PARENTAL NUDGES PROJECT [PNP]

INSTRUCTIONS

FOR

INTERVIEWERS

MIDLINE SURVEY - CAREGIVER AND CHILD SURVEYS

April 2021

IPA Ghana

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1 INTRODUCTION

1.1 ABOUT THE MANUAL

Innovations for Poverty Action (IPA) in collaboration with the SIEF WB, University of Pennsylvania, and EdTech have undertaken to conduct the Midline Survey of the Parental Nudges Project [PNP].IPA is a research and policy non-profit that discovers and promotes effective solutions to global poverty problems. IPA brings together researchers and decision-makers to design, rigorously evaluate, and refine these solutions and their applications, ensuring that the evidence created is used to improve the lives of the world's poor. Since our founding in 2002, we have designed and evaluated solutions to poverty problems using the most rigorous evaluation methods available. We have over 830 evaluations completed or in progress, and we have mobilized decision-makers to use the evidence we have to improve opportunities for the poor. We work in the areas of agriculture, education, health, financial inclusion, governance, peace and recovery, small and medium enterprises, and social protection. Our work is focused on 22 country programs.

The Midline Survey is being conducted in person across the five regions in the northern part of Ghana and covers 2500 households in both urban and rural areas. The Midline Survey is designed to collect information from primary caregivers and at most 2 school-aged children, aged 5-17 years, from each household. The Midline Survey will be conducted using a standard questionnaire, sample design, and data collection and management procedures.

The main objective of this manual is to present the concepts, goals and provide systematic guidance on the design and implementation of the Midline Survey. This manual is addressed to all field staff – interviewers, auditors, team leaders, and field supervisors - taking part in the activities of the Midline Survey. While it is primarily for the interviewers, it is highly recommended that all team leaders, auditors, and field supervisors become familiar with the survey procedures as described in this manual. To maintain consistency and comparability across regions, following the standard protocol is strongly encouraged.

1.2 TRAINING OVERVIEW

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

1.2.1 TRAINING COMPONENTS

The training will be conducted from 12th – 16th April 2021 at the Catholic Youth Centre (CYC) in Tamale, Ghana. All training starts at 8 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 Midline Surveys.
2. Classroom practice. Trainees practice how to administer the Midline Surveys with each other, under the observation of the Research Associate, and receive appropriate feedback.
3. Field visit. Each trainee must administer the Midline Surveys during the field visit, under the observation of the Research Associate.

1.2.2 TRAINING OBJECTIVES

By the end of this training, participants will:

1. Be familiar with the Parental Nudges Project's purpose and background.
2. Understand the Midline Surveys.
3. State responsibilities and expectations for their involvement in the survey.
4. Explain the field operations and assessment processes.

5. Carry out an effective survey/assessment using the Samsung tablet.
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. Follow all Covid-19 protocols – Wearing nose masks, frequently washing your hands and using hand sanitizers, and maintaining social distances.
6. Participate and ask questions!
7. Respect one another.

1.2.4 TRAINING PACKAGE

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

1. Training or Survey Manual.
2. Training Agenda.
3. All Questionnaires – Caregiver Survey and Child Survey.
4. Child Survey toolkit.
5. Notepad, pen, and file.
6. Tablets plus 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. Classroom practice - the extent to which you exhibit considerable behavioral skills [learnings] in implementing the survey protocols during the classroom training stage.
5. 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.
6. Field practice - the extent to which the trainee demonstrated considerable behavioral skills [learnings] in implementing the survey protocols during the field practice stage. Two school visits will be conducted as part of the training.
7. 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.
5. A registered motorbike. This is optional.

2.2 SURVEY TEAM COMPOSITION AND ROLES

2.2.1 TEAM SIZE AND COMPOSITION

The success of the Midline survey depends on many different people. The total number of personnel for the Midline Survey is 46, comprising 35 interviewers, 2 auditors, 7 team leaders, and 2 field supervisors. Each survey team will have 5 interviewers and 1 team leader. Figure 1 shows the structure of the survey team.

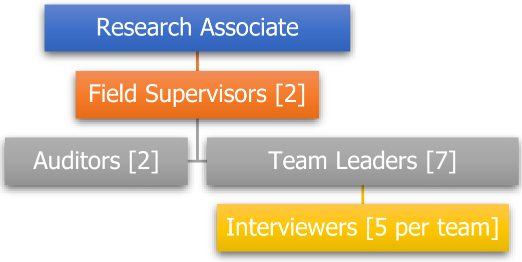

Figure 1. Organizational Chart for the Midline Survey

2.2.2 RESPONSIBILITIES OF FIELD STAFF

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

2.2.2.1 INTERVIEWERS

Interviewers are responsible for:

1. Locating the eligible households in the sample that are assigned to them.
2. Administering informed consent to all eligible respondents and only interviewing those that accept to be interviewed.
3. Identifying and administering the Midline Survey objectively and in a technically correct and friendly manner to all assigned eligible respondents.
4. Making re-visits to interview respondents who could not be interviewed during the first or second visit due to various reasons.
5. Ensuring that the information given is correct by keeping the respondent focused on the questions.
6. Informing the team leader of any problems or difficulties encountered during the administration of the Midline Survey and helping identify appropriate solutions.

7. Behaving professionally when working; dress in a modest and culturally appropriate manner so that children are not distracted or intimidated.
8. Maintaining confidentiality of data gathered.
9. Performing other duties, as assigned by the team leader or Research Associate.

2.2.2.2 TEAM LEADERS

Team leaders are responsible for:

1. Assigning respondents to be interviewed.
2. Supervising interviewers as they perform the survey.
3. Ensuring that the interviewers follow instructions.
4. Checking that forms are completed fully and correctly and check that all respondents answer the questions.
5. Identifying problems and retraining interviewers who are doing their job incorrectly.

2.2.2.3 FIELD SUPERVISORS

Each field supervisor will manage a minimum of four (4) survey teams. Field supervisors will:

1. Plan, coordinate, train, and supervise three survey teams.
2. Monitor and assess the quality of work of survey teams.
3. Manage and monitor the condition of logistics assigned to survey teams.
4. Identify problems and retrain interviewers who are doing their job incorrectly.
5. Maintain team motivation and morale and foster team spirit.
6. Perform other tasks as will be assigned by the Research Associate.

2.2.2.4 RELATIONSHIP WITH TEAM LEADERS AND FIELD SUPERVISORS

Your team leader and field supervisor are the persons responsible for organizing and directing the entire information collection process as well as certifying the quality of data collected. It is, therefore, necessary to emphasize the relationship between an interviewer and his/her supervisor. The following highlights the relationship that must exist between interviewers and team leaders or field supervisors.

1. Field supervisors, team leaders, and interviewers must always maintain excellent communication and a respectful and cordial relationship. The interviewer must inform the supervisor about any concern, doubt, or worry that emerges during his/her fieldwork to clarify doubts or resolve whatever problems occur together.
2. Interviewers must keep their team leaders informed about the progress of the fieldwork. Team leaders (field supervisors) must in turn keep their field supervisors (Research Associate) informed about the progress of their survey teams' work.
3. The team leader is responsible for determining the workload for each interviewer; that is to say, the number of questionnaires to complete or interviews to conduct. The interviewer must complete the designated workload and must turn in the completed work at the time stipulated by the team leader. If for whatever reason it is not possible to interview one of the selected households, the interviewer must inform the team leader immediately so that he or she can find an appropriate solution.
4. Once the work has been completed and the completed surveys uploaded to the SurveyCTO server, the Research Associate will run IPA's Data Management System to review the data to verify that they are accurate and complete. If the Research Associate finds some mistake, he will contact the interviewer who must correct or complete the erroneous data by returning and questioning the respondent again.

2.2.3 PRODUCTIVITY EXPECTATIONS

Below are the productivity rates of field staff.

a. Each survey team will complete **15 caregiver surveys and 30 child surveys** per day.

b. Each interviewer will complete 3 caregiver surveys and 6 child surveys a day.

c. Each team leader is expected to observe <u>at least</u> 6 interviews [across at least two interviewers] per day. All interviewers must be observed at least twice a week.

d. Each field supervisor is required to observe <u>at least</u> **6 interviews across two survey teams** per day. All survey teams must be observed at least twice a week.

3 OVERVIEW OF THE PARENTAL NUDGES 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 since 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[1].

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.

[1] UNICEF: https://www.unicef.org/evaldatabase/files/AIR_UNICEF_Ghana_CD_Report_revised_final.pdf.

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.

3.3 EVALUATION DESIGN

At the parent/primary caregiver level, the research team will measure parents’ engagement in their child’s remote learning, parents’ educational aspirations and expectations for their children, child schooling outcomes including enrolment and attendance reporting as well as a measure for the prevalence of gender norms. At the child level, the research team will measure enrolment and attendance, learning (literacy and numeracy), and developmental outcomes. These outcomes will be measured through an in-person survey of caregivers and children in two age groups: 5-9 years and 10-17 years.

