quality of parental involvement and support for young children in schools in Ghana. This is your best chance to make sure your opinions are taken into consideration. It only takes about 25 minutes and if this is a bad time I'd be happy to call back whenever it is most convenient for you."

4. I don't have time for this. Say: "The survey only takes about 30 minutes and I can assure you that your responses will have a direct impact on the quality of parental involvement and support for young children and your perception about early childhood education in Ghana. If now is not a good time, when would be the best time to call you back?"

5. I don't like answering questions over the phone. Say: "I understand your concern, but we're actually just looking for general opinions. Why don't I try reading you a few questions and we'll see how it goes? Of course, if there are any questions you don't want to answer, just let me know.

4.6 HANDLING PENDING INTERVIEWS

When information has not been collected from a target respondent and a call back has not been completed or a respondent interrupts the interview to attend to another matter without completing the interview, the interview is considered 'pending'.

What if the interview is interrupted? Be patient and understanding if a respondent needs to stop the interview temporarily to attend to personal responsibilities. If repeated interruptions make it difficult to keep the discussion going, you might ask if there would be a more convenient time or place where you could talk more privately. Offer to reschedule the interview if necessary. Pending interviews must be carefully planned and implemented.

4.7 THE SUBJECT ENROLMENT AND CAREGIVER SURVEY

4.7.1 OVERVIEW

The Subject Enrolment and Caregiver Survey is targeting 4000 caregivers who have children between the ages of 5 to 17 in the Northern part of Ghana. This survey will be conducted over the telephone using a tablet to make the call and record responses. This survey is aimed at collecting data on key variables about the primary caregiver of the child. The Subject Enrolment and Caregiver Survey should only be administered to the primary caregiver of the selected kindergarten children. The Subject Enrolment and Caregiver Survey collects general information about the background of the caregiver and their children aged 5-17; child educational activities during the COVID-19 pandemic; child time use during the COVID-19 pandemic; caregiver concerns about child well-being and education; gender bias; caregiver engagement in education; and food security.

4.7.2 QUESTIONNAIRE FORMAT AND CONVENTION

Some basic features of the Subject Enrolment and Caregiver Survey are:

1. Cover page: The cover page contains information on the Interviewer and caregiver which are prefilled.
2. Modules: The survey has several modules. The module titles are not meant to be asked or spoken aloud during the interview. However, the surveyor must introduce each section to the respondent by reading aloud the non-bolded description about the module. I.e. If the survey module is "Household Roster" one should not read this, but should read the description of the module: "To begin, I would like to ask you questions about you and your household members."
3. Questions: Each question comes with a question number. The responses are either text, require specific values (such as dates, percentages, etc.), or are completed by checking one (sometimes more than one) of the possible response options.
4. Instructions for the Interviewer: Instruction for interviewer is in CAPITAL letters or bolded. Interviewer instructions should NOT be read to the respondent. The text is written in lowercase (small) letters SHOULD be read directly to the respondent. I.e., For HR1, "First, give

your name and the names of the school-aged children who normally live and eat their meals together. START WITH THE PRIMARY CAREGIVER", do not read the text in CAPITAL letters.

5. Skip patterns: A skip pattern is when certain questions are not asked because they are not relevant to that respondent, based on a previous response. A skip pattern may be directed to a question, multiple questions, and the rest of a section or a whole section. Skip instructions are automated in SurveyCTO.

6. Numeric/quantity questions: The nature of responses to questions requiring numeric responses depends on the number of a digit number. Depending on the number of response(s) required for the numeric questions, SurveyCTO allows for the maximum number of digits permissible. For example, the question HR5 "How old is [NAME]?" You cannot enter more than two digits for this question. For numerical responses requiring digits with leading zeros, the program automatically ignores such leading zeros except for phone numbers.

7. One response: Some questions require a single response to a question. Tick the box corresponding to the appropriate answer and continues to the next question if there are no skip patterns.

8. Multiple responses: Multiple responses are those questions that require the selection of more than one response option. They often come with the instruction mark all that apply.

9. Likert-type questions: Likert-type questions require that the surveyor record the responses to two or more similar questions at the same time. The response options to all the questions/statements are the same. For example, the Gender Bias (GB) module contains a series of Likert-type questions, where the respondent is asked to answer whether they "Agree" or "Disagree" to a series of statements such as: "It is important that sons have more education than daughters" and "Women should leave politics to the men."

10. Universal codes: The various universal codes used in this questionnaire are:
    a. -88 = Don't know: Respondent has explicitly said: "don't know." Only use this code if it is offered as a hint on the screen.
    b. -99 = Refuse to say or answer: Respondent has explicitly refused. Only use this code if it is offered as a hint on the screen.

11. Dates and time periods: In the survey, we refer to various time periods. The past 7 days refer to the last seven days. It does not include today. The past 4 weeks or 30 days is not the last month, but the last 30 days. It does not include today. The 2019/2020 academic year is the current school year. Specifically, it refers to September 2019 to the date of the interview. For example, when you ask HR7. "During this current school year, which level and grade or year is [NAME] attending?" make sure that the respondent understands this is for the 2019/2020 academic year because the enrollment survey will take place in mid-November 2020, near the beginning of the 2020/2021 academic year!

