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**National Survey Design Planning Report**  
**Skills Toward Employment and Productivity (STEP)**

**GHANA**

**This Version: February 20, 2013**

**FULL LITERACY ASSESSMENT**



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## Introduction: How to Fill Out the NSDPR

The National Survey Design and Planning Report (NSDPR) is aimed at clarifying implementation procedures outlined in background documents provided by the STEP Consortium to the Survey Firm (e.g., Technical Standards, Operation Manual, Interviewer and Supervisor Manual).

Please fill out and read carefully the whole document. As it is based on the Terms of Reference and Technical Proposals submitted by the Survey Firm, it is a **binding document** on implementation procedures.

After ensuring that each section accurately reflects the implementation procedures, both **Task Team Leaders and Project Managers are required to sign the document**.

### How to fill out the document:

- **Part 1** should be filled out by the World Bank Country Team Task Leader based on exchanges with the World Bank STEP Core Team;
  - **Part 2** should be filled out by the Survey Firm with support from the World Bank STEP Core Team;
  - **Part 3** should be filled out by the Survey Firm with support from the World Bank STEP Core Team's Survey Methodologist.
- 
- Elements highlighted in yellow need to be filled out by the World Bank Country Team (Part 1) or the Survey Firm (Parts 2 and 3).
  - The document describes Technical Standards that should be followed during implementation. In some cases, the Survey Firm may propose a deviation from the Technical Standard, which it must then detail and justify. The STEP Core Team will then decide whether or not to accept the deviation. When the column "Deviation Requested" is grayed, the Survey Firm cannot amend the Technical Standard.
  - Comments in italics provide examples or detail the type of information required.

## PART 1: World Bank Country Team Plan

This section will be filled out by the World Bank Country Team.

### 1.1. Time Frame

| <i>Technical Standard</i>   | <i>Agreed to by the<br/>World Bank Country<br/>Team?</i> |
|---|--|
| The World Bank Country Team will help ensure a final NSDPR is submitted to the STEP Consortium at least <b>two months</b> prior to the commencement of data collection for its main survey. | <input checked="" type="checkbox"/>                      |

### 1.2. Rationale for the STEP Survey

#### 1. Please provide a brief background of the country's involvement in the STEP survey.

- a) Include, for example, a brief overview of the literacy situation in the country, reasons for participation, expected benefits for the country, etc...

Despite improvements in school enrolment, the quality of skills that are produced through the formal education systems, especially in developing countries, is still in question. For example, Ghana still had an adult literacy rate of 67% as at 2009. Moreover, in a globalized world, the labour market is ever changing and in need of skilled, adaptable workers.

The role of Technical Vocational and Educational Training (TVET) and Technical Vocational and Skills Development (TVSD) in the skills acquisition process has become critical. Such systems have the potential to enhance the economic development of both developed and developing countries, because they can bring workers to more productive jobs.

The Council for Technical, Vocational and Educational Training (COTVET), the Council mandated to coordinate and oversee all activities of TVET institutions by Act 718 in Ghana, has identified that TVET has been supply oriented and not demand driven. In consequence, graduate unemployment, especially among graduates from TVET institutions is increasing. One of the several solutions to this is to identify the skills needs of industry and employers through a well implemented survey. This will enable TVET institutions to tailor the training of their students to acquire the skills and competencies required to fill these skills gaps identified in industry and other places to enhance national development.

Against this backdrop, Ghana is participating in the STEP SKILLS Survey, and COTVET stands to benefit immensely from the results. Besides, the outcome of this STEP survey will have policy implications, as there might be the need for Government to reformulate policies geared towards the TVET and TVSD sector.

- b) Provide information on the country's involvement, if any, in previous adult literacy assessment surveys.  
N/A

## **2. Identify the sponsoring organization**

The STEP project is financed in Ghana through the BNPP and Norwegian trust funds. It is implemented by the World Bank.

### **1.3. Country-specific Survey Objectives**

#### **1. Please provide a list of country-specific objectives**

The country's objectives are aligned with those of the STEP project:

- To understand the distribution of skills in Ghana
- To understand the role of various skills domains in labor market outcomes
- To understand the process of skills acquisition in Ghana and its weaknesses and strengths.

**2. Please provide any relevant background and supporting rationale for the country-specific objectives**

Ghana will benefit tremendously from the new type of information provided by the STEP project. It will be the first assessment of literacy that is administered in Ghana in the view to compare with countries around the world, including OECD countries.

**1.4. Household Questionnaire**

| <i>Technical Standard</i>  | <i>Agreed to by the<br/>World Bank<br/>Country Team?</i> |
|--|--|
| Each country is permitted to insert up to 5 country-specific questions in the Household Questionnaire. | <input checked="" type="checkbox"/>                      |
| The questions and their placement must be confirmed with the STEP Consortium.                          |  |
| a) The rationale for the inclusion of country-specific questions must be provided.                     | <input checked="" type="checkbox"/>                      |
| b) The wording of the proposed questions must be included in the NSDPR.                                | <input checked="" type="checkbox"/>                      |
| c) The placement of the questions must be discussed with the STEP Consortium.                          | <input checked="" type="checkbox"/>                      |
| d) An outline of the pre-test strategy for the questions must be included in the NSDPR.                | <input checked="" type="checkbox"/>                      |

| <i>Information Required</i> | <i>Proposed Country-Specific Questions and Placement</i> | <i>Information Approved by the STEP Core Team?</i> |
|-----------------------------|--|--|
| Country-specific questions: | No additional questions                                  |  |

### 1.5. Fieldwork

| <i>Information Required</i>   | <i>Description</i>  |
|---|---|
| <b>1. Public Awareness Campaign</b><br>Please describe briefly activities for raising public awareness.   | <p>Usually, surveys of these nature are preceded by contacts with local ‘Assembly Members’, Chiefs or other opinion leaders who often play a lead role in establishing the necessary rapport with the community. The same community entry strategy will be employed in this case.</p> <p><i>E.g., newspaper articles, announcements in national newspapers and some strategic community papers, radio or TV announcements, posters</i></p> <p><i>Consultations with key people, such as educators, government officials, business leaders, etc.</i></p> |
| <b>2. Advance Survey Information</b><br>Please describe briefly the initial method of informing targeted households of the purpose of the survey. | <p>A major factor that can influence response is the initial method of approaching a household. Therefore, the first contacts with selected households will be a carefully worded, attractive advance letter from ISSER. Interviewers typically report that they are better received if respondents have read the introductory letter and that</p>  |



| <i>Information Required</i>   | <i>Description</i>  |
|---|---|
|   | <p>official-looking letters on Government stationery have a good likelihood of being read.</p> <p>ISSER plans to use the brochure that is provided by the STEP consortium. The brochure will provide full information about the study, including the survey purpose, voluntary nature of participation, benefits to the respondent/population, etc.</p> <p><i>E.g., advance letter sent to households, distribution of brochures presenting the Survey and its purpose, website</i></p> |
| <p><b>3. Respondent Incentive</b><br/>If applicable, please describe the respondent incentive strategy.</p> | <p>There is no incentive for respondents who participate in the survey.</p> <p><i>The strategy should include information on the type of incentive, its cost per unit and the overall cost (i.e., cost per incentive times the target sample size), the criteria for administering the incentive, monitoring/controlling procedures.</i></p>  |

### 1.6. Sample Frame and Benchmark Variable Counts

| Information Required  | Description   | Information<br>Approved by the<br>Survey<br>Methodologist?<br>Date |  |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
|---|---|--|--|---------------------|---------------------------|---------|---------|------|-----------|---------|---------|------|-----------|---------------|---------|------|-----------|-------|---------|-----|---------|---------|---------|------|-----------|---------|---------|------|-----------|-------------|---------|------|-----------|----------|---------|-----|---------|------------|---------|-----|---------|------------|--------|-----|---------|-------|----------|-------|------------|--|
| <b>1. Sample Frame Counts</b><br>The World Bank Country Team Task Leader will provide the Sample Frame counts that correspond to the sample design units to the Survey Methodologist for weighting. | <p>The sample frame used is the list of urban EAs from the Ghana Population and Housing Census of 2000.</p> <table><tr><th>Region</th><th>Total<br/>population<br/>(2010 census<br/>data)</th><th>No. of urban<br/>EAs</th><th>2010 Urban<br/>Pop. Distr.</th></tr><tr><td>Western</td><td>2325597</td><td>1239</td><td>1,007,969</td></tr><tr><td>Central</td><td>2107209</td><td>1350</td><td>1,037,878</td></tr><tr><td>Greater Accra</td><td>3909764</td><td>4724</td><td>3,630,955</td></tr><tr><td>Volta</td><td>2099876</td><td>964</td><td>713,735</td></tr><tr><td>Eastern</td><td>2596013</td><td>1708</td><td>1,143,918</td></tr><tr><td>Ashanti</td><td>4725046</td><td>3618</td><td>2,897,290</td></tr><tr><td>Brong-Ahafo</td><td>2282128</td><td>1425</td><td>1,028,473</td></tr><tr><td>Northern</td><td>2468557</td><td>998</td><td>750,712</td></tr><tr><td>Upper East</td><td>1031478</td><td>324</td><td>219,646</td></tr><tr><td>Upper West</td><td>677763</td><td>153</td><td>114,653</td></tr><tr><td>Total</td><td>24223431</td><td>16503</td><td>12,545,229</td></tr></table> <p>- Sample frame used<br/>- Counts of survey units (by stratum if applicable)</p> | Region   | Total<br>population<br>(2010 census<br>data) | No. of urban<br>EAs | 2010 Urban<br>Pop. Distr. | Western | 2325597 | 1239 | 1,007,969 | Central | 2107209 | 1350 | 1,037,878 | Greater Accra | 3909764 | 4724 | 3,630,955 | Volta | 2099876 | 964 | 713,735 | Eastern | 2596013 | 1708 | 1,143,918 | Ashanti | 4725046 | 3618 | 2,897,290 | Brong-Ahafo | 2282128 | 1425 | 1,028,473 | Northern | 2468557 | 998 | 750,712 | Upper East | 1031478 | 324 | 219,646 | Upper West | 677763 | 153 | 114,653 | Total | 24223431 | 16503 | 12,545,229 |  |
| Region  | Total<br>population<br>(2010 census<br>data)  | No. of urban<br>EAs  | 2010 Urban<br>Pop. Distr.                    |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Western   | 2325597   | 1239   | 1,007,969                                    |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Central   | 2107209   | 1350   | 1,037,878                                    |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Greater Accra   | 3909764   | 4724   | 3,630,955                                    |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Volta   | 2099876   | 964  | 713,735                                      |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Eastern   | 2596013   | 1708   | 1,143,918                                    |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Ashanti   | 4725046   | 3618   | 2,897,290                                    |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Brong-Ahafo   | 2282128   | 1425   | 1,028,473                                    |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Northern  | 2468557   | 998  | 750,712                                      |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Upper East  | 1031478   | 324  | 219,646                                      |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Upper West  | 677763  | 153  | 114,653                                      |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |
| Total   | 24223431  | 16503  | 12,545,229                                   |                     |                           |         |         |      |           |         |         |      |           |               |         |      |           |       |         |     |         |         |         |      |           |         |         |      |           |             |         |      |           |          |         |     |         |            |         |     |         |            |        |     |         |       |          |       |            |  |

| <i>Information Required</i>   | <i>Description</i>   | <i>Information<br/>Approved by the<br/>Survey<br/>Methodologist?<br/>Date</i> |
|---|--|---|
| <p><b>2. Benchmark Variable Counts (if applicable)</b></p> <p>The recommended benchmark variables are age, gender, and education.</p> <p>The World Bank Country Team Task Leader will provide the pertinent counts of the benchmark variable totals to the STEP Survey Methodologist.</p> <p>Benchmark variable counts may be required to adjust the basic population weights to more recent known population totals (e.g., an updated Sample Frame) or more reliable known population totals from a source other than the Sample Frame (e.g., National Census of Population, National labour Force Survey, etc.)</p> | <p>The Benchmark variables counts will come from the 2010 census.</p> <p><i>File Source of Benchmark Variable Counts</i></p> |   |

## PART 2: Survey Firm Plan

This section will be filled out by the Survey Firm.