The goal of the Midline Survey is to obtain child-level and caregiver-level indicates to measure the impact of the text message intervention on the respondents in the short term. Such data can provide an empirical basis for understanding parental engagement in children learning and impacts on children’s outcomes.

3.4 STUDY DESIGN AND SAMPLING

3.4.1 ELIGIBLE RESPONDENTS

The sample for PNP is drawn from 16 districts/municipalities across the 5 regions (Northern, North East, Savannah, Upper East, and Upper West) in the northern part of Ghana. These regions are amongst the poorest regions in Ghana; they are rural and the most educationally deprived. Gender differences are also more pronounced as compared to regions in southern Ghana (Osei-Assibey, 2013).

PNP target population includes all (a) households – primary caregivers – with working mobile phones and (b) their respective school-age children between 5 and 17 years in primary school [including kindergarten] and/or junior high school in the Northern, Savannah, North East, Upper East, and Upper West regions of Ghana. For this study, a primary caregiver is an adult, aged 18 years and above, who is primarily responsible for the care and education of the school-aged children in his/her household and could best talk about their experiences in school and at home.

The Midline Survey is composed of two parts: Caregiver Survey and Child Survey. These surveys are administered in-person using SurveyCTO via Samsung tablet. The Caregiver Survey will be administered to the primary caregiver of the household while eligible respondent for the Child Survey is the selected school-aged children in the primary caregiver’s household.

You can only use a proxy for the Caregiver Survey. A proxy is a person who acts as the respondent in place of the primary caregiver. The proxy and the primary caregiver should work together, if possible, to respond to the interview questions. A proxy should only be used when the primary caregiver has some physical or mental disability or is too busy and cannot participate during the survey period or speaks a language that prevents him/her from responding to the interview questions. Whenever an interview is to be conducted with the aid of a proxy, contact the Research Associate, and seek the necessary approval.

3.4.2 SELECTING THE ELIGIBLE RESPONDENTS

The sample selection for the PNP involves two stages. These are the selection of (a) eligible households/primary caregivers and (b) school-aged children.

3.4.2.1 SELECTING HOUSEHOLDS

Primary caregivers were screened at the desk-top level and through a phone-based subject enrolment call to determine their eligibility for the study. The desk-top screening was conducted to screen out primary caregivers without phone numbers. Thereafter, a phone-based subject enrolment call was conducted to (a) determine the eligibility of the households for the study, (b) inform them about the project, and (c) seek their consent to be enlisted into the study and to receive text messages. The subject enrolment call was conducted using screening questions to determine the eligibility of the primary caregivers. The eligibility criteria were as follows:

1. A household with at least one member owning a working mobile phone.
2. A household with an adult aged 18 years and above. This age criterion satisfies the age requirement as provided in the Unsolicited Electronic Communications Code of Conduct 2014 by the National Communications Authority of Ghana. It also forms the basis for recruiting the primary caregiver, defined as the person who is primarily responsible for the care and education of the school-aged children in the household and could best talk about their experiences in school and at home.
3. A household that is willing to participate in the study and/or to receive text messages.
4. A household with more than one member including at least 1 school-aged child.
5. A household with at least one school-age child between 5 and 17 years.

Primary caregivers that met the eligibility criteria and provided informed consent during the subject enrolment call were enrolled into the study and those in the treatment group were informed about their treatment status. The subject enrolment call was also used to provide basic background information about selected primary caregivers and school-age children in the household.

3.4.2.2 SELECTING ELIGIBLE SCHOOL-AGED CHILDREN

Eligible school-aged children will be selected during the in-person Midline Caregiver Survey. The eligible children will be chosen at random. After obtaining consent from the primary caregiver, the interviewer asks questions on the household roster to update the name, age, gender, and household residency status of school-aged children. To be selected, the school-aged child must meet the household residency requirement and his/her age must match the 6-9 or 10–17 age groups. If there is no child between the ages of 6-9, the randomization code will automatically select 1 child that is aged 5 if there is a child in the 10-17 age group. Otherwise, select 2 children if there is no child in the 10-17 age group.

Once the roster of all eligible school-aged children of the household is updated, the SurveyCTO will run the randomization code to select at most 2 [and 2 replacements] school-aged children on the roster. The randomization code will be programmed to randomly select either two children from each household or include all available school-aged children in the sample if they are less than 3. Each selected child is automatically assigned the experimental group of his/her primary caregiver. To avoid selection bias, the randomization code will be programmed to run only once in the Caregiver Survey. The randomization code will be run immediately after the roster is completed.

After running the randomization code, the selected school-aged children and the replacement children will be displayed on the screen. The interviewer must confirm whether the selected children are usual residents of his/her household. The interviewer then proceeds with the rest of the Caregiver Survey. After completing the Caregiver Survey, the details of the selected children will be (a) included in the *manage cases* of the SurveyCTO and (b) automatically determine the appropriate Child Survey to be administered to them.

3.4.2.3 REPLACING RESPONDENTS

Under no condition should any eligible respondent be replaced without prior approval from the Research Associate. If the primary caregiver enrolled during the enrolment call is dead, incapacitated, or no longer part of the household he/she was listed, another adult in the household who meets the eligibility criteria of a primary caregiver and is above 17 years should be enrolled.

The selected children should not be arbitrarily (or even randomly) replaced by another eligible school-aged child. A selected child will only be replaced if he/she is incapacitated and cannot take part in the child assessment, died after the selection or before the interview, or is unavailable for the entire duration of the Midline Survey.

3.5 LANGUAGE OF THE INTERVIEW

The Caregiver and Child Surveys will be translated from English into Dagbani, Mampruli, Buli, Sisala, Wali, Dagaare, and Guruni. The language of administration will be based on the language that was used for interviewing the primary caregiver at baseline. You will be assigned respondents based on the language of the respondent and the language you are fluent in. Should the interviewer not be familiar with the respondent's language, the interview should not be continued, and the interviewer needs to consult with his/her team leader as to how to proceed with this specific interview. Do not proceed with the interview by asking someone to translate for you; it is your team leader's responsibility [in consultation with the Research Associate] to make the respective interview arrangements under such circumstances. During training, interviewers will be practicing the interview in the study languages of the survey.

4 INTERVIEW PROCEDURES

You are required to strictly adhere to the following procedures before, during, and after conducting the interview.

4.1 PREPARATION FOR THE INTERVIEW

Before interviewing the primary caregiver and the selected children, you should adequately prepare yourself. You should fully understand the requirements of the interview and be familiar with the content of the Caregiver Survey and Child 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.

4.1.1 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 (e.g., charge mobile/tablet phones, and ensure that they have the necessary field supplies and materials) so that you will not have to return home or to the central office to pick up certain items or begin an interview and discover that you do not have the necessary 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. Ensure that your tablet is fully charged and has the most recent version of the Midline Survey.

4.1.2 RECEIVE AND REVIEW YOUR ASSIGNMENTS

When you receive your assigned cases or eligible respondents to be interviewed, review the assigned cases with your team leader before going to the field. You should check the contact details, the language of the interview, and the location of the eligible households/respondents to ensure you have the correct number of cases and that all identifying information is consistent with your team's movement schedule. You should know which community/households you and/or your team will visit on the survey day. Before accepting your assignment of cases, always check through the cases to see that none of them is your friends or relatives. It is a general rule that you should never interview a friend or relative. If you receive such a case, return it to your team leader.

4.1.3 PLAN AND SCHEDULE YOUR INTERVIEWS

Plan your schedules in a way that allows you to spend large blocks of time in the field. The amount of time you spend locating, contacting, screening, and interviewing during a day should greatly exceed the amount of time it takes you to get to a cluster to work. To keep your travel time to a minimum, you will be assigned cases that are clustered in a community or neighboring communities. After completing your assignment in the clustered localities, you may find that your remaining households are more scattered. You must carefully plan your schedule before you go to the field to make efficient use of your time. Remember to keep in mind any appointments (the day and time) you have made and organize your time so that you can contact as many households as possible between appointments.

4.1.4 CONTACTING THE ELIGIBLE HOUSEHOLDS

To complete the Caregiver Survey and Child Survey, you should locate the eligible household. You may want to contact each chosen household in advance, explaining the purpose, contents, and length of the interview. Since the child respondent cannot be predetermined, you should inform the primary caregiver and all school-aged children of the household to be present to select the appropriate child respondent. After the eligible primary caregiver has agreed to be a part of the study, you can make an appointment for the interview.