4.7.3 QUESTION-BY-QUESTION GUIDE FOR INTERVIEWER

You should adhere to the following guidelines for administering the Subject Enrolment and Caregiver Survey.

4.7.3.1 HOUSEHOLD ROSTER

The Household Roster module seeks to capture data about the primary caregiver and all children of school-going age living together in the household. Good quality Household Roster data is necessary

to complete the study's randomization stage, where households are randomized into various treatment groups for the SMS intervention.

HR1. First, give me your name and the names of the school-aged children who normally live and eat their meals together. START WITH THE PRIMARY CAREGIVER. This asks for the name of the caregiver and their school-aged children. Please record the full name of the caregiver and their children. This should match the name that the caregiver uses on official documents such as a voter ID card, NHIS card, etc. This question seeks to know how many children of school going age live in the respondent's household. Household membership is defined as normally living and eating meals together in the respondent's household. School-going age is defined as ages 5-17.

HR1A. What is the name of the child? HR1A-HR11 ask specific questions about each child (number of children identified in the prior question) living in the respondent's household. Please record the full name of the child. This should align with the answers given in HR1.

HR2. Is [NAME] a male or female? For HR2, ask the respondent to tell you their gender and the gender of the child(ren). Do not assume the gender using the name, even if it seems obvious.

HR3. What is the relationship of [NAME] to [NAME OF HOUSEHOLD HEAD]? This asks about how the caregiver/child(ren) are related to the head of household. If the respondent needs further information about how the household head is defined, please provide them the definition below, of the household head. For consistency, definitions below are written from the perspective of the respondent or subject (i.e., child) in relation to the household head.

1. Head: The respondent/subject is the key person responsible for making decisions (i.e., financial, social, health) in the household.

2. Spouse/Partner: The respondent/subject is the husband/wife by marriage or romantic partner of the household head.

3. Son/Daughter: The respondent/subject is the biological male/female child of the household head.

4. Son-in-law/Daughter-in-law: The respondent/subject is the son or daughter in law of the household head. This means that their spouse is the biological son or daughter of the household head.

5. Grandchild: The respondent/subject is the biological male/female child of the household head's son/daughter.

6. Parent: The respondent/subject is a male/female who has sired/procreated (biological father) or conceived/given birth (biological mother) rather than adopted the household head and whose genes are therefore transmitted to the household head.

7. Parent-In-Law: The respondent/subject is the parent of the household head's wife/husband.

8. Brother/Sister: The respondent/subject is the biological (full, half), adoptive, step, and foster brother/sister of the household head.

9. Brother-In-Law/Sister-In-Law: The respondent is the brother/sister of the household head's wife/husband. Or, the respondent is married to the brother/sister of the household head.

10. Uncle/Aunt: The respondent/subject is the brother/sister of the household head's biological or adoptive mother or father or the husband/wife of the household head's aunt/uncle.

11. Niece/Nephew: The respondent/subject is the child of the household head's brother/sister or brother-in-law/sister-in-law.

12. Other relative: Refers to relationships [of the household head] that aren't specifically listed, such as grandparent, cousin, etc.

13. Adopted/Foster/Stepchild: The respondent/subject is a male/female who is not the biological child of the household head, but is placed in the care of the household head permanently or temporarily.

14. Servant (Live-in): The respondent/subject is a male/female who normally lives in the household, and completes chores in and out of the home, for remuneration.

96. Other (Not Related): Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or a partnership (i.e., living together as married).

98. Don't know: Refers to an unknown relationship between the respondent/subject and the household head.

HR4. In what Year and Month was [NAME] born? This should be recorded using the calendar date picker embedded in the survey questionnaire. You can obtain this information more accurately by prompting the respondent to check birth certificates, ID cards, or other documentation. We encourage referencing official documents because self-reporting may be less accurate.

HR5. How old is [NAME]? This question seeks to confirm the reported age of the child. If there are inconsistencies between HR4 and HR5, please check again with the respondent, and reference official documentation if possible.

HR6. Is [NAME] currently attending school or, if the school is not now in session, did [NAME] attend school in the past school year? This YES/NO question asks whether the child participated in classes (i.e., in-person, or via distance learning) at their school in the current school year (September 2019-December 2020.

1. Creche: Early Childhood Education (ECE). A Creche is a daycare for children (ages 0.5-6 years), where young children are looked after during the daytime while their parents are away for work (or other reasons); creche staff may not necessarily deliver an Early Childhood Education teaching curriculum.

2. Nursery: Early Childhood Education (ECE). A nursery is a pre-kindergarten institution for children aged 2-3 years. Children may attend on a full- or half- time basis. Nursery staff will deliver an Early Childhood Education teaching curriculum.

3. KG 1: Early Childhood Education (ECE). The first year of a 2-year kindergarten education in Ghana (part of Free and Compulsory Basic Education). Children are typically 4 years old when they enter KG 1.

4. KG 2: Early Childhood Education (ECE). The second year of a 2-year kindergarten education in Ghana (part of Free and Compulsory Basic Education). Children are typically 5 years old when they enter KG 2.

5. Class 1 – Class 6: Primary school. This refers to the 6 years of primary school that a child attends, typically from ages 6-11.