### 2.1. Time Frame

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i> |
|--|--------------------------------------|
| The Survey Firm will submit a final NSDPR to the STEP Consortium at least two months prior to the commencement of data collection for its main survey. | <input checked="" type="checkbox"/>  |

### 2.2. Project Team

*The information provided in this section can be drawn from the Technical Proposal*

#### 2.2.1. Qualifications and Expertise of the Survey Institute

##### 1. Identify the Leading Survey Institute

|   |  |
|---|--|
| <i>Name</i>                                   | The STEP survey in Ghana will be undertaken by the Institute of Statistical, Social and Economic Research (ISSER). |
| <i>When was the survey institute founded?</i> | 1962   |
| <i>Owner</i>                                  | ISSER is a semi-autonomous research institution within the Faculty of Social Sciences at the University of Ghana   |
| <i>Headquarters' address</i>                  | University of Ghana, Legon, Accra  |
| <i>Contact information</i>                    |  |

## 2. Identify Key Project Team Members

There are several key project team personnel. Every effort should be made to recruit people who can be committed to the project for the duration.

Table 1 provides a summary of the key STEP project team positions and corresponding project functions that are crucial to the STEP success.

**Table 1: Key STEP Project Team Positions and Functions**

| Key STEP Position                    | Key Function   |
|--------------------------------------|--|
| ➤ National Project Leader            | ➤ Project Management & International Coordination                                |
| ➤ Survey Methodologist               | ➤ Sample design, weighting, estimation   |
| ➤ Data Collection Manager            | ➤ Field procedures, interviewer staffing and supervision                         |
| ➤ Data Processing Manager            | ➤ Data capture, coding, scoring, data editing, file creation                     |
| ➤ Linguistic Specialist (Translator) | ➤ Translation & cultural adaptation of survey materials, & survey correspondence |

a) Provide a four-line overview of the qualifications and expertise of each key project team member (please attach their Curriculum Vitae in Appendix 2)

National Project Leader:

Prof. Clement Ahiadeke has been designated as the National Project Manager. Prof. Ahiadeke holds a PhD in Demography from Cornell University, an MPH from Johns Hopkins University, and was a post-doctoral fellow at Princeton University. Prof. Ahiadeke is currently the Director of ISSER, and has successfully presided over many large-scale surveys undertaken by the Institute in the recent past. His research interests include designing of large-scale and complex surveys, and he possesses special competence in the analysis of large scale and complex data sets. Prof. Ahiadeke has extensive consulting experience with reputable institutions including the World Bank, for which he was a Robert McNamara Fellow of the Onchocerciasis Secretariat in Ouagadougou, Burkina Fasso as far back as 1987/1989. Prof. Ahiadeke also teaches a course in Research Methods and Techniques to graduate level students at the Institute, and works together with other ISSER staff to teach and supervise MPhil and Ph.D. Development Studies candidates.

Senior Survey Methodologist:

Dr. Isaac Osei-Akoto is designated as the Senior Survey Methodologist to work on the STEP skills project. Dr. Osei-Akoto is a Senior Research Fellow at ISSER and has more than 20 years of experience in survey organization and management. Dr. Osei-Akoto holds a PhD in Economics

from the University of Bonn, Germany, and a Master of Philosophy degree in Economics from the University of Ghana. Dr. Osei-Akoto has worked extensively as a survey methodologist for many large-scale household surveys undertaken by the Institute, and also consults for other organizations including the Ghana Statistical Services. He is well adept with the dynamics of sampling design, sample size calculations, computation of sample weights, estimation and analysis of survey data.

**Data Collection Manager:**

In the STEP SKILLS project, Dr. Simon Bawakyillenuo is designated as the data collection/operation manager. Dr. Simon Bawakyillenuo is a research fellow at ISSER. He attained his PhD (Human Geography) and MSc (Environmental Policy and Management) in 2007 and 2002 respectively from the University of Hull, UK, and a B.A in Geography and Resource Development in 1999 from the University of Ghana. He joined ISSER in January 2011, and within this duration he has co-managed the data collection process of IFPRI project on Northern Ghana Agricultural Survey. Prior to joining ISSER, Dr. Bawakyillenuo conducted other research projects where he supervised the data collection by interviewers to produce excellent outcomes. Thus, Dr. Simon Bawakyillenuo will be responsible for the implementation of the STEP SKILLS survey in all selected urban areas of Ghana. His responsibilities include, but are not limited to the hiring, training and supervision of Interviewers and Interviewer Supervisors, preparation of the data collection budget and schedule, monitoring data collection progress and costs, etc

**Data Processing Manager:**

Mr. Frank Otchere is designated as the Data Processing Manager on this STEP Project. Mr. Otchere holds an MPhil degree in Statistics, MA degree in Population Studies and BSc degree in Mathematics and Statistics, all from the University of Ghana. Mr. Otchere is currently engaged as Assistant Research Fellow at the Institute, and is responsible for Data Processing for all surveys carried out at the Institute. Areas of Specialization include Survey Organization and Management including Methodology, Sampling, Questionnaire Design, Field Operations and Data Processing; Data Analysis and Statistical Research. He is well adept with the use of data capture screens in CSPro, EpiData, EpiInfo, EpiSurveyor. Work experience include Project Coordinator and Data Processing Manager for MICS Survey in Ghana (2010-2011); Data Processing Manager for ISSER-WB Land Titling and Financial Literacy Survey in Ghana (2010-2011); and Data Processing Manager for ISSER-EGC (Yale) Ghana Socio-Economic Panel Baseline Survey (2009-2011).

There is no need for a linguistic specialist since the survey will be implemented in English.

b) Indicate whether or not the key team members will work full-time on the STEP survey.

See budget table with number of days worked.

For those who will not work full time on the STEP survey, please indicate the amount of time and the periods during which they will work on the project.

c) Include firm experience as well as names and types of surveys conducted in Appendix 3.

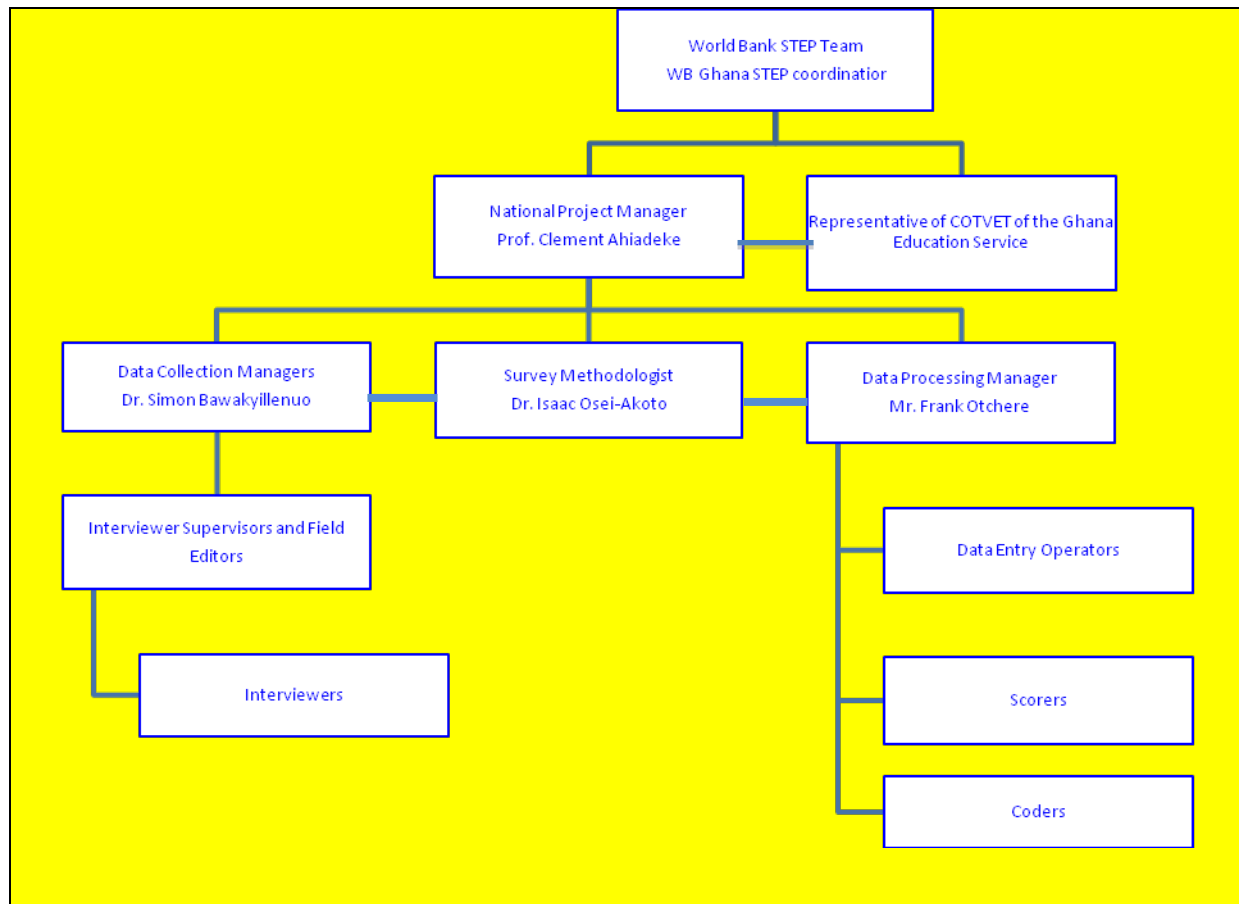
### **2.2.2. Project Structure**

Provide an overview of the management reporting structure.

Include the project organization chart.

#### **3. Management reporting structure.**

The National Project Manager would be responsible for the overall implementation of the STEP project and he would report directly to the World Bank STEP team, through the World Bank Ghana STEP Team Leader. A management team comprising of the entire team at ISSER and representatives from the Council for Technical and Vocational Education and Training (COTVET) of the Ghana Ministry of Education would be set up to direct the activities of the STEP project. The following organogram shows the overall management structure for the STEP implementation including the field enumerators, supervisors, data entry operators, coders and scorers.