You will be allowed to make a specific number of **attempts** to the eligible households. **You must make a minimum of three contact attempts before finalizing the eligible respondent.** To be considered an attempt, your visit to a household:

1. Must be made in person, not on the telephone.
2. Must be made at a different time of day than previously unsuccessful attempts. That is, your visit must be made at a time that maximizes the possibility of finding someone at home; and
3. Must be made by going to the household's door and knocking. In other words, simply going by the house to see if it looks like someone is home does not count as an attempt.

Record all attempts in the Caregiver Survey and Child Survey. When planning your contacts, ask yourself: "When is a household adult most likely to be home?" Stagger the timing of your attempts when you have no additional information about when a respondent is likely to be home. Whenever you do have reasonably reliable information on when a respondent will be home—something learned from another member of the respondent's household, from a neighbor, or your observations of the neighborhood—take that information into account. Plan your attempts so that with each successive effort you have a better chance of finding the respondent at home.

After two in-person attempts where you find that no one is home at the assigned household, you should try to contact a neighbor to obtain information on a likely time to find someone at home. Never contact a neighbor if you have spoken to someone in the household and received a refusal. Neighbor contacts should be made for two general reasons to obtain information about when someone is likely to be home or to determine if the household is vacant.

You must follow the protocols listed in **Table 1** for contacting the eligible household or respondent.

Table 1. Contact Process for Respondents

Stage	Description	
1	Obtain selected household lists with associated addresses from the Research Associate.	
2	Physically approach the selected household/respondents. Contact attempts must be made by actually making yourself noticeable to the respondents; simply walking by and thinking that the respondent is not in school cannot be counted as an attempted contact.	
3	If	Then
	The selected primary caregiver or child is not present	Obtain information on how to reach him/her.
	The selected primary caregiver or child is present	Introduce yourself and exchange greetings. Make sure your ID is attached and visible.
4	Explain the reason for your visit and the purpose of the Midline Survey.	
5	Administer the consent to the primary caregiver or child.	
	If ...	Then ...
	The intended participant (i.e., primary caregiver or child) declines to take part in the survey or parts of it.	Ask the participant whether he/she understands the purpose of the survey.
	The intended participant does not understand the purpose of the survey or specific aspects of it.	Rephrase the purpose of the survey and try to clarify further.
	The intended participant understands the purpose of the survey and still declines to take part.	Circle "Refused" in the consent form and indicate the reason for the refusal.
6	The intended participant accepts to participate in the Midline Survey.	Administer the appropriate survey to him or her.

Stage	Description
7	Administer the Caregiver Survey to the primary caregiver. The selected school-aged children in the Caregiver Survey and the children completing the Child Assessment should be the same person.

When contacting the eligible respondent through a third party – neighbor, spouse, or friend, use the approved text below.

Hello. My name is [INTERVIEWER'S NAME]. I am trying to reach [CAREGIVER] for a survey that is being conducted by IPA on how best to provide support to young children to learn. [CAREGIVER] has already participated in this survey and he/she gave us your name and telephone number in case we were unable to reach him/her directly to contact you. I have been trying to reach [CAREGIVER] but (explain why you have been unsuccessful]. Can you tell me his/her correct telephone number or direct me to how I can locate him/her?"

4.1.5 EXHIBITING APPROPRIATE BEHAVIOUR

You should arrive at each selected household 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 2 provides guidelines on appropriate behavior before, during, and after an interview.

Table 2. Exhibiting Appropriate Behaviour

Behavior	Guidelines
Respect confidentiality	Maintain the confidentiality of all information you collect.
Respect participants time	You are asking participants 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.
Body language	Maintain good eye contact and adopt appropriate body language.
Pace of interview	Do not rush the interview. Allow the participant enough time to understand and answer a question. If pressured, a participant 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 participant's lifestyle. Expression of any criticism may lead to refusing or concealing important information.
Appreciation	Thank them for their help and cooperation.

4.1.6 INTRODUCE YOURSELF TO THE ELIGIBLE RESPONDENT

Upon arrival at the selected household, you should first appropriately introduce yourself to gain the trust of the respondent so that the respondent will provide the required information as naturally and as truthfully as possible. An appropriate introduction consists of (a) greeting the eligible respondent, (b) stating your name while showing your IPA ID card to confirm your identity, and (b) presenting PNP, mentioning its goals, objectives, and the modalities for the Midline Survey.

4.1.7 BUILD RAPPORT WITH THE ELIGIBLE RESPONDENT

You might want to chat with the respondent briefly to build rapport and ease his/her 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 CONDUCTING THE INTERVIEW

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

4.2.1 OBTAIN INFORMED CONSENT BEFORE INTERVIEWING THE RESPONDENT

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 primary caregiver or the selected children, it is essential to obtain their consent.

1. Participants' 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.

After confirming that you have correctly identified the eligible respondent, read the consent statement to him/her in a manner that is understandable so that he/she can make an informed decision. Read the consent statement verbatim and ensure that the eligible respondent understands the language and has given his/her approval to participate in the study before you begin the interview. You must stress and assure the respondent of the confidentiality of the information being collected.

Each eligible respondent for the Caregiver Survey and the Child Survey must consent before the start of the interview. Obtain consent from the primary caregiver before interviewing the selected children. If the eligible respondent declined to participate, thank him/her, and inform your team leader. Consent will be collected verbally and electronically during the consent section of the Caregiver Survey and Child Survey.

4.2.2 SEEK CONSENT AND AUDIO RECORD THE INTERVIEWS

As part of the consent script, the eligible respondent will be informed about a possible audio recording of the interview for safety considerations, quality control, and additional research that IPA is conducting on designing and evaluating surveys.

Audio recording interviews is a critical part of data quality control for the Midline Survey. The recordings serve many purposes: (a) to evaluate interviewers' performance and provide them with specific feedback on any issues or their good work, (b) to identify common areas across interviewers that may require additional training, and (c) to see how the questions are working, e.g., if the questions are confusing to the respondents. The interviews will be automatically recorded [once an eligible respondent consent to the audio recording] using the audio recording capability built into the electronic survey on SurveyCTO.

4.2.3 ASK QUESTIONS EXACTLY AS WRITTEN

You should read or ask each question exactly as written, in the order in which they are presented in the questionnaire, and 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. The general guidelines for asking questions are outlined in **Table 3**.

Table 3. General Guidelines

Issue	Guidelines
Right or wrong answers	Point out that there are no right or wrong answers and that the interview is not a test.
Biased answers	Ask your questions according to guidelines given in the Question-by-Question Guide to avoid biased answers and ensure comparability of data.
Read all options	Where stated, all options must be read to the participant except for don't know, refused to answer, and other specify.
Reading questions	Questions should be read (a) as they are written in the text; (b) slowly and clearly emphasizing keywords in bold; (c) in a pleasant voice that conveys interest and professionalism; (d) entirely to make sure the participant has heard it completely. Do not change the wording and order of the questions.
Making assumptions	▪ Don't make assumptions about the participants' answers with comments such as "I know this probably doesn't apply to you, but…". ▪ This practice may prevent accurate and unbiased information.

4.2.4 SEEK CLARIFICATIONS FROM THE RESPONDENT

When you are not sure of the response provided to a question, seek clarification. You should use approved and prepared stock definitions or dictionaries for specific words or phrases when respondents ask for clarification. Otherwise, repeat the questions verbatim when respondents ask for clarification. Follow the specific interviewer instructions or hints provided in the questionnaire.

You should provide clarification to the respondent when he/she:

1. is unable to answer the question asked.
2. does not seem to understand the question and gives an inappropriate reply.
3. does not seem to have heard the question.
4. is taking a long time to answer the question and hesitates.
5. asks about a specific part of the question to be repeated.
6. asks for one option to be repeated (read all options again but you may omit one option if it has been eliminated by the participant).
7. asks for a particular term to be clarified (refer to the explanations provided in the Question-by-Question Guide).

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 PROVIDE APPROPRIATE PROBES

You need to probe further to get an appropriate response when the participant:

1. Seems to understand the question but gives an inappropriate response.
2. Does not seem to understand what is asked.
3. Misinterprets the question.
4. Cannot make up his or her mind.
5. Digresses from the topic or gives irrelevant information.
6. Needs to expand on what has been said or clarify the response.
7. Gives incomplete information or an answer is unclear.
8. Says that he or she doesn't know the answer.

As a guide, the common responses that require further probing are shown in **Table 4**.

Table 4. Common Responses for Further Probing

If the Participant Replies…	Then…
"I don't know"	Repeat the question.
"I still don't know"	Probe once before recording "Don't know", for example, ask "Could you give me your best estimate".
"I still don't know"	This may mean the participant: • is taking time to think and wants to gain time; • does not want to answer because of personal reasons; • does not know or has no opinion.
"Not applicable"	• Ask him/her why the question does not apply to him/her; • All questions should apply to each respondent.
Note: Don't know and Refuse to answer should be used only as an absolute last resort.	