6. JHS 1 – JHS 3: Junior high school. This refers to the 3 years of schooling that a child receives following completion of primary school. These are also the final 3 years of Free and Compulsory Basic Education. Typically, JHS is completed from ages 12-15. Students take the Basic Education Certificate Examination (BECE) at the end of JHS.

7. SHS 1 – SHS 3: Senior high school. Students who complete the BECE in JHS can apply to attend SHS, which lasts for 3 years. Students take the West African Senior Secondary Certificate Examination (WASSCE) at the end of SHS.

8. Year 1 – Year 4: This refers to Years 1-4 of Tertiary education, at a University or Polytechnic.

HR7. During this current school year, which level and grade or year is [NAME] attending? This question seeks to understand the specific grade that the child is attending. Like HR6, the current school year refers to the September 2019-December 2020 year.

HR8. Is [NAME] attending a public or private school? Ask the respondent to describe the type of school that the child attends. Public schools are funded by the government and are accessible for free or at minimal costs. Private schools may also be partially funded by the government but are typically operated/co-funded by other payers (i.e., parents, communities, churches, NGOs). Private schools typically have higher school fees than public schools.

HR9. Is [NAME] able to read and write in English? This YES/NO question asks about the child's literacy in the English language.

HR10. Has [NAME] ever attended school? [IF "NO" TO HHR6] This YES/NO question asks whether the child has ever been enrolled in school since their date of birth.

HR11. What is the highest level of school [NAME] has ever completed? This question asks which level of school the child most recently completed. The response to HR11 should match HR7, which is the school level attended from September 2019-June 2020.

4.7.4 CHILDREN'S EDUCATIONAL ACTIVITIES SINCE COVID-19.

This module includes questions about whether children in age groups 5-9 and 10-17 have spent time on education since schools closed, the kinds of learning activities children are engaging with, and the challenges children and caregivers face with adapting to distance learning.

EA1. [IF HR5=> 5 & <10] Are children ages 5-9 in your household currently spending time on education since schools were closed? DO NOT READ ANSWER CHOICES. This question asks whether children aged 5-9 are pursuing any learning activities in the household, including but not limited to formal distance education provided by the Ministry of Education/Ghana Education Service. Please read the question as it's written to the respondent. If they answer "Yes" only, please prompt them to specify whether this applies to all, most, or some of the children aged 5-9 in their household.

EA1a. [If EA2=1, 2, OR 3] On average over the past week, how many hours a day do children ages 5-9 in the household spend on education since schools have been closed? READ ANSWER CHOICES EXCEPT REFUSE TO ANSWER AND DON'T KNOW. This question seeks to quantify the average amount of time per day children ages 5-9 spend on education since schools were closed. The question specifies the time period as the past week because it minimizes the respondent's recall error. Please read the question and responses (except "refuse to answer" and "don't know") to the respondent as they are written.

EA1b. [If EA1=1, 2, OR 3] What educational activities have <u>children ages 5-9</u> been pursuing since the schools were closed? DO NOT READ ANSWER CHOICES. PROMPT FOR OTHER RESPONSES. CHECK ALL THAT APPLY. This question seeks to record <u>all types</u> of educational activities that children ages 5-9 have pursued since schools were closed.

1. None: Children aged 5-9 have not pursued any educational activities since schools were closed.

2. Study alone, studies independently without directions from teachers/remote learning: This includes children using their own textbooks to study, as an example.

3. Exercises given by the teacher: If teachers have actively contacted the child/indirectly with their primary caregiver, please select this option.

4. Educational shows on TV or radio: Educational shows may be those formally produced by the Ministry of Education/Ghana Education Services, or other private/non-profit education providers.

5. Online courses: This includes online courses produced by the Ministry of Education/Ghana Education Services, or other private/non-profit education providers.

6. Private tutor: Children aged 5-9 have received instruction from a private tutor who charges fees for their tutoring services. The tutor may or may not be affiliated with the child's school.

77. Other: Please specify: If the respondent provides an answer that does not suit any of the responses above, please describe their response in the short-answer response option in EA1b.OSP

88. Refuse to answer: The respondent actively refuses to answer the question.

99. Don't know: The respondent actively specifies that they do not know the answer to the question.

EA1c. [If EA3=1, 2, OR 3] What are the main reasons <u>children ages 5-9</u> in your household are not spending more time on education during this time while schools are closed? DO NOT READ ANSWER CHOICES. CHECK UP TO THREE ANSWER CHOICES. Please read the question to the respondent as it's written and record up to three answer choices. If the respondent states more than three unique responses, please ask them to re-state only the three main reasons.

EA2. [IF HR5=> 5 & <10] Are <u>children ages 10-17</u> in your household currently spending time on education since schools were closed? This question asks whether children aged 10-17 are pursuing any learning activities in the household, including but not limited to formal distance education provided by the Ministry of Education/Ghana Education Service. Please read the question as it's written to the respondent. If they answer "Yes" only, please prompt them to specify whether this applies to all, most, or some of the children aged 10-17 in their household.