## 2.3. Literacy Assessment

### 2.3.1. General

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i> |
|--|--------------------------------------|
| The participating country may choose to implement either the Partial or the Full Literacy Assessment.  | Full Assessment                      |
| However, the chosen assessment design must be administered as prescribed by the STEP Consortium.   | <input checked="" type="checkbox"/>  |
| The General Booklet comprised of the Reading Components (Part A) and the Core Literacy Items (Part B) will be administered to each selected person.  | <input checked="" type="checkbox"/>  |
| The Survey Firm will provide each interviewer with a stopwatch to time the Reading Components exercises in the General Booklet.  | <input checked="" type="checkbox"/>  |
| <u>For Full Literacy Assessment only</u><br>Subsequent to the completion of the General Booklet, for those respondents with 3 or more correct answers for the Core items, one of the four Exercise Booklets will be randomly selected to be administered to the respondent.<br>The assessment component of the survey ends with the administration of the General Booklet for respondents with less than 3 correct answers for the Core items. | <input checked="" type="checkbox"/>  |
| The Interviewers will be trained to administer the assessment according to the instructions provided by the STEP Consortium.   | <input checked="" type="checkbox"/>  |
| The Literacy Assessment will be administered in the following language(s):<br>- ENGLISH  | <input checked="" type="checkbox"/>  |

**2.3.2. Translation and Adaptation of Literacy Materials**

| <i>Technical Standard</i>  | <i>Agreed to by<br/>the Survey<br/>Firm?</i> | <i>Language 1<br/>Name of<br/>Translators</i> | <i>Language 2 (if<br/>applicable)<br/>Name of<br/>Translators</i> |
|--|--|---|---|
| Participating countries are responsible for the cultural adaptation and translation of the literacy material:  |  |   |   |
| a. <u>ETS translation and adaption guidelines</u> : The translation and cultural adaptation of the assessment items will be carried out according to the translation and adaptation guidelines prepared by ETS   | <input checked="" type="checkbox"/>          |   |   |
| b. <u>Translation</u> will be carried out by two independent translators followed by reconciliation by a third translator  | <input checked="" type="checkbox"/>          | No translation needed                         | N/A   |
| c. <u>Translation and cultural adaptation verification</u> : Check, sentence by sentence, of linguistic correctness, equivalence to the master version and appropriateness. Suggested corrections will be listed and justified in the <i>Verification Follow-Up Form</i> | <input checked="" type="checkbox"/>          |   |   |
| d. <u>Layout</u> : national assessment booklets will be modeled after the master assessment booklets provided by the STEP Consortium   | <input checked="" type="checkbox"/>          |   |   |
| e. <u>Layout verification</u> : Final optical check to verify the final layout of the instruments after adaptation and translation verification  | <input checked="" type="checkbox"/>          |   |   |
| f. Each participating country will submit its translated literacy booklets in each of its STEP reporting languages along with the <i>Verification Follow-Up Form</i> to the STEP Consortium for verification and approval.   | <input checked="" type="checkbox"/>          |   |   |
| The Literacy Assessment Booklets will be printed <i>according to the printing instructions provided in the document 'STEP_Paper_Booklet_Printing_Specifications.doc'</i> .<br>In particular:   |  |   |   |
| a. The booklets are currently in PDF format and should be opened in and printed from Adobe Acrobat.  | <input checked="" type="checkbox"/>          |   |   |
| b. The assessment booklets must be printed (NOT photocopied) so that each page of the final printed booklets is either a letter-size page or an A4-size page.  | <input checked="" type="checkbox"/>          |   |   |
| c. To ensure that the stimulus and its associated questions face each other, the booklets must be saddle-stitched <u>or</u> stapled in the middle so the booklet can lie flat when opened  | <input checked="" type="checkbox"/>          |   |   |
| d. The booklets must be printed on paper that is 60 lb or more (at least 70 gsm)   | <input checked="" type="checkbox"/>          |   |   |

## 2.4. Household Questionnaire

| <i>Technical Standard</i>   | <i>Agreed to by<br/>the Survey<br/>Firm?</i>                     | <i>Deviation Requested<br/>from the Standard</i> | <i>Deviation<br/>Approved by the<br/>Core Team?</i> |
|---|--|--|---|
| Each participating country will implement the Household Questionnaire prescribed by the STEP Consortium   | <input checked="" type="checkbox"/>                              |  |   |
| <b>1. Translation of the Household Questionnaire</b><br>The Household Questionnaire will be adapted to the country context in English and then translated based on guidelines provided by the STEP Consortium.<br><br>These guidelines include: <ul style="list-style-type: none"> <li>▪ A double translation by two independent translators and reconciliation by a third translator</li> <li>▪ Translation will be verified sentence-by-sentence, for linguistic correctness, equivalence to the master version and appropriateness. Suggested corrections will be listed and justified in a document that will be sent to the STEP Core Team</li> <li>▪ Reconciliation of the first two translations will be done in close collaboration with a senior member of the survey team who has a strong command of English and who is involved in the survey piloting and fieldwork</li> <li>▪ The Survey Firm will submit questions randomly selected by the World Bank for verification by a World Bank-contracted translator</li> <li>▪ If the Household Questionnaire is administered in several languages, the above procedures will be followed for the translation of the Household Questionnaire in each language</li> </ul> | <input checked="" type="checkbox"/><br><br>No translation needed |  |   |
| <b>2. Translation of all Survey Materials (with the exception of the questionnaire)</b><br>All Survey Materials will be translated based on guidelines provided by the STEP Consortium.   | <input checked="" type="checkbox"/>                              |  |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>       | <i>Deviation Requested from the Standard</i>   | <i>Deviation Approved by the Core Team?</i> |
|---|--|--|---|
| The Survey Materials include:   |  |  |   |
| ▪ The Interviewer and Supervisor Manual, which will be translated by a qualified translator                                       | <input checked="" type="checkbox"/><br>N/A |  |   |
| ▪ The Operation Manual, which will be translated by a qualified translator  | <input checked="" type="checkbox"/><br>N/A |  |   |
| ▪ The PowerPoint Presentations for the interviewers' training, which will be translated by a qualified translator                 | <input checked="" type="checkbox"/><br>N/A |  |   |
| ▪ The Test and Answer Sheets for the interviewers' training, which will be translated by a qualified translator                   | <input checked="" type="checkbox"/><br>N/A |  |   |
| ▪ The Brochure presenting the STEP Survey, which will be translated by a qualified translator                                     | <input checked="" type="checkbox"/><br>N/A |  |   |
| ▪ If the Household Questionnaire is administered in several languages, the Materials listed above will be translated as needed    | <input checked="" type="checkbox"/>        |  |   |
| <b>3. Health Module</b>   |  |  |   |
| ▪ The Survey Firm will provide Interviewers with measuring tapes to measure individual respondents' height                        | <input type="checkbox"/>                   | Supervisors will measure height of respondents when doing the revisits. (Goal is to have 10% of respondents measured). |   |
| ▪ Interviewers should measure individual respondents during the interview, and only record self-reported height as a last measure | <input type="checkbox"/>                   |  |   |
| <b>4. Pilot Survey</b>  |  |  |   |
| The Household Questionnaire will be pre-tested according to the STEP Consortium requirements and as specified below:              |  |  |   |
| ▪ Finalized questionnaires will be tested in a pilot test of 20-30 households   | <input checked="" type="checkbox"/>        |  |   |
| ▪ <i>Sample:</i>  |  |  |   |
| - half from low-income households and half from medium/high income households   | <input checked="" type="checkbox"/>        | Level of income will be determined through the neighborhood's level of income.   |   |

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|--|---|--|---|
| - households will be <u>selected in areas that do not form part of the sample of the main survey</u>   | <input checked="" type="checkbox"/>   |  |   |
| <ul style="list-style-type: none"> <li>The pilot test will be administered by the main trainer(s) for the interviewer training and will involve 5-6 senior persons</li> <li>The Household Questionnaire training by the main trainer(s) for the 5-6 senior persons will last at least 2 full days</li> </ul> | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br>Emmanuel<br>Larbi Offei<br>Franklin<br>Amuakwah-Mensah |  |   |
| <ul style="list-style-type: none"> <li>Data collected during the Pilot Survey will be entered through the Data Entry Program</li> </ul>  | <input checked="" type="checkbox"/>   |  |   |
| <ul style="list-style-type: none"> <li>Submit a 5-10 page report to the WB including recommendations for any changes in implementation or questionnaire translation, etc</li> </ul>  | <input checked="" type="checkbox"/>   |  |   |

## 2.5. Field Teams and Training

| <i>Technical Standard / Required Information</i>   | <i>Agreed to by the Survey Firm?</i>   | <i>Deviation Requested from the Standard</i> | <i>Deviation / Information Approved by the Core Team?</i> |
|--|--|--|---|
| <b>1. “Train the Trainer” Training in Washington DC</b><br>The following members of the Project Team should attend the “Train the Trainer” Training organized in Washington DC: <ul style="list-style-type: none"> <li>Head Trainer</li> <li>Chief Scorer for the literacy assessments</li> <li>Field Manager</li> </ul> | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | Already done                                 |   |

| <i>Technical Standard / Required Information</i>  | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation / Information Approved by the Core Team?</i> |                   |                                 |                                 |                    |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
|---|--------------------------------------|--|---|-------------------|---------------------------------|---------------------------------|--------------------|--------------------|----------------|---------------|------|----|-----|---|---|----|----|----|-----|----------|------|---------------------------------|-------------------|--------------------|----------------|---------------|-------|----|-----|---|----|----|----|----|-------|----|-----|---|----|----|----|----|-------|----|-----|---|----|----|----|----|-------|----|-----|---|----|----|----|----|--|
| <b>2. Interviewer and Supervisor Hiring Plan</b>  |                                      |  |   |                   |                                 |                                 |                    |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| <ul style="list-style-type: none"> <li><b>Interviewers' Qualifications</b><br/>Interviewers and Supervisors should at minimum be high school graduates</li> </ul>   | <input checked="" type="checkbox"/>  |  |   |                   |                                 |                                 |                    |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| <ul style="list-style-type: none"> <li><b>Number of interviewers and Supervisors</b><br/><br/>&lt; Please fill out the following table indicating the number of interviewers and supervisors required based on key assumptions:<br/>&gt; <table border="1"> <thead> <tr> <th># HHs</th> <th># HH / PSU</th> <th>PSUs</th> <th>Days for 1 team to finish 1 PSU</th> <th>Wks of field time</th> <th>Rounded up # Teams</th> <th># Interviewers</th> <th># Supervisors</th> </tr> </thead> <tbody> <tr> <td>3000</td> <td>15</td> <td>200</td> <td>3</td> <td>9</td> <td>10</td> <td>40</td> <td>10</td> </tr> </tbody> </table> <br/> <i>Example:</i> <table border="1"> <thead> <tr> <th>HHs</th> <th>#HH/ PSU</th> <th>PSUs</th> <th>Days for 1 team to finish 1 PSU</th> <th>Wks of field time</th> <th>Rounded up # Teams</th> <th># Interviewers</th> <th># Supervisors</th> </tr> </thead> <tbody> <tr> <td>3,000</td> <td>15</td> <td>200</td> <td>5</td> <td>16</td> <td>13</td> <td>39</td> <td>13</td> </tr> <tr> <td>3,000</td> <td>15</td> <td>200</td> <td>5</td> <td>14</td> <td>15</td> <td>45</td> <td>15</td> </tr> <tr> <td>3,000</td> <td>15</td> <td>200</td> <td>5</td> <td>12</td> <td>17</td> <td>51</td> <td>17</td> </tr> <tr> <td>3,000</td> <td>15</td> <td>200</td> <td>5</td> <td>10</td> <td>20</td> <td>60</td> <td>20</td> </tr> </tbody> </table> <br/> <i>See Terms of Reference, page 20 for details</i> </li> </ul> | # HHs                                |  |   | # HH / PSU        | PSUs                            | Days for 1 team to finish 1 PSU | Wks of field time  | Rounded up # Teams | # Interviewers | # Supervisors | 3000 | 15 | 200 | 3 | 9 | 10 | 40 | 10 | HHs | #HH/ PSU | PSUs | Days for 1 team to finish 1 PSU | Wks of field time | Rounded up # Teams | # Interviewers | # Supervisors | 3,000 | 15 | 200 | 5 | 16 | 13 | 39 | 13 | 3,000 | 15 | 200 | 5 | 14 | 15 | 45 | 15 | 3,000 | 15 | 200 | 5 | 12 | 17 | 51 | 17 | 3,000 | 15 | 200 | 5 | 10 | 20 | 60 | 20 |  |
| # HHs   | # HH / PSU                           |  |   | PSUs              | Days for 1 team to finish 1 PSU | Wks of field time               | Rounded up # Teams | # Interviewers     | # Supervisors  |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| 3000  | 15                                   |  |   | 200               | 3                               | 9                               | 10                 | 40                 | 10             |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| HHs   | #HH/ PSU                             | PSUs   | Days for 1 team to finish 1 PSU                           | Wks of field time | Rounded up # Teams              | # Interviewers                  | # Supervisors      |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| 3,000   | 15                                   | 200  | 5   | 16                | 13                              | 39                              | 13                 |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| 3,000   | 15                                   | 200  | 5   | 14                | 15                              | 45                              | 15                 |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| 3,000   | 15                                   | 200  | 5   | 12                | 17                              | 51                              | 17                 |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| 3,000   | 15                                   | 200  | 5   | 10                | 20                              | 60                              | 20                 |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |
| Please indicate the number of interviewers and supervisors the  | 52 interviewers and                  |  |   |                   |                                 |                                 |                    |                    |                |               |      |    |     |   |   |    |    |    |     |          |      |                                 |                   |                    |                |               |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |       |    |     |   |    |    |    |    |  |