You can probe by using diverse techniques. **Table 5** provides techniques for probing respondents.

Table 5. Techniques for Further Probing

Technique	Guidelines
Repeat the question	The participant may come up with the right answer if he/she hears the question a second time.
Make a pause	This gives the participant time to collect his/her thoughts and expand on his/her answer.
Repeat the participant's reply	This is often a very effective way of having the participant reflect on the answer he/she has just given.
Use neutral probes	Avoid biased responses and probes. Never give the impression that you approve or disapprove of what the participant 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…?"

4.3 FINISHING THE INTERVIEW

After asking all the questions on all the modules of the survey, inform the respondent that you have come to the end of the interview. You should check the questionnaire carefully to avoid mistakes and accidental omissions. If there are any problems, contact the respondent and ask for clarification promptly. You should also make sure that you have the correct contact address and phone number of the respondent to facilitate communication in the future.

Thank the respondent for his or her time and cooperation and then complete the outcome of the survey. Inform the primary caregiver that his or her airtime will be sent to his/her preferred phone number the following day. For the selected children, present them with 2 exercise books and 2 pencils. If possible, present the materials to the child in the presence of the caregiver or any other household member. Remind the respondent of the next round of surveys to be conducted in August/September 2021. Report any unexpected incident to your team leader immediately, should such an incident occur in the interview process.

4.4 REDUCING NON-RESPONSE DURING THE MIDLINE SURVEY

Non-response is a key threat to the success of the Midline Survey. Non-response is the failure to obtain information for participating households or failure to interview eligible individuals (primary caregivers, and children). A serious bias could occur if the level of non-response is high. Supervisors are required to try to minimize this problem and to obtain the complete information possible. Non-response may be classified into three basic types: (a) inability to locate the selected household, (b) inability to locate the target respondent for whom the Midline Surveys will be administered, and (c) target respondent's refusal to be interviewed.

The following protocols are recommended for dealing with these non-response categories.

4.4.1 INABILITY TO LOCATE THE ELIGIBLE HOUSEHOLD

Household not found or located. The supervisor should make sure that the interviewer has tried several times to locate the household using the contact numbers of the primary caregiver and relatives as well as the locational information. If the interviewer is still unsuccessful, the supervisor should attempt to locate the household and ask neighbors if they know anything about the household and its members. These cases should be reported to the Research Associate. The interviewer and supervisor should fill in the outcome of the interview for the affected household.

Household or dwelling not found. The supervisor should make sure that the interviewer has tried several times to locate the structure. If the interviewer is still unsuccessful, the supervisor should attempt to locate the structure and ask neighbors if they know anything about the structure or the household members. Whenever this problem occurs it should be reported to the Research Associate. The interviewer should fill in the outcome of the interview for the affected household.

Dwelling non-residential, vacant, or demolished. If the interviewer indicates that a structure is not a dwelling unit or that it is vacant or demolished, the supervisor should verify that this is the case. If the interviewer is correct, there is no need for further call-backs (return visits). The interviewer should fill in the outcome of the interview for the affected household.

4.4.2 INABILITY TO LOCATE AN ELIGIBLE RESPONDENT

No one was home at the time of the visit. The interviewer should make every effort to contact neighbors to find out when the members of the household will be at home or where they might be contacted. **At least three visits should be made to locate the household members**.

The primary caregiver was not at home at the time of the visit. You cannot interview any child unless you have completed the Caregiver Survey. Inform the Research Associate if the primary caregiver is away during the Midline Survey for guidance on how to proceed with the Child Surveys. If the primary caregiver will return before the survey end date, the interviewer should return to interview an adult (in total, a minimum of 3 visits should take place).

Respondent temporarily absent. The respondent may not be at home or may be unable to complete the interview at the time of the first call. The interviewer should find out from other household members or neighbors when the respondent can best be contacted, and a return visit should be made then (in total, a minimum of 3 visits should take place). If the respondent is still not at home at the time of the second visit, another time should be set for a return visit. At least three attempts should be made to locate the respondent. If the interviewer is not able to complete the entire interview during the initial visit, the procedure for call-backs should be followed.

4.4.3 THE RESPONDENT REFUSES TO BE INTERVIEWED

Supervisors must closely monitor the number of refusals reported by each interviewer. Interviewers are likely to report an unusually high number of refusals when they give up too easily or explain the survey inadequately. It is therefore important for supervisors to observe such an interviewer promptly. To following are recommended approaches for handling potential refusals.

Approach the respondent from his or her point of view. Refusals may stem from misconceptions about the survey or other prejudices. You must consider the respondent's point of view, adapt to it, and reassure him or her. Use non-coercive persuasion techniques and practice counter replies to common statements of reluctance. Interviewers will be trained on tailoring their initial interactions with respondents by developing the following skills:

1. Learning the classes of concerns ("themes") that respondents might have.
2. Classifying the respondent's wording into the appropriate theme.
3. Addressing the concern, using their own words.

Reassign a different interviewer. If there is a linguistic or personality barrier between the eligible respondent and the interviewer, the team leader should, if possible, send a different interviewer to complete the interview. Relatedly, have an experienced [and senior] team member conducts the interview. A higher and experienced team member's knowledge, skill, and maturity may enable him or her to complete a difficult interview when the assigned interviewer is unable to do so. Additionally, the team leader should accompany the interviewer and make initial introductions. The seniority of the supervisor often reassures the eligible respondents.

Postpone interview to another day. If the interviewer senses that he or she has arrived at an inconvenient or awkward time, he or she should try to leave before the respondent gives a final 'no'. Suggest an alternative date and register it in the tracker.

Consult your team leader or field supervisor. Interviewers should ask their team leader if they are in doubt about what to do when they cannot complete an interview.

4.5 HANDLING PENDING INTERVIEWS

When information has not been collected from a target respondent and the return visits have not been completed, the interview is considered 'pending'. All materials on this interview should remain with the interviewer until he or she has completed the pending interview. Pending interviews must be carefully planned and implemented.

4.6 ETHICAL CONSIDERATIONS

You must ensure that the Midline Survey is conducted in an ethically responsible manner.

1. Never alter or ignore the respondents' information or opinions. Changing or excluding information is not permitted under any circumstances.
2. Never falsify information. Do not fill in information that the respondent did not provide.
3. Do not pressure or obligate the respondent to provide any information or complete the survey.
4. You must respect the respondent's responses and opinions.
5. Under no circumstances should you suggest responses to the respondents.
6. You must not offer any recompense or make false promises in exchange for the information solicited in the survey.
7. You must never divulge, repeat, or comment on the respondent's information or opinions nor show completed questionnaires to anyone not involved with the Midline Survey. Always remember that any information provided by respondents is CONFIDENTIAL.

5 ORGANIZING AND SUPERVISING FIELDWORK

5.1 ASSIGNING WORK TO INTERVIEWERS

Eligible respondents will be automatically assigned to interviewers using the Manage Case function of the SurveyCTO. This will be done considering the language of the interview. The assignment will be done to ensure that each interviewer has enough work to do for the day, considering the duration of an interview and the working conditions in the area. More interviews will be assigned than an interviewer can do in one day because some respondents may not be available to interview at the time of the interviewer's visit. The assigned cases will have detailed information on the household or eligible respondents to ensure that they are locatable.

Team leaders must adopt a communication procedure within their team to ensure efficient movement and coordination among the team members. They are also required to maintain complete records of each day's work for their team. All assignments and work completed by each interviewer and for each work area should be carefully monitored for completeness and accuracy. You must prepare a work schedule together with your team members and field supervisor in advance to avoid overruns in the total amount of time and money allocated for the fieldwork. You must ensure that interviewers fully understand the instructions given to them and that they adhere to the work schedule.

5.2 SEQUENCE OF FIELD PROCEDURES

Field supervisors and team leaders should follow the steps below in conducting the Midline Survey.

5.2.1 BEFORE FIELDWORK

Team leaders should review the data collection plan and dynamics as a team and with each interviewer. Team leaders should go over the assignment for each interviewer. The following is a list of the items you should always take with you to the field.

1. Training/Survey Manual.
2. All Questionnaires – Caregiver Survey and Child Survey.
3. Child Survey toolkit. Each interviewer will receive 1 Child Survey toolkit. Each Child Survey Toolkit will contain a stimulus booklet, A4 sheets, 1 pencil, and 10 counters. Each child will be provided with 1 A4 sheet for completing the Child Survey, where needed.
4. Samsung tablets (plus charger) with pre-installed SurveyCTO forms for the Midline Survey.
5. A backpack.
6. A helmet for those with motorbikes.
7. Covid-19 PPEs (sanitizers, face masks, and temperature guns).
8. Identification badge with IPA logo and your photo.