EA2a. [If EA1=1, 2, OR 3] On average over the past week, how many hours a day do <u>children ages 10-15</u> in the household spend on education since schools have been closed? READ ANSWER CHOICES EXCEPT REFUSE TO ANSWER AND DON'T KNOW. This question seeks to quantify the average amount of time per day children ages 10-17 spend on education since schools were closed. The question specifies the time period as the past week because it minimizes the respondent's recall error. Please read the question and responses (except "refuse to answer" and "don't know") to the respondent as they are written.

EA2b. [If EA3=1, 2, OR 3] What educational activities have <u>children ages 10-17</u> been pursuing since the schools were closed? DO NOT READ ANSWER CHOICES. PROMPT FOR OTHER RESPONSES. CHECK ALL THAT APPLY. This question seeks to record <u>all types</u> of educational activities that children ages 5-9 have pursued since schools were closed.

EA2c. What are the main reasons <u>children ages 10-17</u> in your household are not spending more time on education during this time while schools are closed? DO NOT READ ANSWER CHOICES. CHECK UP TO THREE ANSWER CHOICES. Please read the question to the respondent as it's written and record up to three answer choices. If the respondent states more than three unique responses, please ask them to re-state only the three main reasons.

EA3. Are children in your household participating in remote learning /distance learning offered by the government? DO NOT READ ANSWER CHOICES. This question asks whether children are specifically pursuing educational activities offered by the government. Please note the slight distinction from question sets EA1 and EA2.

EA4. [EA3=2] Why are children in your household not participating in any remote or distance learning program while schools are closed? DO NOT READ ANSWER CHOICES. PROMPT FOR OTHER RESPONSES. If the respondent answers "No" to EA3, the survey form will skip to this question. Carefully review the possible response options and determine whether the respondent's answer fits into existing options or requires you to probe further and write an alternative response (Other: please specify).

1. Internet access (lack, inability to afford, Lack of reliable, high-speed internet): Children do not have access to the internet, which is essential to access distance learning content.

2. Shared devices or not enough devices in the home (computers, TVs, etc): Distanced learning programs are accessed through devices such as computers, TVs, tablets, smartphones, radio etc. Shared devices/lack of devices refers to a situation where there may be multiple members of a household using the same device. This response includes a lack of any devices in the home.

3. Supporting parents: Children are supporting their parents/other members of the household via chores in and out of the home, working for remuneration, etc.

4. Lack of school meal program: Children are not sufficiently nourished, as they are not receiving meals from a school meal program. Lack of sufficient nourishment negatively affects children's ability (i.e., concentration, physical energy) to participate in school learning activities.

5. The child is too young to participate in remote learning in my absence: Younger children may need caregiver assistance to access remote learning programs (i.e. assistance with using devices, following along with distance-based learning instruction).

6. My child has a disability or needs accommodations: Children who have a disability or need unique learning accommodations may not be able to participate adequately in distance-learning programs, due to reduced teacher involvement, unfitting learning environment, lack of appropriate learning materials, etc.

7. None of these apply to me or my child.

8. Unavailability of electricity: Lack of electricity could hinder the effectiveness of accessing remote learning content via electronic devices (i.e., computer, TV), or negatively impact the learning environment broadly.

9. 77. Other: Please specify: If the respondent provides an answer that does not suit any of the responses above, please describe their response in the short-answer response option in EA4.OSP

10. 88. Refuse to answer: The respondent actively refuses to answer the question.

11. 99. Don't know: The respondent actively specifies that they do not know the answer to the question.

EA5. [IF EA3=2] Which issues or problems, have you experienced with your child's participation in distance learning during the coronavirus pandemic? DO NOT READ ANSWER CHOICES. PROMPT FOR OTHER RESPONSES. CHECK ALL THAT APPLY. If the respondent answers "Yes" to EA3, the survey form will skip to this question. This question probes further into any difficulties a caregiver (respondent) may have experienced during their children's participation in remote learning during the pandemic. Carefully review the possible response options and determine whether the respondent's answer fits into existing options or requires you to probe further and write an alternative response (Other: please specify).

1. My child(ren) does not have access to computers or technology: Children are unable to access computers or technology due to various reasons (i.e., shared devices, lack of devices in the household)

2. My child(ren) not having access to school meals: Children are not sufficiently nourished, as they are not receiving meals from a school meal program. Lack of sufficient nourishment negatively affects children's ability (i.e., concentration, physical energy) to participate in school learning activities.

3. Unreliable internet to access online classes and materials: Lack of reliable high speed internet access, inability to afford internet access.

4. Lack of communication or difficulty in communicating with my child(ren)'s teacher(s): This response entails a range of responses, including infrequent communication with children's teachers (i.e., connectivity issues, lack of feasible communication times), lack of clear directives from teachers with regards to distance learning work, lack of support from teachers when caregivers/child(ren) have questions about distance learning systems/content.

5. The social-emotional well-being of my child and lack of supports (i.e., counsellors): This response entails a range of respondent answers, including any negative impact to the child(ren)'s socio-emotional well-being during the pandemic (i.e., lack of social interaction with schoolmates, lack of environmental stimuli)

6. I'm having difficulty helping my child(ren) prepare for school or school assignments: This response entails a range of respondent answers but are limited to difficulties that the caregiver specifically experiences. This includes: the respondent's lack of time (to spend) with child(ren) on school assignments, lack of knowledge or understanding of school assignments, or lack of confidence/experience with schooling children.