| <i>Technical Standard / Required Information</i>  | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i>     | <i>Deviation / Information Approved by the Core Team?</i> |
|---|---|--|---|
| Survey Firm intends to hire   | 13 supervisors will be trained. We expect to use 10 supervisors and 40 interviewers.      |  |   |
| <ul style="list-style-type: none"> <li><b>Method of payment</b><br/>Interviewers' remuneration must be independent of the number of completed interviews. In other words, interviewers must not be remunerated on a per piece basis.</li> </ul> | <input checked="" type="checkbox"/>   | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |
| <b>3. Interviewer Training Plan</b>   |   |  |   |
| <ul style="list-style-type: none"> <li>Training dates</li> </ul>  | February 4-15, 2013   |  |   |
| <ul style="list-style-type: none"> <li>Fieldwork must start within 4 days of finishing training</li> </ul>  | <input checked="" type="checkbox"/>   |  |   |
| <ul style="list-style-type: none"> <li>Location of the training<br/>Please note that the interviewers' training should take place in one 10-day session in one location (for each language).</li> </ul>   | < ACCRA ><br><input checked="" type="checkbox"/>  | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |
| <ul style="list-style-type: none"> <li>Trainees should be split into training rooms of not more than 30 per room.</li> </ul>  | <input type="checkbox"/> Deviation (all 1 one room, with 4 trainers/cleared with Valerie) |  |   |
| <ul style="list-style-type: none"> <li>There should be a trainer and assistant trainer in each training room, and a technical support person for each three training rooms.</li> </ul>  | N/A <input checked="" type="checkbox"/>   |  |   |
| <ul style="list-style-type: none"> <li>There should be supplemental after hour sessions available for trainees who want more practice, or who have been identified in training as needing help.</li> </ul>                                      | <input checked="" type="checkbox"/>   | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |
| <ul style="list-style-type: none"> <li>Training staff should hold daily debriefing sessions to discuss</li> </ul>   | <input checked="" type="checkbox"/>   |  |   |

| <i>Technical Standard / Required Information</i>  | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i>     | <i>Deviation / Information Approved by the Core Team?</i> |
|---|---|--|---|
| progress, problem trainees and any technical or administrative issues that have been flagged during the day.  | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> |  |   |
| <ul style="list-style-type: none"> <li>Training will be based on material provided by the STEP Consortium and translated by the Survey Firm</li> </ul>  |   |  |   |
| <ul style="list-style-type: none"> <li>The training plan will follow the agenda attached in Appendix 4, including the supervisor training sessions once team supervisors are selected</li> </ul>  |   |  |   |
| <ul style="list-style-type: none"> <li>Training will consist of 10 full days of combined classroom training and field training. Field practice will include, for each trainee, at least two households and two selected individual interviews.</li> </ul>   |   | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |
| <ul style="list-style-type: none"> <li>The number of trainees should be at least 30% greater than the required number of interviewers, as only the best trainees will be retained after the training</li> </ul>   |   | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |
| <ul style="list-style-type: none"> <li>Trainers               <ul style="list-style-type: none"> <li>Head Trainer(s):<br/><i>Name(s), education level and whether they attended the “Train the Trainer” session in Washington DC</i></li> <li>Assistant Trainers:<br/><i>Names, education level and whether they attended the “Train the Trainer” session in Washington DC</i></li> </ul> </li> </ul> | Frank, Isaac, Simon, Franklin Amuakwa-Mensah, Emmanuel Larbi Offei  |  |   |
| <ul style="list-style-type: none"> <li>Training Evaluation Report: the Survey Firm will send the STEP Consortium a one-page training report including the following information, within one week of the end of training:               <ul style="list-style-type: none"> <li>List of trainees (names)</li> <li>List of trainees’ marks</li> <li>List of selected interviewers</li> </ul> </li> </ul> | <input checked="" type="checkbox"/>   |  |   |



| <i>Technical Standard / Required Information</i>  | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i>     | <i>Deviation / Information Approved by the Core Team?</i> |
|---|--------------------------------------|--|---|
| - List of selected supervisors  |                                      |  |   |
| <ul style="list-style-type: none"> <li>▪ If the first reports from the fieldwork reveal a lack of understanding of some sections of the questionnaire, the firm will retrain all field staff on these sections</li> </ul> | <input checked="" type="checkbox"/>  | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |

## 2.6. Fieldwork

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i>   | <i>Deviation Approved by the Core Team?</i> |
|---|---|--|---|
| <b>1. Household Listing</b>   |   |  |   |
| <ul style="list-style-type: none"> <li>The Survey Firm will undertake a door-to-door listing of households in each selected PSU.<br/><i>Please specify whether a dedicated listing team will conduct the door-to-door listing or whether it will be done by the interviewer teams as they arrive in the PSU</i></li> <li>The Survey Firm will provide the STEP Consortium an Excel spreadsheet with the total number of households listed in each of the selected PSUs.</li> <li>The Survey Firm will keep the complete household listings in each PSU ready for verification by the STEP Consortium and provide any list that is requested.</li> </ul> | <input checked="" type="checkbox"/><br><br>Door-to-door listing of households will be done by interviewers' team as they arrive in PSU.<br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> | <br><br><br><br><br><br><br><br><br><br>< IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |
| <b>2. Method of Data Collection</b>   |   |  |   |
| <ul style="list-style-type: none"> <li>Each component of the STEP Survey will be carried out by a personal visit using a Paper And Pencil Interview (PAPI) method.</li> </ul>   | <input checked="" type="checkbox"/>   | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE >   |   |
| <ul style="list-style-type: none"> <li>All components of the Literacy Assessment must be administered in the same visit (i.e., General Booklet and if applicable Exercise Booklet)</li> </ul>   | <input checked="" type="checkbox"/>   |  |   |
| <ul style="list-style-type: none"> <li>Proxy responses are not permitted for the individual questionnaire and the Literacy Assessment booklets. Furthermore the selected person must complete the assessment booklet(s) without assistance.</li> </ul>  | <input checked="" type="checkbox"/>   |  |   |
|   |   |  |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|---|---|--|---|
| <b>3. Minimizing Non-Response Rates</b> <ul style="list-style-type: none"> <li>▪ A minimum response rate of 70% is the goal.</li> <li>▪ <b>PARTICULAR ATTENTION WILL BE PROVIDED BY THE FIELD TEAMS TO MINIMIZE NON-RESPONSE RATES</b></li> </ul> <p>In particular:</p> <ol style="list-style-type: none"> <li>i. If a selected person is temporarily unavailable to be interviewed, 3 follow-up attempts must be made to contact the selected person before classifying the case as a non-response</li> <li>ii. Contact attempts subsequent to the first attempt will be made at different times of the day and different days of the week</li> <li>iii. If the Interviewer is unable to gain the cooperation of a selected individual, the case will be referred to the interviewer's Team Supervisor who will attempt to convert such cases to completed interviews</li> </ol> <ul style="list-style-type: none"> <li>▪ Non-Response Bias Assessment               <ol style="list-style-type: none"> <li>i. Each participating country is responsible for assessing the bias due to non-response and reporting the findings to the STEP Consortium who will decide whether an asterisk/footnote will accompany the country's survey results in the STEP international survey publications. (See additional information in section 3.2).</li> <li>ii. It is therefore critically important to make every effort to minimize the non-response rate and the resulting potential bias.</li> </ol> </li> </ul> | <div>☒</div> <div>☒</div> <div>☒</div> <div>☒</div> <div>☒</div> <div>☒</div> <div>☒</div> <div>☒</div> |  |   |
| <b>4. Activating Reserve Samples</b> <ul style="list-style-type: none"> <li>▪ The process through which a reserve household may be activated is described in the Interviewer and Supervisor Manual.</li> </ul>  | <div>☒</div>  |  |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|---|--------------------------------------|--|---|
| <ul style="list-style-type: none"> <li>▪ In the case of non-contact and temporary absences, at least 3 follow up visits, over a minimum of 3 days after the initial visit and at varying times on those days, must be made to try to find the household or individual respondent.</li> <li>▪ If there will be any interview team in the vicinity of the households with whom there has been no contact or that are temporarily absent, revisits should continue to be made and no reserve household activated until 2 weeks before the last team leaves the area.</li> </ul>  | <div>☒</div> <div>☒</div>            |  |   |
| <b>5. Field Supervision</b>   |                                      |  |   |
| <b>5.1. Team Supervisors</b> <ul style="list-style-type: none"> <li>▪ Each interviewer team will report to a Team Supervisor</li> </ul>   | <div>☒</div>                         |  |   |
| <ul style="list-style-type: none"> <li>▪ Team Supervisors' responsibilities include:               <ul style="list-style-type: none"> <li>- Coordinating fieldwork in each assigned PSU</li> <li>- Full-time work with the interviewer team and on-going monitoring of each interviewer's work</li> <li>- Documenting non-response, activation of reserves, problems encountered</li> <li>- Assigning literacy booklets</li> <li>- Communicating regularly with the Field Manager</li> <li>- Selecting households to be interviewed following procedures outlined in the Technical Standards (if selection will be done in Headquarters, please specify)</li> </ul> </li> </ul> | <div>☒</div>                         |  |   |
| <u>Quality control by Team Supervisors:</u> <ul style="list-style-type: none"> <li>- At least one meeting per week with each interviewer to discuss progress and/or problems</li> <li>- Random spot visits during interviewers' work to observe household and individual interviews. For each interview</li> </ul>  | <div>☒</div> <div>☒</div>            |  |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|---|---|--|---|
| <p>observed, Team Supervisors will fill out the <i>Interview Evaluation Form</i> (Appendix 5)</p> <ul style="list-style-type: none"> <li>- Check each accepted questionnaire for completeness and accuracy, and fill out <i>Visual Scrutiny Form</i> for each questionnaire (Appendix 7)</li> <li>- Submit household listings and sample selections to the Project Manager</li> <li>- Follow-up of non-response households/ individuals according to the table in Appendix 6 which details the revisits required for each situation and whether a reserve household should be activated</li> </ul>  | <input checked="" type="checkbox"/><br><br><br><input checked="" type="checkbox"/><br><br><br><input checked="" type="checkbox"/>   |  |   |
| <ul style="list-style-type: none"> <li>- Visit verification and selection of individual respondent verification:<br/>The Supervisor or Field Manager (or assistants) will revisit 15% of each interviewer's finalized cases.<br/>In the event that a respondent is not available during the initial follow-up visit, a telephone follow-up may be carried out for no more than one third of the revisits.</li> <li>The households to revisit will be selected randomly by the Field Manager.</li> <li>During each revisit, the Supervisor will complete a <i>Check up Visit form</i> (Appendix 8).</li> <li>The Fieldwork Manager should participate with the Team Supervisor in some of these revisits, unannounced, with households chosen by the Field Supervisor, in order to check on the Team Supervisors.</li> </ul> | <input checked="" type="checkbox"/><br><br><br><input checked="" type="checkbox"/><br><br><br><input checked="" type="checkbox"/><br><br><br><input checked="" type="checkbox"/><br><br><br><input checked="" type="checkbox"/> |  |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|---|--------------------------------------|--|---|
| The STEP Consortium may also ask to attend verification revisits, and randomly choose the Households to revisit.  | ☒                                    |  |   |
| <b>5.2. Field Manager/ Regional Field Managers</b> <ul style="list-style-type: none"> <li>The Field Manager is responsible for the entire data collection/ fieldwork of the survey</li> </ul>   | ☒                                    |  |   |
| <ul style="list-style-type: none"> <li>The Field Manager's responsibilities include:               <ul style="list-style-type: none"> <li>- Setting up the field structure, with Regional Fieldwork Managers if required. <i>Please briefly explain the field reporting structure</i></li> <li>- On-going monitoring of fieldwork</li> <li>- Communicating regularly with Project Manager</li> </ul> </li> </ul>  | ☒                                    |  |   |
| <u>Quality control by Field Manager/ Regional Field Managers:</u> <ul style="list-style-type: none"> <li>- Frequent communication with interviewer Team Supervisors to discuss progress and/or problems</li> <li>- Random spot visits to PSUs to observe progress, proper filling of forms, the supervisor's follow-up of non-response households/ individuals, etc.</li> <li>- For each team, select the households to be revisited by the Team Supervisor to check for proper interviewing (or transmit the selection done at Headquarters)</li> <li>- The Fieldwork Manager should participate with the Team Supervisor in some of these revisits, unannounced, in order to check on the Team Supervisors</li> </ul> | ☒<br><br>☒<br><br>☒<br><br>☒         |  |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>                    | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|---|---|--|---|
| <b>5.3. Interviewer Performance</b><br>In the event an interviewer's work is found to be questionable, the interviewer will be dismissed and all his/her interviews entirely redone   | <input checked="" type="checkbox"/>                     |  |   |
| <b>5.4. Communication</b><br><i>Please indicate the methods through which the staff will be communicating during fieldwork. E.g., scheduled daily/weekly telephone calls, e-mail of supervisors</i>   | Weekly phone call.<br>Phone calls in case of emergency. |  |   |
| <b>6. Fieldwork Monitoring by STEP Consortium</b>   |   |  |   |
| ▪ <b>Weekly Report</b>  |   |  |   |
| - The STEP Consortium will provide a Weekly Report template to the survey firm (see Appendix 9)   | <input checked="" type="checkbox"/>                     |  |   |
| - Each participating country will send a Weekly Report to the STEP Consortium during data collection  | <input checked="" type="checkbox"/>                     |  |   |
| - Particular attention will be given to the monitoring of progress towards the sample size goals and non-response rates.  | <input checked="" type="checkbox"/>                     |  |   |
| ▪ <b>Verification of Fieldwork</b><br>- The Survey Firm will keep Supervisor Forms readily available for random checks by the STEP Consortium. The Supervisor Forms are provided in the Operation Manual and in the Interviewer and Supervisor Manual and comprise a <i>Visual Scrutiny Form</i> for the questionnaires, an <i>Interviewer Evaluation Form</i> and a <i>Check-up Visit Form</i> . | <input checked="" type="checkbox"/>                     |  |   |