5.2.2 DURING THE FIELDWORK

Team leaders and field supervisors must ensure that their respective survey teams are on the field and conducting the fieldwork. Interviewers must locate the respondents and make sure that they meet the requirements before conducting the interviews. Team leaders and field supervisors must monitor or observe the work of their interviewers.

5.2.3 AFTER FIELDWORK

Once the fieldwork is completed, the interviewer must upload completed surveys to the SurveyCTO server. Team leaders must track interviews by validating the planned and actual surveys conducted.

1. If there are discrepancies, identify the non-response households and the reasons.

2. If the target respondent was not present at the time of visit, make an appropriate arrangement to revisit.
3. Ensure that interviewers comply with the minimum number of contact attempts. Keep a record of all interviews that have been rescheduled and plan accordingly for pending interviews.
4. Establish whether there was any non-response (i.e., refusals) and the reasons.
    a. Learn the classes of concerns that respondents might have.
    b. Classify reluctant respondent's wording into the appropriate theme,
    c. Address the concern, using their own words.
    d. Revisit the target respondent and address their concerns using their own words and non-coercive persuasion techniques.
5. Team leaders should hold a debriefing session with their survey teams.
    a. Meet your entire team at the close of work, if possible, to discuss the quality of their work and review the plan for the next day. The meeting will provide the chance to give further instruction as needed.
    b. Find out from your interviewers how the day went. Enquire about the challenges – logistics, security, finance, and data quality - encountered and guide the resolution of same. Emphasize proper field procedures. Confirm the starting time and place for the next day's fieldwork. Thank them for the work that they carried out for that day.
    c. Maintain daily contact with the Research Associate to provide an update on the work completed, challenges encountered, data quality issues, security, etc.

5.3 MAINTAINING MOTIVATION AND MORALE

Team leaders and field supervisors play a vital role in creating and maintaining motivation and morale among the interviewers – two elements that are essential to good-quality work. To achieve this, it is necessary to make sure that interviewers: (a) understand clearly what is expected of them, (b) are properly guided and supervised in their work, (c) receive recognition for good work, (d) are stimulated to improve their work, and (e) work in tranquil and secure conditions.

In working with the interviewers, it may be useful to adhere to the following principles. Rather than giving direct orders, try to gain voluntary compliance before demanding it. Without losing a sense of authority, try to involve the interviewers in decision-making and, at the same time, see to it that the decision remains firm. When pointing out an error, do it with tact, in a friendly manner, and in private. Listen to the interviewer's explanation, show her that you are trying to help, and examine the causes of the problem together. When interviewers voice complaints, listen with patience and try to resolve them. You should try to foster team spirit and group work. Under no circumstances show a preference for one or another of the interviewers. Try to develop a friendly and informal atmosphere.

5.4 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. The following quality control techniques will be used during the Midline Survey to assure the quality of the study: (a) field editing, (b) monitoring and evaluating interviewer performance, (c) observing interviews, (d) audio recording reviews, and (e) conducting high-frequency checks.

5.4.1 FIELD EDITING

It is the primary responsibility of the interviewer to ensure that possible entry errors or wrong entries are corrected before sending the data to the server. Before leaving the eligible respondent, you must thoroughly check every question 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. All completed surveys must be edited before sending the data to the server.

5.4.2 OBSERVING INTERVIEWS

Team leaders and field supervisors are required to observe the interviews of their interviewers. The purpose of the observation is to evaluate and improve interviewer performance and to look for errors and misconceptions that cannot be detected immediately in the data. Commonly, some interviewers ask several questions inaccurately or they skip some parts or even whole modules or questionnaires. Apart from listening to the questions and responses, you should also observe how the interviewer records and write responses. Monitoring interviewers can take two forms: spot checks and accompanying the field staff to the field. An accompaniment is a pre-arranged visit to the field with the interviewer or survey team. A spot check is an unarranged visit to any one of the survey teams or members. The levels of monitoring to be adopted are as follows:

1. The Research Associate will monitor the field supervisors, team leaders, and interviewers.
2. Field supervisors will monitor their respective team leaders and interviewers.
3. Team leaders will monitor their interviewers.

Monitoring should be done throughout the data collection phase. All monitors must do more frequent monitoring during the early days of the data collection.

1. For each monitoring visit, observe the data collection activities.
    a. Sample at least two interviewers per the survey team and observe.
    b. Observe a complete interview for the primary caregiver and any of the school-aged children. If spot-check, monitor only the session of the interview observed.
2. Complete the IPA Field Staff Monitoring Form and submit the data to the SurveyCTO server.
3. After each monitoring session, provide feedback to the interviewers and his/her team leader.
    a. Provide a session for review and feedback with the interviewers and advise them of any problems found when conducting the interview.
    b. Feedback should be constructive.
4. Inform the Research Associate on key organizational, management, and data quality issues that need to be addressed.

5.4.3 CONDUCTING HIGH-FREQUENCY CHECKS

High-frequency checks will be conducted daily to identify issues relating to response quality, programming, and interviewer performance. This will be done using IPA's Data Management System run through STATA.

a. *Response quality checks*. Response quality checks will focus on checking the responses of respondents. These checks will focus on the (a) consistency of responses, such as skip patterns and (b) reasonable ranges of responses including data checks for "*other specify*" responses, extreme values, and outliers and confirming whether those make sense in context.

b. *Programming checks*. Programming checks will be used to understand whether the electronic version of the Midline Survey has been properly designed and programmed using SurveyCTO. Programming checks will be implemented using constraints and relevance functions in the programming software. A bench test will be conducted before finalizing the programming of the instruments. The programming check will be conducted, and feedbacks integrated into the final programming before the launch of the Midline Survey.

c. *Interviewer Checks*. Interviewer checks will be conducted to determine if any individual interviewer records data that is different from other interviewers in the data sets or different from the mean of a given question. They are also meant as a tool to support interviewers that need retraining. Interviewer checks include checking for duplicates, the outcome of interviews, restricted response options such as don't know and refuse to answer.

High-frequency checks will be conducted by the Research Associate and the results communicated – verbally and electronically using WhatsApp - to the survey teams as and where they are detected. When errors are identified through the high-frequency checks, the interviewer and the respected team leader will be contacted for the necessary correction. Typing errors will be corrected in the office while errors outside this scope will be referred to the interviewer involved.

5.4.4 AUDIO RECORDING REVIEWS

Two auditors will be responsible for reviewing the audio recordings for the Midline Survey and providing detailed feedback, using the Audio Recording Evaluation Form. The auditors will review at least 10% of the audio recordings from each interviewer. The auditors will listen to and provide feedback on the entire recordings of the questionnaire. Interviewers are required to ensure proper recording of the interviews. You will be provided with information on what you are doing well and what areas, if any, need improvement. The reviews of the audio recordings will also be used to determine if there are common problem areas among interviewers that may require additional training.

Where no audio recordings exist for a particular respondent, the auditor will physically visit the respondent and ask a few questions about the interview. This will only be done for the Caregiver Survey. A systematic validation will also be conducted for all cases reported as refusals and incomplete interviewers. This process serves to assure IPA that the data collected are valid.

5.4.5 MONITORING AND EVALUATING INTERVIEWER PERFORMANCE

Information from the audio recording, high-frequency checks, and interviewer observation will be used collectively to evaluate the performance of interviewers. By conducting these quality checks daily, we will ensure that the quality of the data collection remains high throughout the survey. Three debriefing sessions will be organized during the data collection phase [(a) a week after the launch of Midline Survey, (b) in the middle, and (c) at the end of the Midline Survey] to discuss the experience of field staff, share feedback on the quality of data collection and address any emerging issues or concerns.

5.5 SAFETY AND SECURITY OF FIELD STAFF

We acknowledge that data collection activities can be emotionally draining for data collectors; thereby, exposing them to physical and emotional risks. To ensure the safety of data collectors, you must:

1. Carry the first aid kit with you for emergency cases.
2. Avoid walking in dark and lonely places without any company especially in areas you are not familiar with. Also, avoid walking late in the night.
3. Avoid carrying any valuable items with you as they can attract thieves and attackers.
4. Ensure that the vehicle you are taking to the field is in good condition and not overloaded to avoid accidents. And remember to put on the helmet when it is a motorbike.
5. Communicate to your supervisors when you plan to travel to the field, leave the field, where will be visiting, and when to expect you back. Have the daily itineraries (detailing locations, timelines, and check-in times) of your survey team.
6. Carry the official identification from IPA to establish your legitimacy.
7. Conduct interviewers, if possible, in a setting, which affords visual, physical, and auditory privacy.