7. My child(ren) is/are having trouble adapting to distance learning: This response refers to the child(ren)'s behavior and attitudes about distance learning. This may entail inability to concentration via remote learning, lack of motivation to engage with remote learning, and frustration with the unfamiliar process of remote learning (i.e., lack of real-time teacher feedback, technology difficulties)

8. My child(ren) is distracted more than when they're in class: This response requires some probing. If the respondent answers that their child(ren) are distracted, probe whether it is more/less/the same as when their child(ren) is in class at school.

9. My child(ren) miss seeing their teacher(s) in person.

10. None - child not having problems with distance learning participation.

11. Lack of textbooks or learning materials: Lack of textbooks and/or learning materials such as: notebooks, pencils, pens, rulers, calculators, etc.

77. Other: Please specify: If the respondent provides an answer that does not suit any of the responses above, please describe their response in the short-answer response option in EA5.OSP

88. Refuse to answer: The respondent actively refuses to answer the question.

99. Don't know: The respondent actively specifies that they do not know the answer to the question.

4.7.5 CHILDREN'S GENERAL TIME USE

Module Explanation: This is a short module that includes questions about the main activities of the respondent's daughters and sons, aged 5-9 and 10-17.

TU1. Can you rank the 2 main activities of 5-9 year old daughters during the day? READ ANSWER CHOICES EXCEPT REFUSE TO ANSWER AND DON'T KNOW. Read the question and responses and record the 2 answers selected by the respondent. Before reading all response choices, offer to repeat all answer choices to the respondent upon their request. Emphasize the age and gender specification.

TU2. Can you rank the 2 main activities of 10-17 year old daughters during the day? READ ANSWER CHOICES EXCEPT REFUSE TO ANSWER AND DON'T KNOW. Read the question and responses and record the 2 answers selected by the respondent. Before reading all response choices, offer to repeat all answer choices to the respondent upon their request. Emphasize the age and gender specification.

TU3. Can you rank the 2 main activities of 5-9 year old sons during the day? READ ANSWER CHOICES EXCEPT REFUSE TO ANSWER AND DON'T KNOW. Read the question and responses and record the 2 answers selected by the respondent. Before reading all response choices, offer to repeat all answer choices to the respondent upon their request. Emphasize the age and gender specification.

TU4. Can you rank the 2 main activities of 10-17 year old sons during the day? READ ANSWER CHOICES EXCEPT REFUSE TO ANSWER AND DON'T KNOW. Read the question and responses and record the 2 answers selected by the respondent. Before reading all response choices, offer to repeat all answer choices to the respondent upon their request. Emphasize the age and gender specification.

4.7.6 PARENTS' CONCERN ABOUT CHILD WELL-BEING AND EDUCATION

This module includes questions about the respondent's concerns of how the pandemic and distance learning have impacted the wellbeing and development of their children.

PC1. In the past 7 days, what have you been MOST concerned about in relation to <u>children ages 5-9</u>? DO NOT READ ANSWER CHOICES. The respondent should describe their primary concern (i.e., one concern) related to children ages 5-9 in their household. Please become familiar with the response options available, and accurately match the respondent's answer to one of the following answer choices:

1. Children having enough to eat: This concerns inadequate food intake, which means that the child's physical health is the caregiver's primary concern. Please carefully differentiate this answer choice from answer choice 8 "Making up for free school meals at home"

2. Children falling behind in their education: This concerns a lack of access to distance learning (i.e., internet connection, devices, electricity), children experiencing difficulty adapting to distance learning (i.e., frustration with unfamiliar learning process, lack of counsellor support, peer support, teacher support, caregiver support), children lacking necessary textbooks and learning materials.

3. Children not being able to take their exams (e.g., high stakes primary leaving exams): This includes any school exams, including high stakes exams, such as the Basic Education Certificate Examination (BECE) at the end of JHS, which determine SHS admission.

4. Children loitering, not being occupied: Children gathering in public spaces for long periods of time for no obvious reason; potentially disturbing the peace of a neighborhood.

5. Children being safe: Children exposing themselves to hazards that could result in psychological or physical harm.

6. Children getting into trouble because they are not in school: Children breaking the rules of school disciplinary guides; engaging in risky behaviors frowned upon in the community, or criminal offenses punishable by law.

7. Children being disobedient: Children disobeying the requests of their parents, teachers, community leaders, or other persons of authority.

8. Missing work to take care of my child: Respondent reduces their working hours or is unable to work as they need to care for their child(ren) at home.

9. Children getting coronavirus while at home: Children becoming ill with coronavirus, and the impact this may have on the health of the children, caregivers' ability to work, household finances (i.e., healthcare costs), and the health of other household members

10. Making up for free school meals at home: Effort and cost of making up for free school meals at home. Please carefully differentiate this answer choice from answer choice 1 "Children having enough to eat."

11. Being able to provide for your child financially: Increased financial pressure of earning a sufficient income, and/or increased household expenditures.