## 2.7. Data Processing

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i>  | <i>Deviation Approved by the Core Team?</i> |
|---|---|---|---|
| <b>1. Data Capture and Verification Plan</b><br><b>a. General</b> <ul style="list-style-type: none"> <li>Each country's STEP data file will be created according to the Variable Convention provided by the STEP Consortium.</li> <li>The STEP Consortium will provide two Data Entry Programs: <ul style="list-style-type: none"> <li>one for the household survey questionnaire</li> <li>and a second one for the literacy module.</li> </ul> </li> <li>The STEP Consortium will provide training on the use of both programs to the country's IT team</li> </ul> | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> |   |   |
| <ul style="list-style-type: none"> <li><b>Training of the Data Entry persons:</b> they should participate in the interviewer training because a thorough knowledge of the Questionnaire will be valuable to their work</li> </ul>   | <input checked="" type="checkbox"/>   |   |   |
| <ul style="list-style-type: none"> <li>There will be a 3-day training session on the Data Entry program at the end of the interviewer training<br/><i>Please provide the name of the trainer</i></li> </ul>   | <input checked="" type="checkbox"/><br>< Frank >  |   |   |
| <ul style="list-style-type: none"> <li>Please provide the name of the person responsible for Data Entry and Management as well as the number of people assigned to Data Entry</li> </ul>  | Frank<br>BQ: 10 data entry people<br>ETS: 5   |   |   |
| <b>b. Data Entry Program for the Household Questionnaire</b> <ul style="list-style-type: none"> <li>The Survey Firm will use the Data Entry Program provided by the STEP Consortium, which is based on a custom-written Excel macro and features data capture screens mirroring the questionnaire pages.</li> <li>Each country must key-enter the 'write-in' entries from the response category "Other". Please specify for all questions</li> </ul>  | <input type="checkbox"/><br><br><input type="checkbox"/>  | ISSER has developed a data entry program in CSPro to be used for the data capture. This has been submitted to the |   |



| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i>                    | <i>Deviation Approved by the Core Team?</i> |
|--|---|---|---|
| where this category was selected.<br><ul style="list-style-type: none"> <li>The Survey Firm will use the Variable Convention provided by the STEP Consortium to name and code the variables</li> </ul>   | <input checked="" type="checkbox"/>   | WB STEP team for validation.                                    |   |
| <b>c. Data Entry Program for the Literacy Modules</b> <ul style="list-style-type: none"> <li>The Survey Firm will use the Data Entry Program provided by the STEP Consortium</li> <li>The Survey Firm will use the Code Book provided by the STEP Consortium</li> </ul>  | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/>  | < IF<br>APPLICABLE,<br>SUBMIT<br>DEVIATION<br>REQUEST HERE<br>> |   |
| <b>d. Data Entry of Incomplete Cases</b> <ul style="list-style-type: none"> <li>The Survey Firm will provide the STEP Consortium with a data file containing a data record for each sampled household, both initial sample cases and reserve sample cases.</li> <li>The file must include the following minimum information,               <ol style="list-style-type: none"> <li>the sample identification number from the original sample file,</li> <li>a final result code for each sampled case – this includes cases where an interview was obtained as well as cases that did not yield an individual interview, i.e., non-response cases and non-activated reserve households</li> </ol> </li> <li>This data file will be based on the <i>Sample Tracking Forms</i> filled out during fieldwork</li> </ul> | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> |   |   |
| <b>e. Data Capture Verification</b> <ul style="list-style-type: none"> <li>Data capture of the household questionnaire and literacy modules will be entirely verified through double data entry</li> <li>Data will be captured twice, by two different operators</li> </ul>  | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/>  |   |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|---|--------------------------------------|--|---|
| <ul style="list-style-type: none"> <li>All differences in the captured data will be resolved by the second data entry operator, using the STEP-provided data entry program, which flags differences</li> </ul>  | ☒                                    |  |   |
| <b>f. Timeframe</b> <ul style="list-style-type: none"> <li>The data entry will start no longer than 5 days after the start of the fieldwork, so that information from the data entry can inform the process of the survey</li> </ul>  | ☒                                    |  |   |
| <ul style="list-style-type: none"> <li>The country is expected to transmit the first week of data within two weeks of the start of the fieldwork and the second week of data within the first three weeks of fieldwork</li> </ul>   | ☒                                    |  |   |
| <b>2. Tracking Respondents' Sample Identification Number</b> <ul style="list-style-type: none"> <li>Each household and each individual who completes the individual questionnaire should have a unique code for data entry</li> <li>Each interviewer, supervisor and data entry person should also have a unique code that should be recorded for all questionnaires</li> <li>A field for recording the respondent's Sample Identification Number is required on all survey instruments (i.e., Household Roster, Household Questionnaire, General Booklet, and Exercise Booklet if applicable) and any pertinent supplementary material</li> <li>Countries must assign a unique booklet ID (serial number) to each prepared assessment instrument (i.e., to each General Booklet and Exercise Booklet if applicable)</li> </ul> | ☒<br>☒<br>☒<br>☒                     |  |   |
| <b>3. Final Result Codes</b> <ul style="list-style-type: none"> <li>Fields are required on the Household Questionnaire for recording the final completion status of the Household Questionnaire, the</li> </ul>   | ☒                                    |  |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>   | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|---|--|--|---|
| <p>General Booklet, and any Exercise Booklet if applicable</p> <ul style="list-style-type: none"> <li>Final Result Codes provided at the end of the Household Questionnaire must be used by all participating countries to ensure that the status of each <u>sampl</u>ed case is consistently classified (note that even non activated reserve households should be assigned a result code)</li> </ul>  | <input checked="" type="checkbox"/>  |  |   |
| <p><b>4. Plan for Coding of the Household Questionnaire</b></p> <ul style="list-style-type: none"> <li>Coding will be undertaken by at least one Coder working at the Head Office<br/>Please provide the name of the Head Coder and Assistant Coders if any</li> <li>Pre-coded response categories from the household questionnaire will follow the Variable Convention provided by the STEP Consortium</li> <li>Each country is responsible for coding the ‘write-in’ responses from the response category “Other”, and must provide the code set to the STEP Consortium. Each country must ensure that these coded responses are included in the editing of the data. Please specify for all questions where this category was selected.</li> <li>The following codebooks will be used to code education, occupation, and industry information from the Household Questionnaire: <ul style="list-style-type: none"> <li>‘1997 International Standard Classification of Education (ISCED)’ will be used to code the education variable, i.e., ‘highest level of education’</li> <li>‘ISCO Job Titles’ will be used to code the occupation variable</li> <li>‘International Standard Industrial Classification of All Economic Activities, Third Revision’ will be used to code the industry variable.</li> </ul> </li> </ul> | <input checked="" type="checkbox"/><br>< Franklin ><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/> |  |   |

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i>     | <i>Deviation Approved by the Core Team?</i> |
|--|---|--|---|
| <b>5. Plan for Coding of the Literacy Modules and Verification of Data</b>   |   |  |   |
| <b>5.1. Recruiting and Training the Scorsers and Chief Scorer</b>  |   |  |   |
| <b><i>Scorers</i></b> <ul style="list-style-type: none"> <li>- The scorers should have more than a high-school education</li> <li>- An odd number of scorers is recommended to facilitate arbitration: 5 for the Full Literacy Assessment / 3 for the Partial Literacy Assessment</li> <li>- Two of them must be bilingual in the language(s) of assessment and English</li> </ul>   | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> N/A                                     | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |
| <b><i>Chief Scorer</i></b> <ul style="list-style-type: none"> <li>- Each country requires a Chief Scorer who is fluent in English and the country's STEP reporting language(s)</li> <li>- The Chief Scorer will receive training on scoring procedures and the application of scoring rules for every assessment item</li> <li>- The Chief Scorer will be responsible for the training of the Scoring Team</li> <li>- Each country will send the Chief Scorer to the scorer training that will be provided by the STEP Consortium</li> </ul> | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/> done | < IF APPLICABLE, SUBMIT DEVIATION REQUEST HERE > |   |
| <b><i>Scoring Material</i></b> <ul style="list-style-type: none"> <li>- A master copy of the Scorer training materials, i.e., a Scorer Training Manual, including examples and exercises, will be provided by ETS</li> <li>- Some adaptation of these materials may be required if a country's translation and adaptation process resulted in changes to items. The Scoring Guide would need to similarly reflect such changes</li> </ul>  | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/>  |  |   |