8. Have a working mobile phone and always have data and/or airtime for communication. The contact numbers of the research management team will be shared with all data collectors.
9. Adhere to the covid-19 protocols to protect yourself and the respondents.
    a. IPA will provide you and your team with a sanitizer and face masks and a thermometer gun for checking the daily temperature of team members before and after fieldwork.
    b. You must practice good personal hygiene through regular hand washing, use of the sanitizers, and wearing face masks, and adhere to the social distancing protocol by observing at least 6ft between the study participant and yourself.

5.6 FREQUENTLY ASKED QUESTIONS AND SUGGESTED RESPONSES

The following presents frequently occurring questions and responses.

What if it is raining? IPA works every workday, regardless of the weather. Rainy days can be great for surveying because people are less busy. Find a sheltered spot during storms, and when the rain is lighter, continue. We advise you to carry a raincoat and wear clothing that can get a little wet, when in the field.

What are Innovations for Poverty Action? Innovations for Poverty Action (IPA) is a research and policy non-profit that discovers and promotes effective solutions to global poverty problems. IPA brings together researchers and decision-makers to design, rigorously evaluate, and refine these solutions and their applications, ensuring that the evidence created is used to improve the lives of the world's poor.

What is PNP? PNP is a household-level intervention designed to improve school-aged children's outcomes by engaging parents in their children's learning. The intervention involved text messages being sent to caregivers in simple English with behavioral "nudges" around engaging with children's learning generally and during remote learning across grades and ages. The PNP is developed collaboratively by research teams from the University of Pennsylvania and Imperial College London, as well as in partnership with Innovations for Poverty Action and Movva Technologies.

Why does IPA conduct PNP? PNP seeks to evaluate the impact of a text-message-based behavioral change intervention on improving parental engagement in educational activities, parental beliefs about returns to education, as well as improvements in children's learning, enrolment, attendance, and gender parity in education. The evaluation presents a unique opportunity to inform parental engagement programming in Ghana and expand the evidence base on how sending text messages to parents impacts parents and children.

What is this particular data collection activity about? We are conducting the Midline Survey to assess the short-term impacts of the interventions on children and parents.

Why is my household's participation important? Only a small number of households in the northern part of Ghana are selected to participate in PNP. Therefore, your household represents many other households, and your participation will help inform national efforts to expand parental engagement through text messages.

What will my household or myself benefit from PNP? This study will not directly benefit you or your household. However, the information you share with us will help us answer very important questions about parents' engagement with children and how that affects their development. This is expected to contribute to the improvement of education in Ghana.

How does IPA protect the confidentiality of the information I or my household provide? All the responses that relate to or describe identifiable characteristics of your household and/or individuals will be used solely for the research purpose and will not be disclosed, or used, in identifiable form for any other purpose.

Who do I contact when I have any questions, comments, or concerns about this study? First, talk to the IPA representative in your school. If you have additional questions you may also contact the PNP project staff at [PHONE NUMBER] to ask questions you may have about this research.

6 QUESTION-BY-QUESTION GUIDE

The purpose of the Question-by-Question Guide is to provide background information, explanations, and examples of correct information to help interviewers accurately complete the survey.

6.1 DEFINITION OF KEY TERMS

A household consists of a person or group of **related or unrelated persons**, who live together in the **same housing unit**, who acknowledge one adult male or female as the **head** of the household, who share the **same housekeeping and cooking arrangements**, and are considered as **one unit**. The person should have stayed with the household for 6 of the last 12 months.

In some cases, one may find a group of people living together in the same house, but each person has separate eating arrangements; they should be counted as separate one-person households. Remember that not all related persons living in a house form one household, and that more than one household may live in the same house, but **one household cannot live in two different houses**. Probe well to put every person in the right household.

It is not an easy task putting persons found in a house or compound into the right households. The following examples are therefore given as guidelines:

1. In general, a household consists of a man, his wife, children, and some other relatives or a house help who may be living with them.
2. In large family houses where there may be two or more generations of relations living, care should be taken not to treat the grandfather, his married children, and their families as forming one large household. Note that sharing meals is not the same as sharing the same housekeeping and cooking arrangements. Probe well to separate the various households.
3. Treat as one household if a man lives with more than one wife and their children in the same house and eats successively with each of the wives in turns.
4. If a man does not live in the same house as his wife or wives, the man and his wife/wives must be considered as separate households. Any children and others must be included in the household of the one in whose house they sleep. Thus, if a man and his wife live in different houses and their two sons sleep in the father's house after eating in their mother's house, the children must be included in the father's household while the mother is listed as a single-person household.
5. A lodger who sleeps and eats at least one meal with the household a day must be treated as a member of that household.
6. A househelp and his family who live in a house or an outer-house (boy's quarters) in the same compound as the employer must not be included in the employer's household if they prepare their food. However, if they eat and sleep with the employer, they should be considered as part of the employer's household.
7. If two or more unrelated persons live together in one room or apartment, they should be considered as separate single-person households if they do not share a common catering arrangement."

You should note the distinction between a family and a household: Family reflects blood descent and marriage; while a household is used in this survey to identify an economic/social unit. You must be conscious of, and use the criteria provided on household membership to determine which individuals make up a particular household.

6.2 GENERAL CHARACTERISTICS OF THE MIDLINE SURVEY

The Midline Survey has the following features.

1. *Information page*: The information page provides information on the interviewer, team leader, and the caregiver and child's region, district, community, landmark, GPS coordinates, unique ID, name, sex, and age.
2. *Consent*. The interviewer must obtain the consent of the target respondent before starting the interviews. If the target respondent refuses to consent, the questions will be automatically skipped to the end of the questionnaire.
3. *Modules/Items*. All questions in the surveys are directly related to a particular module. The module is the key construct that we seek to measure. Each module has several questions.
4. *Labels*: The surveys have labels. The labels are a kind of a heading/section and are not meant to be asked or spoken aloud during the interview. Interviewers must, however, read the sectional transition sentences to the target respondent.
5. *Questions*. The question should be read clearly to the respondent in the same way they appear without changing their context or meaning.
6. *Responses*. Questions in the surveys require text, specific values (such as dates, percentages, quantities, etc.), or are completed by checking one of the possible response options. Responses can either be a select one or multiple responses.
    a. Some questions require a single response to a question. Tick the box corresponding to the appropriate answer and continue to the next question if there are no skip patterns.
    b. Multiple select options require the respondent to indicate more than one option to a question. The interviewer must select all the responses that the respondent indicated.
7. *Instructions for Interviewer*: Instructions for interviewers are either in *Italics* or in parentheses and should NOT be read to the respondent.
8. *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. Skips are very important, since a failure to take a skip into account may result in (a) asking an inappropriate question to the respondent; and/or (b) incorrectly skipping a whole section that should be administered. In the paper surveys, the skip pattern is designated by the symbol >>. However, the skip patterns in the electronic surveys are automated.
9. *Stimulus cards*. Some questions need to be administered with the aid of a stimulus card. The interviewer must show the stimulus card to the caregiver or child after asking the questions or providing instruction to the respondent. After the respondent completes the task, remove the stimulus card.

6.3 GUIDE TO THE CAREGIVER SURVEY

The explanations for the following key modules are provided.

6.3.1 CHILD ROSTER

The child roster provides information on school-aged children in the primary caregiver's household who meet the household residency requirement. A household residency requirement means (a) the "usual" residence of the school-aged child is that of the primary caregiver's household and (b) the school-aged child is schooling within the district of his/her usual residence. Any school-aged child living away in a school dormitory/hostel does not meet the household residence requirement for PNP.

A "usual" member of the sampled household is any eligible school-aged child who (i) has no other residence – apart from the primary caregiver's residence, or (ii) has multiple residences but has been living in the primary caregiver's household for at least 6 months during the past 12 months.

You are required to add and/or update ONLY school-aged children's status in the child roster. Do not include any adults on the child roster. The child roster requires the following updates on school-aged children in the primary caregiver's household.

a. Name.

b. Gender.

c. Age.

d. School enrolment status. *Enrolled in school* means the child has registered in a school to participate in formal education.

e. School attendance status. Attending school means the child has been going to school since the start of the 2021 school year and is mostly present in school. The child may occasionally be absent from school.

f. Household residency status. The child should have stayed with or in the primary caregiver's household for 6 out of last the 12 months.

When completing the child roster:

1. Any school-aged child who has recently [i.e., after the enrolment call] moved to the primary caregiver's household to make his/her sole residence [does not plan to return to his/her previous household] and meet the age requirement must be included on the roster.
2. Any school-aged child who recently moved out of the primary caregiver's household and has no known intention of returning must be excluded from the roster.
3. All school-aged children who meet the household residency and age requirements must be included on the roster.