12. I have not been concerned: Respondent affirmatively states that they have not been concerned in the past 7 days with their children ages 5-9

77. Other: Please specify: If the respondent provides an answer that does not suit any of the responses above, please describe their response in the short-answer response option in PC1_osp

88. Refuse to answer: The respondent actively refuses to answer the question.

99. Don't know: The respondent actively specifies that they do not know the answer to the question.

PC2. In the past 7 days, what have you been MOST concerned about in relation to children ages 10-17? DO NOT READ ANSWER CHOICES. The respondent should describe their primary concern (i.e., one concern) related to children ages 5-9 in their household. Please become familiar with the response options available (described in prior question), and accurately match the respondent's answer to one of the available answer choices. Please note the additional answer choice included in PC2 which is not an answer choice for PC1: 8. Children getting pregnant or getting partner pregnant: Children engaging in unprotected sexual activity or becoming subject to sexual violence which may lead to pregnancy.

PC3. How concerned are you that the coronavirus situation will have a negative impact on your child's education? READ ANSWER CHOICES EXCEPT REFUSE TO ANSWER AND DON'T KNOW. This question aims to understand overall how concerned the respondent is with coronavirus and its negative impact on their children. Read the question and responses and record the answer selected by the respondent. Before reading all response choices, offer to repeat all answer choices to the respondent upon their request.

PC4. Are you satisfied with remote learning during the coronavirus crisis? DO NOT READ ANSWER CHOICES. This question aims to understand overall whether the respondent is satisfied with remote learning (i.e., quality of remote learning program, children's pace of learning, impact on the respondent's daily life and household wellbeing/finances) during the coronavirus crisis.

PC5. [If PC3=2] Why are you not satisfied with your child's remote learning during the coronavirus outbreak? DO NOT READ ANSWER CHOICES. PROMPT FOR OTHER RESPONSES. CHECK ALL THAT APPLY. If the respondent answered "No" to PC3, the questionnaire would skip to this question. Please become familiar with the response options available, and accurately match the respondent's answer to one of the following answer choices.

1. The school system/teachers are not organized: The school system may include any public/private education administrators or teaching staff. Lack of organization may stem from various reasons, including poor communication from school staff/teachers regarding the initial coronavirus response, delays with rolling out distance learning content, scheduling issues resulting in reduced access to distance learning content.

2. My child is not engaged: The child is not participating in remote learning activities.

3. My child has too much free time: The child has too much unstructured time, where he/she has no scheduled activities to participate in

4. I don't feel like my child is learning what he/she should be: The child is not learning according to their regular curriculum. This may include omitted lessons, subjects, or learning experiences (i.e. exams, exercises, group activities). This could also include: a lack of remote

learning resources to instruct the child according to their achievement level (i.e., instructional material that is too easy or difficult)

5. My child is not getting enough attention: The child is not receiving enough attention from teachers, school supports (i.e., counsellors), caregivers, or community leaders.

6. Teachers are giving too much work, causing stress for my child: Stress from too much schoolwork may stem from: difficulty understanding new concepts, difficulty completing assigned schoolwork within deadlines, or other factors.

7. My child is not getting enough social interaction with other students: A lack of peer-to-peer interactions between children may lead to feelings of sadness, loneliness, or boredom.

8. Teachers are giving too little work: Teachers are giving too little schoolwork, which may lead to children/caregivers taking initiative to find additional schoolwork to engage in, or concerns that children are not learning enough.

9. My child doesn't have the right setting to learn at home (i.e., a quiet workplace, desk, etc.): This answer choice specifies physical environmental factors, which affect the child's ability to learn at home.

10. Lack of school communication or support: A lack of regular school communication regarding distance learning, or poor communication (i.e., delayed, unspecific) when children/caregivers raise questions or concerns to school staff.

77. Other: Please specify: If the respondent provides an answer that does not suit any of the responses above, please describe their response in the short-answer response option in PC5_osp

88. Refuse to answer: The respondent actively refuses to answer the question.

99. Don't know: The respondent actively specifies that they do not know the answer to the question.

4.7.7 GENDER BIAS

This module uses a binary (agree/disagree) scale to assess the respondent's views about girl child and boy child education.

Do you think education has a greater influence on your son's income than your daughter's income? DO NOT READ ANSWER CHOICES. This question seeks to understand whether the respondent believes that education will yield greater financial returns (i.e., income) for their son than their daughter.

Rights and Privileges of the BOY child or sons. Preface the module by asking respondents to indicate whether they agree or disagree with the statements that you present about the rights and privileges of the boy child. Then, proceed to record their responses.

GB1. It is important that sons have more education than daughters. This statement seeks to understand whether the respondent values sons having more education than daughters.

GB2. Daughters should be sent to school only if they are not needed to help at home. This statement seeks to understand whether the respondent values a daughter completing domestic tasks (i.e.,

cleaning, cooking, caring for younger siblings at home) more than a daughter obtaining an education from attending school.

GB3. The most important reason that sons should be more educated than daughters is so that they can better look after their parents when they are older. This statement seeks to understand whether the respondent believes that a son—rather than a daughter—assumes the primary duty of taking care of their parents when they are older. Care includes, but is not limited to, emotional and financial support.

GB4. If there is a limited amount of money to pay for tutoring, it should be spent on sons first. This statement seeks to understand how the respondent makes education investment decisions. It assesses whether the respondent views spending limited education resources on sons (rather than daughters) as a better decision.