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>           | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|--|--|--|---|
| <b>Scorer Training</b> <ul style="list-style-type: none"> <li>- The training should last 3 days and will be given by the Chief Scorer</li> </ul>   | ☒  |  |   |
| <b>5.2. The assessment booklets will be scored according to the scoring rules and procedures provided by the STEP Consortium and should be consistent across countries</b> <p><b>Reading component:</b></p> <ul style="list-style-type: none"> <li>- Each reading component response is captured by two different scorers/coders and code resolution will take place</li> <li>- Scorers/coders will use capture sheets designed to capture the responses from Part A of the General Booklet (i.e., reading components)</li> <li>- Scoring must be performed in a centralized location</li> </ul> <p><b>Scoring Operation:</b></p> <ul style="list-style-type: none"> <li>- Scoring should begin as soon as there are enough completed cases returned from the field to give the scoring team a reasonable workload (usually a week's amount of work for the scorers)</li> <li>- The STEP Consortium will provide <i>Scoring Sheets</i> to record the respondent scores for each item. This will facilitate the data capture of these scores</li> </ul> | ☒<br><br>☒<br><br>☒<br><br>☒<br><br>☒<br><br>☒ |  |   |
| <b>5.3. Quality Control</b> <p>Each country is required to carry out the quality control procedures for the scoring of the assessment booklets.</p> <p>The quality control procedures will be provided by the STEP Consortium.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>- Within-country inter-scorer reliability study: Rescoring a proportion of the Core (i.e., Part B of the General Booklets) and Exercise</li> </ul>   | ☒<br><br>☒                                     |  |   |

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>   | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Core Team?</i> |
|--|--|--|---|
| Booklets by a second scorer.<br>- Across-country reliability study: Rescoring a set of anchor booklets by the same scoring team<br>- The Scoring process will be fully documented and include inter-scorer agreement reports, methods used to ensure scorer consistency, all reliability data and all quality control measures | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> |  |   |
| <b>6. Submission of the Literacy Assessment data to ETS</b><br>Each country will submit the Literacy Assessment data to <u>ETS</u> , following ETS' guidelines and using its Data Entry Program  | <input checked="" type="checkbox"/>  |  |   |
| <b>7. Submission of the Household Questionnaire data to the World Bank</b> <ul style="list-style-type: none"> <li>Each country will submit the Household Questionnaire data to the <u>World Bank</u></li> <li>The edited data file should be free from errors and conform to the Variable Convention</li> </ul>                | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> |  |   |

## 2.8. Confidentiality

| <i>Information Required</i>   | <i>Description</i>   |
|---|--|
| <b>1. Country's Data Confidentiality Requirements</b><br>The Survey Firm will advise the STEP Consortium of its country's confidentiality rules regarding the handling and sharing of respondent's data.  | < NO COUNTRY-LEVEL SPECIFIC LAW><br><i>E.g., Country's Statistics Act, Personal Data Act</i> |
| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>   |
| <b>2. Steps to Ensure Data Confidentiality</b> <ul style="list-style-type: none"> <li>▪ The survey instruments, the sampling, and the information gathered by the field workers cannot be used for personal or professional goals by the local consultant firm, field workers or the coordinator and advisor without the prior request and an approval by the World Bank. The data collected is completely confidential and shall not be revealed to any source by the firm. The ownership of any information and data belongs to the World Bank.</li> <li>▪ All interviewers, data entry, coders and supervisory staff must sign affidavits of confidentiality and non-disclosure for the survey activities. A separate form of non-disclosure for the literacy booklets and training and scoring material from ETS is also required.</li> </ul> | <input checked="" type="checkbox"/>  |
| <ul style="list-style-type: none"> <li>▪ Each country will submit the data file to ETS and the World Bank STEP team (regional team and core team). Data release beyond ETS and the World Bank teams may not be done until 6 months after the submission of the final data files.</li> </ul>   | <input checked="" type="checkbox"/>  |

## 2.9. Quality Assurance

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>   |
|--|--|
| <b>1. Quality Assurance</b> <ul style="list-style-type: none"> <li>Quality assurance will be addressed at all stages of the STEP. Many of the steps to ensure quality are outlined in earlier sections of this document. The following sections summarize the quality assurance measures to be implemented during the STEP.</li> </ul>   | <input checked="" type="checkbox"/>  |
| <b>2. Team Composition</b> <ul style="list-style-type: none"> <li>The following key persons on the STEP project team are committed to the project for the duration of the pilot and main surveys:               <ol style="list-style-type: none"> <li>Name of National Project Manager</li> <li>Name of Senior Survey Methodologist</li> <li>Name of the Field Manager</li> <li>Name of the Data Processing Manager</li> <li>Name of the Language Specialist</li> </ol> </li> </ul> | < 1. CLEMENT<br>AHIADEKE<br>2. ISAAC OSEI-<br>AKOTO<br>3. SIMON<br>BAWAKYILL<br>ENU<br>4. FRANK<br>OTCHERE<br>5. N/A>                                    |
| <b>6. Expert Meetings</b><br>The National Project Manager is committed to attending the international meetings deemed necessary by the STEP Consortium. Similarly, other team members will participate in the international meetings when requested by the STEP Consortium.  | <input checked="" type="checkbox"/>  |
| <b>7. Response Rate</b> <ol style="list-style-type: none"> <li>Survey responses will be monitored throughout the data collection activity</li> <li>A contact strategy and a strategy to minimize non-response (described earlier in this report) will be developed and implemented.</li> </ol>   | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/>   |
| <b>8. Data Processing</b><br>The following quality assurance procedures are planned: <ol style="list-style-type: none"> <li>Test of the data capture system</li> <li>100% verification the captured data</li> <li>100% verification of coders' work</li> <li>Development and implementation of scoring quality control procedures to ensure inter-scorer agreement</li> </ol>  | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/> |



| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i> |
|---|--------------------------------------|
| e) Creation of the STEP International Data File according to the Variable Convention specifications provided by the STEP Consortium | <input checked="" type="checkbox"/>  |
| f) Data Editing   | <input checked="" type="checkbox"/>  |

### 2.10. Schedule

| Description of work  | Deliverables              | Deadline                  |
|--|---------------------------|---------------------------|
| Qualitative pilot (done in 2011)   | Qualitative pilot report  | September 28, 2012        |
| Agree on last issue related to sampling and splitting large EAs  | NSDPR                     | January 15, 2013          |
| Check education levels, and minor issues remaining in questionnaire  | Adapted Questionnaire     | January 15, 2013          |
| Data entry program writing   | STEP CORE TEAM TO PROVIDE | By mid-November, 2012     |
| Train senior members on questionnaire and field work procedures  | -                         | January 11- 15, 2013      |
| Carry out pilot. Interview 30 households in 3-6 PSUs. Test questionnaire and field procedures, including data entry. | Pilot report              | Pilot: January 16-18 2013 |
| NSDPR APPROVED   |                           | End January               |

|   |   |  |
|---|---|--|
| Provide all weight requirements as relevant   | Weight requirements   | End November   |
| Training of interviewers and data entry staff |   | February 4-15, 2013  |
| Field work                                    | Weekly reports<br>Intermediate data files<br>Final data files<br>Final weight requirements<br>Final implementation report | Field time: February 19 to April 30, 2013<br><br>First weekly report: March 9th, 2013<br><br>First data by March 16.<br><br>Final Report: June 28, 2013<br><br>Final data: June 28, 2013 |
| Training of scorers                           |   | April 1-3, 2013  |
| Scoring of literacy assessment and data entry | Literacy data files   | April 4 to May 30  |

## 2.11. Budget

**- EDITED -**

## PART 3: Sampling and Weighting Plan

This section will be filled out by the Survey Firm. It will work closely with STEP Core Team’s Survey Methodologist on Sampling and Weighting processes.

### 3.1. Target Population

| <i>Technical Standard</i>  | <i>Agreed to<br/>by the<br/>Survey<br/>Firm?</i> | <i>Deviation Requested from the Standard</i>   | <i>Deviation<br/>Approved by<br/>the Survey<br/>Methodologist<br/>?<br/>Date</i> |
|--|--|--|--|
| <p><b>1. Target Population – Definition</b></p> <p>The target population is defined as all non-institutionalized persons aged 15 to 64 (inclusive) living in private dwellings in the urban areas of the country at the time of the data collection. This includes <u>all residents</u>, except foreign diplomats and non-nationals working for international organizations</p> <p>The following are considered “institutionalized” and excluded from the STEP survey:</p> <ul style="list-style-type: none"> <li>Residents of institutions (prisons, hospitals, etc)</li> <li>Residents of senior homes and hospices</li> <li>Residents of other group dwellings such as college dormitories, halfway homes, workers’ quarters, etc</li> </ul> <p>Other acceptable exclusions are:</p> <ul style="list-style-type: none"> <li>Persons living outside the country at the time of data collection, e.g., students at foreign universities.</li> </ul> | <input checked="" type="checkbox"/>              | <p>No deviation expected, but some areas may become inaccessible in case of outbreak of disease, conflict, or natural disaster. These potential exclusions are not expected to include more than 5 % of the target population.</p> |  |
|  |  |  |  |

| <i>Technical Standard</i>  | <i>Agreed to<br/>by the<br/>Survey<br/>Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation<br/>Approved by<br/>the Survey<br/>Methodologist<br/>?<br/>Date</i> |
|--|--|--|--|
| <b>2. Private Dwelling Unit – Definition</b><br>A Private Dwelling Unit is defined as a room or a group of rooms used, or intended to be used, for living purposes.<br>A dwelling unit must be capable of permanent human habitation and must have a private entrance either outside or from a common hall, lobby, vestibule or stairway inside the building. A private entrance is one that can be used without passing through the living quarters of someone else.  | <input checked="" type="checkbox"/>              |  |  |
| <b>3. Household Member – Definition</b><br>A Household Member is a person who <ol style="list-style-type: none"> <li>1) considers the dwelling to be their usual place of residence, or who has no usual residence elsewhere;</li> <li>2) makes some common provision for food and other essentials of living;</li> <li>3) spent most of their daily rest at the dwelling for at least nine (9) of the past twelve (12) months; the exception to this rule are persons who have recently joined the household, have no usual residence elsewhere, and intend to spend most of their daily rest at the dwelling.</li> </ol> | <input checked="" type="checkbox"/>              |  |  |
| <b>4. Exclusions</b><br>There may be exclusions from the target population for practical operational reasons.<br>But such exclusions should not exceed 5% of the country's urban population aged 15 to 64 years of age.  | <input checked="" type="checkbox"/>              | SEE ABOVE                                    |  |
| <b>5. Country-specific Subpopulations</b><br>A country may include other subpopulations in its target population   | <input checked="" type="checkbox"/>              |  |  |

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist?<br/>Date</i> |
|--|--------------------------------------|--|---|
| provided that its sample design includes any necessary augmentation of the sample size to accommodate the analysis requirements for these additional subpopulations. |                                      |  |   |