6.3.2 THE FOOD INSECURITY EXPERIENCE SCALE (FIES)

The FIES module consists of eight questions regarding people's access to adequate food and refers to the experiences of the individual respondent or of the respondent's household as a whole. The questions focus on self-reported food-related behaviors and experiences associated with increasing difficulties in accessing food due to resource constraints.

Past 12 months refer to the 12 months preceding the interview, including "the past year". Do not refer to the 12 months as an agricultural season or religious calendar year.

Lack of money and other resources. In addition to money to buy food, "other resources" refers to the lack of other usually means for getting food, such as own production, small livestock for sale or own consumption, barter, trade, fishing, hunting, or gathering.

Introduction: **Now I would like to ask you some questions about food. During the last 12 MONTHS, was there a time when:**

FS1. You were worried you would not have enough food to eat?

The question refers to a state of being **worried, anxious, apprehensive, afraid, or concerned** that there might not be enough food or that food will run out of food (because there is not enough money or other resources to get food).

The worry or anxiety is due to circumstances affecting their ability to procure food, such as loss of employment or other sources of income, or other reasons for not having enough money; insufficient food production for own consumption; insufficient food available for hunting and gathering; disrupted social relationships; loss of customary benefits or food assistance; environmental or political crises. The respondent doesn't need to have experienced not having enough food or running out of food to answer yes to this question.

***FS2.* You were unable to eat healthy and nutritious food?**

This question asks the respondent whether s/he was not able to get foods they considered **healthy or good for them, foods that make them healthy,** or those that make a **nutritious or balanced diet** (because there was not enough money or other resources to get food.). The answer depends on the respondent's own opinion of what *they* consider to be healthy and nutritious foods. This question refers to the quality of the diet and not the quantity of foods eaten.

FS3. You ate only a few kinds of foods?

The question asks if the respondent was forced to eat a limited variety of foods, the same foods, or just a few kinds of foods every day because there was not enough money or other resources to get food. *The implication is that the diversity of foods consumed would likely increase if the household had better access to food.*

Alternative phrases:

- You ate meals with a limited variety of foods;
- You ate the same foods or just a few kinds of foods every day;
- You had to eat a **limited variety of foods.**
- You had to eat **the same foods** every day;
- You had to eat **just a few kinds of food**.

This question refers to the quality of the diet and not the quantity of foods eaten. It implies a lack of money/resources rather than customary habits or other circumstances (i.e., health or religion) as the reason for limiting the variety of food.

FS4. You had to skip a meal?

You had to skip a meal because there was not enough money or other resources to get food? This question inquires about the experience of having to **miss** or **skip** a major meal (for example, breakfast, lunch, or dinner depending on the norm for number and times of meals in the culture) that would normally have been eaten (because there was not enough money or other resources to get food.) This question refers to an insufficient quantity of food.

FS5. You ate less than you thought you should?

This question inquires about eating less than what the respondent considered they should, **even if they did not skip a meal** (because the household did not have money or other resources to get food). The answer depends on the respondent's own opinion of how much *they* think they should be eating. This question refers to the quantity of foods eaten and not the quality of the diet. This question does *not* refer to special diets to lose weight or for health or religious reasons.

FS6. Your household ran out of food?

Referring to any experiences when there was actually no food in the household because they did not have money, other resources, or any other means to get food.

FS7. You were hungry but did not eat?

This question asks about the **physical experience of feeling hungry**, and specifically, feeling hungry and not being able to eat enough (because of a lack of money or resources to get enough food). It does not refer to special diets to lose weight or fasting for health or religious reasons.

FS8. You went without eating for a whole day?

This question asks about a specific behavior—not eating anything all day (because of a lack of money and other resources to get food). It does not refer to special diets to lose weight or fasting for health or religious reasons.

6.3.3 POVERTY PROBABILITY INDEX (PPI)

The PPI module seeks to collect information on a household's characteristics and asset ownership, which are scored to compute the likelihood that the household is living below the poverty line.

PS1. In which region does the household live?

This question asks about the region where the household lives. Interviewers should answer this question based on the location of the household. Do not ask the respondent this question directly.

PS2. How many members are there in the household?

Complete the household roster provided with the scorecard and then mark the response to this question. Do not ask the respondent this question directly.

PS3. In the past month, have you purchased any chicken eggs (fresh or single)?

The manual does not provide any guidance for this indicator.

PS4. In the past month, have you purchased any raw or corned beef?

Include beef with or without bones, cow leg, cow face (head), cow offals (towel), other cow/beef products, lele corned beef, exeter corned beef, bella corned beef or other corned beef.

PS5. What is the main construction material used for the outer wall?

If many materials are used in the walls of the house, mark the main material (the material that covers the largest amount of wall space) that is used. Do not ask the respondent this question - mark the response to this question based on your observation. Only ask the respondent this question when you are in doubt about the material used.

PS6. What is the main fuel used by the household for cooking?

This question asks about the main fuel used by the household for cooking and not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often and then mark only the main fuel that is used.

PS7. Does any member of the household own a gas stove?

Only include assets that are in working condition. Working gas stoves that are used partly or exclusively in a business run by the household are to be counted. However, working gas stoves that are jointly owned by members of more than one household are not to be counted as owned by the household being interviewed.

PS8. Does any member of the household own a refrigerator?

Only include assets that are in working condition. Working refrigerators that are used partly or exclusively in a business run by the household are to be counted. However, working fridges that are jointly owned by members of more than one household are not to be counted as owned by the household being interviewed.

PS9. Does any member of the household own a fan?

Only include assets that are in working condition. Working fans that are used partly or exclusively in a business run by the household are to be counted. However, working fans that are jointly owned by members of more than one household are not to be counted as owned by the household being interviewed.

PS10. Does any member of the household own a television?

Only include assets that are in working condition. Working televisions that are used partly or exclusively in a business run by the household are to be counted. However, working televisions that are jointly owned by members of more than one household are not to be counted as owned by the household being interviewed.

6.3.4 PARENT ENGAGEMENT WITH EDUCATION ACTIVITIES AT HOME

The purpose of this module is to collect information on how household members provide a supportive and stimulating learning environment to facilitate the learning of children.

PE. In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with [CHILD]:

PE1a … read books or looking at picture books with [*CHILD*]? Include only times family members have read books to the child. Do not include times when the child reads or looks at books by him or herself.

PE2a … told stories to [*CHILD*]? Story-telling is different from reading. Stories include fairy tales, family stories, or any type of story that is not read.

PE3a … sang songs to [*CHILD*] or with [*CHILD*], including lullabies? Include times that a family member sings to or with the child. This may include teaching the child songs, singing along with tapes or to the radio, or singing while playing musical instruments.

PE4a … took [*CHILD*] outside the home, compound, yard, or enclosure? For example, to the market, to events, visit relatives? This question asks whether the child is taken out by either the mother, father or any other adult member of the household. Note that by "events" we don't mean places the child is taken to on regular basis (e.g., church services, schools, etc.). However, if the child attends church events like a musical concert or special events in the church, they are considered.

PE5a … played with [*CHILD*]? This includes individual or team sports, games like hide-and-go-seek, or other outdoor activities where activity or exercise is involved. It also includes indoor games like board games or puzzles. Do not include times when the child does the sport or activity by himself.

PE6a … named, counted, or drew things to or with [*CHILD*]? Drawing includes arts and crafts such as making seasonal decorations, making cut-outs or drawing pictures, or painting.

PE7a … Involved child in household chores? Chores not mentioned can also satisfy this item.

PE8a … Talked about nature or do science projects? Talking about nature could include answering any questions the child may have about trees, weather, etc., or watching a television program or video about nature together and then discussing it. Science projects include any type of project designed to show the child how the world works, such as understanding how plants grow, studying rocks, using flashlights to create shadows, or mixing paints to create different colors.

If yes to any of the above activities: ask –

PE$_i$b. Who engages in this activity with [CHILD]? Is it the mother, the child's father, or another adult member of the household including the caretaker)? Multiple responses apply. Note that foster or step-parents should be coded as either mother or father. <u>Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.</u>

PE7. Excluding school textbooks and holy books, how many children's books or picture books do you have for [CHILD]?

This question asks specifically about children's books or picture books for the selected child. This includes e-books for children but excludes schoolbooks and textbooks (even if appropriate for the selected child) as well as books for other children and adults that are present in the household.

You should exclude religious holy books such as the Bible and the Quran but children's storybooks that may have a religious theme e.g., the life of a saint, should be counted. Books shared by siblings of the same age group should be counted. For example, if the children share 50 books, count all 50.

There is no need to make an actual count of books yourself. Rely on the respondent's answer, and avoid asking to see and count the books yourself, since this is likely to require extra time. If the respondent is unsure about the number of children's books or picture books and is not able to provide an answer the first time you ask the question, ask her/him if there are **more than 10 such books**. If yes, record '10'. If she/he says that there are less than 10 such books, probe further to get an exact number, and record this.