GB5. A woman should take good care of her own children and not worry about other people's affairs. This statement seeks to understand the respondent's views of women's role in her family and immediate community, and to whom she should exert her opinions and influence.

GB6. Women should leave politics to the men. This statement seeks to understand the respondent's views of women's leadership and participation in public affairs (i.e., political discussion, political decision-making, exercising votes, running for elected office).

GB7. A woman has to have a husband or sons or some other male kinsman to protect her. This statement seeks to understand the respondent's views of a woman's independence, strength, and social mobility, relative to her male kinsmen.

GB8. The only thing a woman can really rely on in her old age is her sons. This statement seeks to evaluate whether the respondent expects sons (over daughters) to care for their mothers at old age.

GB9. A good woman never questions her husband's opinions, even if she is not sure she agrees with them. This statement seeks to evaluate whether the respondent believes that being a "good woman" includes viewing her husband's opinions as more important than her own, and acting accordingly, even when she disagrees.

GB10. When it is a question of children's health, it is best to do whatever the father wants. This statement seeks to evaluate the value and trust placed on a father's authority (over those of others) when important matters such as children's health are concerned.

Rights and Privileges of the GIRL child or sons. Preface the module by asking respondents to indicate whether they agree or disagree with the statements that you present about the rights and privileges of the girl child. Then, proceed to record their responses.

GB11. Daughters should be able to work outside the home after they have children if they want to. This statement seeks to evaluate how the respondent assesses daughters' ability to choose the roles they occupy in and out of the home after childbirth. The respondent must assess whether daughters should be permitted to pursue work outside the home once they have children, or if they should remain at home to care for their children.

GB12. Daughters should have just the same chance to work outside the homes as sons. This statement seeks to evaluate the value how the respondent views daughters' and sons' rights to pursue work outside the homes. This may entail their rights to pursue the same professions, hold the same leadership roles, and continue to work in their professions (i.e., during/after childbirth).

GB13. Daughters should be told that an important reason not to have too many children is so they can work outside the home and earn money. This statement seeks to assess the respondent's aspirations for their daughters to prioritize working outside the home and earning an income.

GB14. I would like my daughter to be able to work outside the home so she can support herself if necessary. This statement seeks to assess how the respondent views their daughter's financial independence and career prospects.

4.7.8 EDUCATIONAL ASPIRATIONS FOR BOYS AND GIRLS

GEA1. What is the highest level of education that you WISH your daughters could achieve? DO NOT READ ANSWER CHOICES. This includes all levels of the formal education system from primary school to advanced degrees, such as a PhD. This question is about the respondent's aspirations for a level of education that their daughters could achieve, in an ideal situation.

GEA2. What is the highest level of education that you WISH your sons could achieve? DO NOT READ ANSWER CHOICES. This includes all levels of the formal education system from primary school to advanced degrees, such as a PhD. This question is about the respondent's aspirations for a level of education that their sons could achieve, in an ideal situation.

GEA3. What is the highest level of education that you EXPECT your daughters could achieve? DO NOT READ ANSWER CHOICES. This includes all levels of the formal education system. This includes all levels of the formal education system from primary school to advanced degrees, such as a PhD. This question is about the respondent's expectations for a level of education that their daughters will realistically achieve.

GEA4. What is the highest level of education that you EXPECT your sons could achieve? DO NOT READ ANSWER CHOICES. This includes all levels of the formal education system. This includes all levels of the formal education system from primary school to advanced degrees, such as a PhD. This question is about the respondent's expectations for a level of education that their sons will realistically achieve.

4.7.9 PARENT ENGAGEMENT IN EDUCATION.

This module includes questions about the home learning environment and the respondent's interaction with school staff.

PE1. Excluding school text books and holy books, how many books do you have for children to read at home? This question seeks to assess the respondent's investment in learning materials in the home. Books are the most accessible and standardized learning resource, and thus serve as a good proxy.

PE2. Have you or any other adult in the household been contacted by anyone from your children's schools since schools have been closed? (e.g., headteacher, teacher) This question seeks to assess whether the respondent or another adult in the household have had direct contact with school staff. Direct communication between the respondent and school staff could have positive effects on the respondent's ability to assist their child(ren) in distance learning.

PE3. Suppose you should receive an SMS message from us, which time of the day would you want us to send the text message? Would it be in the morning, afternoon, or evening? We will try to do our best to make this possible. This question helps us determine the best time to send text messages to the respondent, during the intervention phase of this study.

4.7.10 FOOD SECURITY

This is a short module about food security in the household.

FS1. In the past 7 days, how many days have you or someone in your household had to… Limit portion size at meal-times? This question asks about a situation in which the respondent or someone in their household had to reduce food intake (from a normal amount) during meals.

FS2. In the past 7 days, how many days have you or someone in your household had to… Reduce number of meals eaten in a day? This question asks about a situation in which the respondent or someone in their household had to skip meals during the day. Meals typically refer to breakfast, lunch, and dinner or whatever meals the household normally eats.

4.7.11 TRACKING UPDATES

This is an administrative module that collects additional data about how IPA can reach the respondent easily in future surveys.

MU1. Is this phone number for you? Confirm whether the respondent can be reached in the future with the phone number you reached them at for this interview.