### 3.2. Sample Frame

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>   | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist?<br/>Date</i> |
|--|--|--|---|
| <b>1. Sample Frame - Definition</b> <ul style="list-style-type: none"> <li>The Sample Frame is the list of the population from which the STEP sample will be selected. It defines the coverage of the target population and provides the means to identify and locate selected population members</li> <li>The quality of the Sample Frame directly affects the quality of the selected sample, as well as the data collection operation<br/>E.g., under-coverage or over-coverage of the target population or the duplication of population members in the frame will generate errors in the selected sample</li> </ul> | <input checked="" type="checkbox"/><br><br><br><br><br><input checked="" type="checkbox"/> |  |   |
| <ul style="list-style-type: none"> <li>The Sample Frame should provide coverage of the Target Population so that the number of unique, in-scope survey units on the sampling frame comprises at least 95% of the target population</li> <li>It should be complete, accurate and up-to-date</li> </ul>  | <input checked="" type="checkbox"/><br><br><br><br><br><input checked="" type="checkbox"/> |  |   |

| <i>Information Required</i>  | <i>Information Provided<br/>(Type, Date, Source)</i>   | <i>Deviation<br/>Requested from the<br/>Standard</i> | <i>Information<br/>Approved by the<br/>Survey<br/>Methodologist?<br/>Date</i> |
|--|--|--|---|
| 1. Frame type<br>E.g., population register, household list, list of geographic units, etc.                 | 1 <sup>ST</sup> STAGE - LIST OF PSUS WITH POPULATION<br>2 <sup>ND</sup> STAGE – LIST OF HOUSEHOLDS<br>3 <sup>RD</sup> STAGE – LIST OF ELIGIBLE HOUSEHOLD MEMBERS IN SAMPLED HOUSEHOLDS   |  |   |
| 2. Source of the frame<br>E.g., 2010 Census, Labor Force Survey, etc.                                      | 1 <sup>ST</sup> - 2010 CENSUS<br>2 <sup>ND</sup> – HOUSEHOLD DOOR-TO-DOOR LISTING IN SELECTED PSUS.<br><br><i>LARGER THAN USUAL PSU'S WILL BE SPLIT GEOGRAPHICALLY INTO APPROXIMATELY EQUAL PARTS IN SUCH A WAY THAT EACH PART WOULD HAVE A POPULATION THAT IS APPROXIMATELY EQUAL TO THAT OF A TYPICAL PSU. THIS SPLITTING WILL BE DONE IN THE FIELD WITH THE HELP OF CARTOGRAPHERS. THEREAFTER, ONE OF THE SPLIT PARTS WILL BE RANDOMLY SELECTED FOR THE DOOR-TO-DOOR HOUSEHOLD LISTING.</i><br><br>3 <sup>RD</sup> – ROSTER |  |   |
| 3. Definition of survey units of the frame for each stage of sampling                                      | 1 <sup>ST</sup> – POPULATION<br>2 <sup>ND</sup> – HOUSEHOLD<br>3 <sup>RD</sup> – HOUSEHOLD MEMBERS   |  |   |
| 4. Data items on the frame for each stage of sampling<br>E.g., name, address, age, gender, education, etc. | 1 <sup>ST</sup> – NONE<br>2 <sup>ND</sup> – NAMES AND ADDRESSES<br>3 <sup>RD</sup> – NAME AGE  |  |   |

| <i>Information Required</i>  | <i>Information Provided<br/>(Type, Date, Source)</i>  | <i>Deviation<br/>Requested from the<br/>Standard</i> | <i>Information<br/>Approved by the<br/>Survey<br/>Methodologist?<br/>Date</i> |
|--|---|--|---|
| 5. Identify the variables to be used for stratification if applicable  | NONE  |  |   |
| 6. Provide survey frame counts by stratum and type of survey unit as applicable to the sample design<br>E.g., PSUs, dwellings  | SEE ABOVE   |  |   |
| 7. Quality assurance procedures<br>I.e., assessment of quality of the frame information<br>i. Provide any information regarding known frame issues, e.g., under-coverage of target population, inclusion of out-of-scope units, up-to-date, duplication<br>ii. Explain any steps taken to ensure that the frame is complete and up-to-date | POPULATION SOMETIMES UNDERESTIMATED OR OVERESTIMATED IN SOME PSUS.<br>WE USE THE MOST RECENT AVAILABLE FRAME. |  |   |
| 8. Provide Sample Frame of PSUs to World Bank for selection of the first stage sample units  | DONE (CENSUS FRAME)   |  |   |

### 3.3. Sample Size

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|--|--------------------------------------|--|---|
| A minimum of 3,000 interviews must be submitted to the STEP Consortium. A sample of 6,000 households will be selected to allow for up to 50% non-response.   | <input checked="" type="checkbox"/>  |  |   |
| An “interview” is achieved when <u>the roster of household members is completed for the selected household, and the randomly selected individual from the household proceeds with the individual modules.</u>  | <input checked="" type="checkbox"/>  |  |   |
| <b><u>Guidelines for Sample Size Determination</u></b>   |                                      |  |   |
| The actual number of cases that a survey firm may need to visit in order to obtain the required number of interviews depends on, 1) the expected Response Rate and, 2) for countries that implement the Full Literacy Assessment, the expected Core Pass Rate.   | <input checked="" type="checkbox"/>  |  |   |
| 1) <u>Expected Response Rate Considerations</u>  |                                      |  |   |
| a) Since all surveys experience some level of non-response, the survey firm will need to visit extra households in order to achieve the desired number of interviews.  |                                      |  |   |
| i) A survey firm may have previously experienced reasonably good response rates in other national surveys and may feel secure in basing the response rate expectation for STEP on this past experience. However, the STEP survey is a complex survey which includes a relatively lengthy questionnaire and also includes a literacy assessment. A survey firm should not underestimate the challenges of obtaining a response rate that is similar to the response rates previously experienced in other national surveys. | <input checked="" type="checkbox"/>  |  |   |
| ii) The firm should have a realistic expectation of the achievable response rate for STEP in order to estimate the actual number of visits that will be needed in order to obtain the required number of interviews.   | <input checked="" type="checkbox"/>  |  |   |



| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>   | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|--|--|--|---|
| <p>b) The sample size for the preferred STEP sample design was calculated to allow for as much as 50% non-response, which means that a sample of 6,000 households will be selected.</p> <p>i) This sample of 6,000 consists of 3,000 ‘initial’ sample cases and 3,000 ‘reserve’ sample cases. The 3,000 ‘initial’ cases will be initially visited in an attempt to obtain the required number of interviews. When a non-response is encountered amongst the ‘initial’ sample, a ‘reserve’ sample case will be activated to compensate for the non-response. The procedures for use of the ‘reserve’ sample will be provided in the field Operations Manual.</p> <p>ii) If a survey firm expects more than 50% non-response, more than 6,000 households will need to be selected. For example if a survey firm expects there could be 60% non-response then a sample of at least 7,500 households would be required. If there is an expectation of more than 50% non-response, the survey firm should discuss the non-response expectation and the plans to minimize the non-response with the World Bank team representative.</p> <p>iii) If a survey firm expects less than 50% non-response, less than 6,000 households will need to be visited. It is important to note that a survey firm is only required to use as many reserve sample cases as is necessary to obtain the required number of interviews. For example, if a survey firm requires 3,000 interviews and expects a 30% non-response rate (i.e., 70% response rate) then only 4,286 (=300/70%) of the 6,000 sampled cases would be used. In other words, for this example, in order to obtain the required 3,000 interviews, the final sample of 4,286 cases would consist of the 3,000 ‘initial’ sample cases and 1,286 ‘reserve’ sample cases.</p> | <p style="text-align: center;">☒</p> <p style="text-align: center;">☒</p> <p style="text-align: center;">☒</p> |  |   |

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>                                     | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i>                             |
|---|--|--|---|
| <p>2) <u>Expected Core Pass Rate Considerations</u> (applicable only for countries that will implement the Full Literacy Assessment)</p> <ul style="list-style-type: none"> <li>a) It is important that the survey yields a sufficient number of Literacy Exercise Booklets to be able to properly report on a country's literacy level. Hence, the number of interviews required also depends on the expected Core Pass Rate, i.e., the expected number of respondents that will correctly answer at least three Core questions in the General Booklet and proceed to complete a Literacy Exercise Booklet.</li> <li>b) For the purpose of determining the sample size requirement, a reasonable estimate for the Core Pass Rate might be the country's urban literacy rate. For example, if a country's urban literacy rate is 90% it might be reasonable to assume that 90% of the selected persons that agree to undertake the literacy assessment will pass the Core portion of the General Booklet and proceed to a literacy Exercise Booklet.</li> <li>c) In general, if the expected Core Pass Rate is 80% or higher then a minimum of 3,000 interviews will likely yield a sufficient number of completed literacy Exercise Booklets to satisfy the need for reporting a country's literacy level.</li> <li>d) Table 2 provides the actual number of households that would need to be visited for a few different expected response rates and expected Core Pass rates.</li> </ul> | <div>☒</div> <div>☒</div> <div>☒</div> <div>☒</div>                      |  |   |
| <b>Table 2: Number of Households to Visit for a Few Core Pass Rates and Response Rates</b>  |  |  |   |
| Desired Sample Yield  | Expected Core Pass Rate<br>[e.g., Estimated Country Urban Literacy Rate] | Expected Response Rate                       | Sample Size for Core Pass Rate & Response Rate<br><br>[Actual # of Households to Visit] |

| <i>Technical Standard</i>  |                      |                      |          |                      | <i>Agreed to by the Survey Firm?</i>  | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|--|----------------------|----------------------|----------|----------------------|---|--|---|
|  | <b>n<sub>0</sub></b> | <b>C<sub>P</sub></b> | <b>R</b> | <b>n<sub>1</sub></b> |   |  |   |
|  | 3000                 | 80%                  | 70%      | 4286                 |   |  |   |
|  | 3000                 | 70%                  | 70%      | 4898                 |   |  |   |
|  | 3000                 | 60%                  | 70%      | 5714                 |   |  |   |
|  | 3000                 | 80%                  | 60%      | 5000                 |   |  |   |
|  | 3000                 | 70%                  | 60%      | 5714                 |   |  |   |
|  | 3000                 | 60%                  | 60%      | 6667                 |   |  |   |
|  | 3000                 | 80%                  | 50%      | 6000                 |   |  |   |
|  | 3000                 | 70%                  | 50%      | 6857                 |   |  |   |
|  | 3000                 | 60%                  | 50%      | 8000                 |   |  |   |
|  | 3000                 | 80%                  | 40%      | 7500                 |   |  |   |
|  | 3000                 | 70%                  | 40%      | 8571                 |   |  |   |
|  | 3000                 | 60%                  | 40%      | 10000                |   |  |   |
| <p>e) The above table clearly does not include all possible combinations of expected Core Pass Rate and Response Rate. If a country's expected rates are not included in the above table, the Survey Firm should contact the World Bank Survey methodologist to discuss the country's expectations for the Core Pass Rate and the Response rate so that the survey firm and World Bank Survey methodologist can together determine the actual country-specific estimated number of households that will need to be visited to yield the required number of interviews.</p> <p>f) In addition, for the Full Literacy Assessment, the final sample of completed literacy booklets must yield an equal number of each of the four Exercise Booklets.</p> <p>g) The survey firm is required to actively monitor the survey returns to ensure that the required equal distribution of literacy Exercise Booklets is achieved.</p> |                      |                      |          |                      | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> |  |   |

| <i>Technical Standard</i> | <i>Agreed to by the<br/>Survey Firm?</i> | <i>Deviation<br/>Requested from the<br/>Standard</i> | <i>Deviation Approved<br/>by the Survey<br/>Methodologist?<br/>Date</i> |
|---------------------------|--|--|---|
|                           |  |  |   |

| <i>Information Required</i>  | <i>Sample Size and Assumptions</i>   | <i>Deviation Requested from the Standard</i>   | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|--|--|--|---|
| <b>1. Sample Size</b>  |  |  |   |
| a) Provide the country's <b>final sample size goal</b> by sample design variable<br>E.g. Total Sample Size by strata, by PSU, etc.<br><u>Note: Minimum Sample Size</u> - 6,000 households (3,000 for the initial sample and 3,000 for the reserve sample). | 6000 (+1500 SAMPLED IN CASE OF NEED)   | When nearing completion of initial 200 PSUs, reserve PSUs will be requested depending on Core Pass rate. |   |
| <u>Sample size determination assumptions:</u><br>b) What is the expected response rate?  | 90%  |  |   |
| c) What is the expected Core Pass rate (or if using adult literacy rate as a proxy, the urban adult literacy rate)   | 65%  |  |   |
| d) <b>If applicable:</b> Provide the <b>rationale for additions to the sample size</b> to satisfy country-specific data analysis objectives.   | 1500 ADDITIONAL HOUSEHOLDS WILL BE SAMPLED.<br><br>BY THE TIME WE ARE ABOUT 1/3 OR HALFWAY THROUGH THE 3000 INTERVIEWS, WE WILL HAVE A GOOD SENSE OF THE SUCCESS RATE ON |  |   |