PE8. In the past 4 weeks (30 days), how often have you or has another adult in the household helped [CHILD] with (his/her) homework?

This question asks about the frequency at which any adult in the household helped the child with his/her homework (i.e., homework assigned by the school and not extra work provided by the parent) in the past 30 days excluding today. It refers to the frequency at which anyone helps the child with his or her homework e.g., by helping the child to complete their homework when he/she is stuck or by explaining something to the child that he/she might not have understood in the homework.

PE10. How many times (have/has) [CHILD]'s (mother/father/both of them/{you or} other adults in your household) … [read categories] during the last academic year?

This question seeks to obtain information about how involved caregivers are in participating in school-related activities of their children.

a. … attended a PTA meeting.

b. … attended any scheduled meeting with [*CHILD*]'s teacher.

c. … attended school or class events such as play, sports events, science/culture fairs.

d. … volunteered or served on the school committee.

e. … participated in fundraising for [*CHILD*]'s school.

6.3.5 CHILD DISCIPLINE

The purpose of this module is to obtain information on the disciplinary methods used with children aof ged by adults living in the same household. The module aims to elicit a range of disciplinary practices, from non-violent approaches to psychological aggression to moderate and severe forms of physical punishment. The questions included are specially designed to measure some common ways in which parents discipline their children. These questions are not intended to cover ALL practices that parents use to discipline children but do cover some of the more common methods. You must neutrally ask each question – do not let your voice reflect approval or disapproval of the various discipline methods mentioned.

***Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read about various methods that are used. Please tell me if you or anyone else in your household has used this method with [CHILD] in the past month*.**

First, start with the introductory sentence and then ask the questions [A] to [K]. It is important to mention that we are interested in knowing only about what may have occurred during the past month – the one month preceding the survey and only about the reference child. When asking the questions, remind the respondent, from time to time, that you are asking about the last one month, and that you are interested if she/he or anyone else in the household has used this method with the child. All methods can be used alone or in combination with other disciplinary measures. It is important to remember that we are trying to capture disciplinary methods used by all adult household members, not just the respondent. If the selected child was away from the household/household members during the past month, then you will need to select not applicable in all sub-questions from [A] to [K].

DP1. Took away privileges, forbade something [CHILD] liked, or did not allow him/her to leave the house.

'Privileges' means a right or a benefit that is not available to everyone or not granted regularly. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child's age. "Did you (or someone else in the household) forbid [*CHILD*] from leaving the house or from going outside for a time? did you (or someone else in the household) prohibit [*CHILD*] from doing something he/she usually does, such as playing with friends or watching TV?" For a young child, you might include such things as 'forbidding him/her to have sweets', etc.

DP2. Explained why [CHILD]'s behavior was wrong.

When a child does something wrong, some parents/caretakers try to teach the child not to repeat the behavior by explaining why they consider the behavior to be inappropriate. For example, a young child playing with matches may be told not to do so, because he or she could accidentally start a fire.

DP3. Shook him/her.

Some parents/caretakers may shake (pick the child up or take him/her by the shoulders or other part of the body) and shake the child back and forth more than once. This is a method some parents may use to punish a child for bad behavior, particularly with young children.

DP4. Shouted, yelled at, or screamed at him/her.

Parents/caretakers may raise their voices when children do something, they consider wrong or firmly speak to them. This type of behavior can be common among parents/caregivers and may not always qualify as abusive. This question is not intended to capture mild forms of verbal discipline but rather to capture a parent expressing anger or disapproval towards a child harshly.

DP5. Gave him/her something else to do.

This question is designed to capture another non-violent discipline technique, i.e., diverting the child's attention from the incorrect behavior. A parent/caretaker may try to distract the child from doing unsuitable behavior by giving the child something else to do in its place. If the respondent does not understand, you may add a probe: "This means redirecting the child's attention towards something else."

DP6. Spanked, hit, or slapped him/her on the bottom with a bare hand.

Spanking a child on the bottom with a bare hand is a form of physical punishment used by some parents/caretakers.

DP7. Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick, or other hard objects.

Hitting a child with a hard object is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted on a hard object than a bare hand. Remember, you are asking if the method of punishment was used with this child during the last month.

DP8. Called him/her dumb, lazy, or another name like that.

Some parents/caretakers may react to a child's perceived misbehaviors by using offensive or derogatory language.

DP9. Hit or slap him/her on the face, head, or ears.

This asks if anyone in the household slapped the child on the head or in the face, or on one or both ears. As before, slapping or hitting refers to an action carried out with a bare hand. All questions using these terms refer to the use of a bare hand unless another object is explicitly mentioned.

DP10. Hit or slap him/her on the hand, arm, or leg.

This question is different from the previous question [I] because it asks whether the child was slapped or hit with a bare hand on the extremities – hand(s), arm(s), or leg(s).

DP11. Beat him/her up, that is hit him/her over and over as hard as one could.

This item covers the harshest form of physical punishment.

DP12. Do you believe that to bring up, raise, or educate a child properly, the child needs to be physically punished?

This question is designed to capture attitudes toward physical punishment and should be asked last, after asking about the child's experience of the different disciplinary methods. The question asks the respondent for her/his own opinion of whether it is necessary to use physical punishment when teaching a child to behave properly. Do not be surprised if a respondent who has indicated that the child has experienced physical punishment says that she/he does not believe in such punishment. The respondent may not be the one who used that form of punishment with the child as she/he is reporting about methods used by any adult household member.

6.3.6 CHILD-SPECIFIC QUESTIONS

After randomly selecting the two children, the following modules of the Caregiver Survey should be administered to each of the reference children and based on age.

- Parental Engagement in Education.
- Caregiver Emotional Supportiveness.
- Disciplinary Practices.
- Educational Aspirations

If the age of the reference child is 5-9 years, the questions relating to the 5-9 years group should be administered. If the age of the reference child is 10 -17 years, the set of questions regarding 10 – 17 years should be administered. In the SurveyCTO form, these questions will be automated based on the age of the reference child.

6.4 GUIDE TO THE CHILD SURVEY

When you have completed the Caregiver Survey, you will have identified the selected school-aged children within the primary caregiver's household to whom you will administer the Child Survey.

The selected school-aged children in the Caregiver Survey and the children completing the Child Assessment should be the same person. All reasonable efforts should be made to interview the selected school-aged child using the appropriate age-relevant Child Survey. There are three versions of the Child Survey, based on the age group of the selected child: (a) Child Survey for ages 5-9 years, (b) Child Survey for ages 10 to 14 years, (c) Child Survey for ages 15 to 17 years. After completing the Caregiver Survey, the selected children will automatically be linked with the appropriate age-relevant Child Survey to be completed.

For a full question-to-question guide, refer to the Child Survey. You must adhere to the following general protocols when administering the Child Survey.

6.4.1 PROVIDE NEUTRAL ENCOURAGEMENT

Throughout the assessment, offer neutral encouragement to the child. Say things like, 'You are working very hard - keep it up!' Encourage the child in between questions, rather than in the middle of questions. Be patient! Do not give hints to questions or make facial expressions while the child is completing tasks.

6.4.2 OFFER BREAKS AS NEEDED

Observe how the child is doing and offer breaks as needed throughout.

a. There is no "time limit" to complete the assessment although some questions are timed to help move through the items at a regular pace.

b. Make sure that you understand visual and verbal cues if the child is feeling discomfort or appears to want to end the assessment.

6.4.3 ENFORCE TIME AND STOP RULES

Different time rules are used in the Child Survey. Some questions require the child to spend 5 seconds on a question. Others require 60 seconds on either a question or an item/domain. Pay attention to the specific interviewer instruction for each item or question in the Child Survey. Closely related to the time rule is the stop rule. Stop or skip a question or section based on the specific stop rule for questions.

6.4.4 ASK QUESTIONS AND PROVIDE PROMPTS

All tasks or items must be administered to children in the same way to ensure standardization. Do not teach or support the child! Do not rephrase questions in your own words or add explanations to the questions. When using the local language translation, use only the approved translations for each item. Follow the approved protocol for repeating questions. For some questions, you can repeat them once while others do not require you to repeat the question.

6.4.5 SCORE APPROPRIATELY

Your most important job is to correctly administer and mark the assessment correctly according to the rules. To mark or score the child:

a. Listen attentively to the child's response and score the child based on the scoring rubrics.
b. Score as you administer each item. Do not wait until you finish a few items before scoring them.
c. If it's obvious to you that the child is guessing, you should take the child's final response and continue the assessment. Do not give the child extra chances.
d. Never, never makeup data. No data is better than bad data!
    a. This will always result in immediate dismissal when established.
    b. If you notice something that might be important to data quality, bring it to our attention. We appreciate the feedback, and it shows initiative!