MU2. [If MU1=2]: On which number can we reach you on? If the number used for this interview is not the respondent's preferred phone number, the survey will skip to MU2 where you can record the respondent's preferred phone number.

MU3. Do you have a second phone number we could reach you on? Ideally we want to have a backup phone number to reach the respondent on.

MU4. [If MU3=2]: On which number can we reach you on? If the respondent replies positively, that they do have a second phone number you could reach them on, please record the respondent's second phone number.

MU5. Is there a relative or friend who will always know how to get in touch with [NAME] or the family? The question will pre-fill the name of the respondent (entered earlier during the household roster module). Ideally, we want to have somebody we can reach in case we cannot reach the respondent directly via their primary or second phones.

MU6. [If MU5=2]: On which number can we reach you through your relative or friend? If the respondent replies positively, that they do have a relative or friend who can always get in touch with them, please record both the full name and the phone number of that person.

MU7. Besides [THE PERSON MENTIONED IN MU5], is there [another] relative or friend, who does not live in this household, who will always know how to get in touch with you or the family? This question seeks to secure a second contact whom we can reach, in case we cannot reach the first person (from MU5/MU6) in a future interview.

MU8. [If MU7=2]: What is this other relative or friend's number? If the respondent replies positively, that they do have another relative/friend for us to reach, please record both the full name and the phone number of that person.

MU9. On which number should the GH¢ 5 top-ups be sent? The PNP study will be sending top-up credit to the respondent's phone, to ensure that their SIM card remains active for future phone surveys.

MU10. Who is the owner of this phone number?

The owner of the phone is the registered name on the SIM card and the primary user.

MU11. Is the number ported?

A ported number is a SIM/number not operated by the primary telecom operator. Eg. 050....is a Vodafone number but could be operated by MTN if the user ports it

MU12. [If MU11=2]: Which network is the number ported?

The network is the telecom operator of the SIM

4.7.12 INTERVIEW OUTCOME

This is an administrative module that summarizes the status of the interview.

IO1. What is the main language used to conduct the interview? Please select the main language you used to speak with the respondent during your interview.

IO2. What is the status of the interview with this caregiver? Please select the response option that most accurately describes your interview outcome.

1. Complete: If you asked all of the questions in the survey, and recorded answer choices for all, please select this option.

2. Incomplete [after consent was given]: If you did not ask the respondent to answer all questions in the survey form, the survey is incomplete. For whichever reason the survey is incomplete, please select "additional options" then "validate form" to correctly finalize the incomplete interview form. "Validate form" will bring you directly to IO3.

3. Ineligible: The respondent does not meet the prescreening criteria.

4. Refused: The respondent refused to participate in the interview. This option should only be selected if the respondent did not consent to the interview.

5. Unavailable: The respondent could not give consent to participate. This option should only be selected if you could not reach the respondent when you called their phone number.

IO3. [If IO2=2]: Why was the interview incomplete? Please select the option that best suits the reason why the interview was incomplete.

IO4. [If IO2=4]: Why didn't the caregiver agree to participate in the interview? Please select the option that best suits the reason why the caregiver refused to participate in the interview.

IO5. [If IO2=5]: Why was the caregiver not available for consent? Please select the option that best describes your unsuccessful attempt to reach the caregiver.

4.8 QUALITY CONTROL TECHNIQUES

Data quality is an ongoing process that begins at training and continues throughout the data collection process. Collecting and recording data accurately is a vital aspect of your role as an interviewer. It is your responsibility to listen carefully to the respondent, record information accurately, and review all aspects of your work.

Data quality control systems involve the roles of the survey management and field team in minimizing errors in the fieldwork. Data quality for the Subject Enrolment and Caregiver Survey

depends greatly on strict adherence to the correct field protocols or procedures. You are expected to pay careful attention to correct data entry. Quality assurance during the Caregiver Survey will focus on:

1. Initial data editing: The Interviewer is expected to edit the survey during and after the calls with each subject. Editing the survey involves checking the entries for logical inconsistencies, contradictions, or wrong entries. The Interviewer should thoroughly check every form to make sure that the right responses have been entered and responses to open-ended questions are entered correctly in full sentences and not in abbreviations. This is necessary because even a small error can create much bigger problems after the data have been sent to the server and tabulations have been run. The Auditors and the FM will check the entries, especially the unique IDs, before sending the data to the server.

2. High Frequency Checks (HFCs): HFCs will be run every day using STATA commands. The RA shall be responsible for the HFCs. Issues from the HFCs will be communicated to you as and when they are detected.

3. Back Checking: During the Caregiver Survey, a minimum of 10% of the surveys will be backchecked. Two backcheck caregiver questionnaires will be designed and used. Each Interviewer's work will be backchecked. The auditing will be done by two auditors. The kind of action that will be taken if there are discrepancies will depend on the type of error or discrepancy. Errors will be classified as either consequential or inconsequential.

   a. Consequential errors are errors that could potentially affect the quality of the estimates or data quality. They include errors associated with skip patterns, falsification of results/records, failure to interview a primary respondent or reporting that a respondent is missing to avoid interviewing such respondent. Action will be taken on a case-by-case basis.

   b. Inconsequential errors are those that do not affect the survey estimates. They include typing errors that can be readily corrected. The surveyor's attention will be drawn to the errors.