| <i>Information Required</i> | <i>Sample Size and Assumptions</i>  | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|-----------------------------|---|--|---|
|                             | <p>THE ETS TESTS, AND WILL BE ABLE TO SEE IF THERE WILL BE A SHORTFALL FROM THE AMOUNT WE NEED (KNOWING THAT WE ARE AIMING FOR 2400 ETS TESTS DONE - IE ADVANCING TO THE 2ND BOOKLET, AND RESPONDENT TRYING ALL THE 2ND BOOKLET).</p> <p>WE WILL BE DISCUSSING WITH STEP CONSORNIUM AT THIS POINT, AND WE WILL ORGANIZE IF NECESSARY TO GO TO SOME MORE PSU'S TO INCREASE THE NUMBER OF ETS TESTS COMPLETED.</p> <p>FOR THE FINAL 50 RESERVE PSU'S,</p> |  |   |

| <i>Information Required</i>   | <i>Sample Size and Assumptions</i>  | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|---|---|--|---|
|   | OWEN WILL RANK THEM IN RANDOM ORDER, 1 TO 50. WE WILL USE THESE RESERVE PSU'S IN THE ORDER LISTED TO VISIT AND INTERVIEW IN ORDER TO GET ENOUGH ETS TESTS DONE. WE WILL USE THE SAME METHODOLOGY: LIST THE PSU, CHOOSE 15 INITIAL AND 15 RESERVE HOUSEHOLDS, AND COMPLETE 15 INTERVIEWS PER PSU. (AND THEN THE COUNT OF ETS TESTS WILL INCREASE BY THE NUMBER OF THOSE 15 WHO PROCEED TO THE 2ND BOOKLET AND ATTEMPT IT ALL). |  |   |
| e) Data analysis objectives<br>E.g., identify the important data breakdowns or survey estimates to be | NA  |  |   |

| <i>Information Required</i>   | <i>Sample Size and Assumptions</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|---|------------------------------------|--|---|
| derived from the survey data.<br>f) Precision goals for the survey estimates. |                                    |  |   |

### 3.4. Sample Design

| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|---|--------------------------------------|--|---|
| A probability sample design whereby each person in the survey population has a known (i.e., calculable), non-zero chance of being included in the sample must be used.  | <input checked="" type="checkbox"/>  |  |   |
| In addition, the sample selection process must be objective (i.e., a random selection method must be used) at all stages of sample selection.   | <input checked="" type="checkbox"/>  |  |   |
| <b>Preferred Sample Design:</b><br>A sample of at least 6,000 households (i.e., 3,000 initial sample and 3,000 reserve sample) will be selected in at least two stages.<br><b>1. In the first stage,</b> at least 200 small territorial areas (hereafter referred to as <i>Primary Sampling Units</i> , or <i>PSUs</i> ) will be selected with probability proportional | <input checked="" type="checkbox"/>  |  |   |



| <i>Technical Standard</i>   | <i>Agreed to by the Survey Firm?</i>                         | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist? Date</i> |
|---|--|--|---|
| to size (PPS).<br><b>2. In the second stage</b> , 15 households will be systematically selected as the target sample in each selected PSU. In addition, 15 households will be systematically selected as the reserve sample in each selected PSU.<br><b>3. Subsequently, at a third stage</b> of sample selection the main respondent will be randomly selected in each visited household from among all household members aged 15 to 64 years. The selection method for the main respondent is described in the household questionnaire. The substitution of the main respondent is not allowed. | <input checked="" type="checkbox"/>                          |  |   |
| <ul style="list-style-type: none"> <li>The ‘preferred’ sample design is a multi-stage design that employs sampling with probability proportional to size (PPS) for as many stages as practically possible.</li> </ul>   |  |  |   |
| <ul style="list-style-type: none"> <li>The selection of households (15 initial sample and 15 reserve sample) within selected PSUs will follow STEP Consortium guidelines.</li> </ul>  | <input checked="" type="checkbox"/>                          |  |   |
| <ul style="list-style-type: none"> <li>All countries must use the same procedure for selecting a household within a multi-household dwelling, if applicable. The procedure will be provided by the STEP Consortium.</li> </ul>  | <input type="checkbox"/> N/A BECAUSE HH LISTING NOT DWELLING |  |   |
| <ul style="list-style-type: none"> <li>All countries must use the same procedure for selecting a person within a household. The procedure will be provided by the STEP Consortium.</li> </ul>   | <input checked="" type="checkbox"/>                          |  |   |

### 3.5. Sample Selection

The sample of first stage units will be selected by the World Bank survey methodologist. In addition, the survey methodologist will provide the Exercise Booklet assignment indicator for the initial sample.

| <i>Information Required</i>  | <i>Information Provided<br/>(Type, Date, Source)</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist?<br/>Date</i> |
|--|--|--|---|
| 1) Sample Frame of Primary Sampling Units (PSUs)<br>a) The Survey Firm will provide a file containing the most current list of PSUs to the STEP Consortium.<br>b) The list must include a suitable measure of size (e.g., number of households, number of persons 15 to 64, number of persons) for each PSU for selecting the sample of PSUs with probability proportional to size.<br>c) Upon receipt of the sample frame and agreement of its suitability for STEP sampling, the STEP Consortium will select the initial sample of PSUs, and a reserve sample of PSUs for use when it is not possible to conduct any interview in an entire initially-selected PSU | ☒ DONE   |  |   |

### 3.6. Response Rate Goal and Non-Response Bias Assessment

| <i>Information Required</i>   | <i>Information Provided<br/>(Type, Date, Source)</i> | <i>Deviation Requested from the Standard</i> | <i>Deviation Approved by the Survey Methodologist?<br/>Date</i> |
|---|--|--|---|
| The response rate goal is to obtain an interview from at least 70% of the sampled households. | ☒  |  |   |

| <i>Information Required</i>  | <i>Proposed Plan to Assess Non-response Bias</i>  | <i>Deviation Requested from the Standard</i> | <i>Approved by the STEP Team?<br/>Date</i> |
|--|---|--|--|
| <b>1. Non-response Bias Assessment</b> <ol style="list-style-type: none"> <li>Each participating country will carry out an assessment of the bias due to non-response and report the findings to the STEP Team who will decide whether an asterisk/footnote will accompany the country's survey results in the STEP international survey publications.</li> <li>Results from countries with response rates below 50% will not be published unless the country can provide the WB with evidence that the potential bias introduced by the low response rates is unlikely to be greater than the bias associated with response rates above 70%.</li> <li>If a country attains less than a 50% response rate, it will conduct an extensive non-response bias analysis. Once this requirement is fulfilled to the satisfaction of the STEP Team, the country's survey results may be included in the STEP international survey publications with asterisks and footnotes as appropriate.</li> <li>The extensive non-response bias analysis should include more than one type of analysis of the non-respondents.<br/>Some possible non-response analyses include:</li> </ol> | COMPARE<br>DISTRIBUTION OF<br>KEY<br>BENCHMARK<br>VARIABLES WITH<br>CENSUS<br>DISTRIBUTION. |  |  |

| <i>Information Required</i>   | <i>Proposed Plan to Assess Non-response Bias</i> | <i>Deviation Requested from the Standard</i> | <i>Approved by the STEP Team?<br/>Date</i> |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>▪ A non-response follow-up study. Such a study requires following up with a set of non-respondents and then comparing the characteristics of the follow-up respondents to those of the original set of respondents to assess non-response bias. A possible non-response follow-up procedure is to ask non-respondents a brief set of questions related to background questionnaire items.</li> <li>▪ A comparison of sample counts of key respondent variables to external totals from a reliable source;</li> <li>▪ A comparison of respondents and non-respondents on auxiliary Sample Frame variables;</li> <li>▪ A comparison of response rates by industry subgroup;</li> <li>▪ A comparison of estimates before and after weighting adjustments;</li> <li>▪ A comparison of “late” or “hard-to-contact” or “non-cooperative” respondents to “early” or “easy-to-contact” or “cooperative” respondents;</li> <li>▪ Calculation of the range of potential bias.</li> </ul> |  |  |  |

### 3.7. Weighting

The Weighting will be carry out by the STEP Survey Methodologist.

| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i>   | <i>Deviation Requested from the Standard</i> | <i>Approved by the Survey Methodologist? Date</i> |
|--|--|--|---|
| <b>1. Description of Weighting Procedures</b><br>Include a description of the post-stratification strategy <ul style="list-style-type: none"> <li>a. Specify the variables to be used for ‘benchmarking’</li> <li>b. Specify the source of the file to be used to create benchmark weights</li> </ul>  | AGE, GENDER AND EDUCATION FROM 2010 CENSUS   |  |   |
| <b>2. Weighting Procedures</b> <ul style="list-style-type: none"> <li>a. The weighting of each country’s clean data file will be carried out by the STEP Consortium.</li> <li>b. The weighting of the respondent records will be consistent with the Ghana probability sample design.</li> <li>c. Survey weights will be calculated from the clean sample file (i.e., the file resulting from the editing process). The survey weights will be appended to each respondent record on the clean survey file. The following weights will comprise part of each respondent record:               <ul style="list-style-type: none"> <li>- Theoretical or sample design weight - the inverse of the probability of selection at the sample selection stage.</li> <li>- Final Population Weight - Non-response adjusted sample design weight, i.e., based on the sample design weight and adjusted for non-response.</li> <li>- Benchmark weight (applicable if there are more recent known population totals or there are more reliable known population totals from a source other than the Sample Frame) - the weight resulting from the adjustment of the survey results to known population totals.</li> </ul> </li> </ul> | <input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/><br><br><input checked="" type="checkbox"/> |  |   |

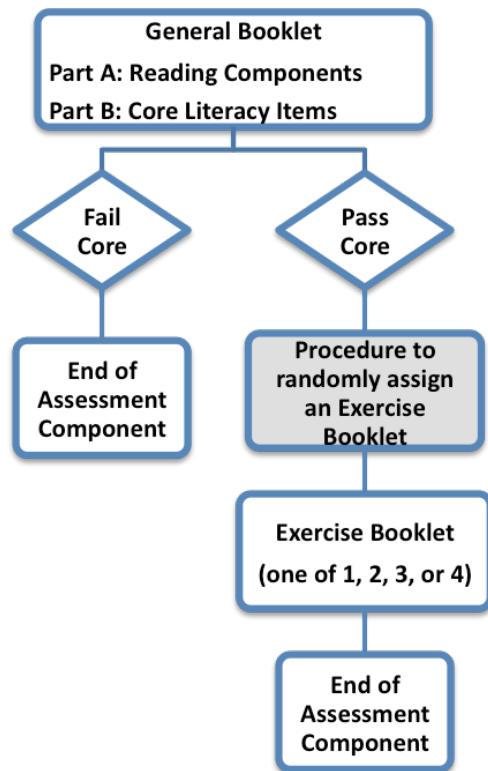
| <i>Technical Standard</i>  | <i>Agreed to by the Survey Firm?</i> | <i>Deviation Requested from the Standard</i> | <i>Approved by the Survey Methodologist? Date</i> |
|--|--------------------------------------|--|---|
| - Jackknife replicate weights - there will be 30 of these weights which are used to calculate the standard error of the survey estimates | <input checked="" type="checkbox"/>  |  |   |

[illegible]

| <i>Weighting Information Required</i> | <i>Information Provided<br/>(Type, Date, Source)</i> | <i>Approved by the<br/>Survey<br/>Methodologist?<br/>Date</i> |
|---------------------------------------|--|---|
|                                       |  |   |

## Appendix

### Appendix 1. Workflow – Full Literacy Assessment





## Appendix 2. Qualifications and Expertise of Each Key Project Team Member

**- EDITED -**

## Appendix 3. Survey Firm Experience

### Assignment 1

|  |   |
|--|---|
| Assignment name:<br>Impact Evaluation Support for the MCA<br>Ghana Compact | Approx. value of the contract (in current US\$ or Euro):<br><br>US\$ 1,429,000.00 |
| Country: Ghana<br><br>Location within country: Nationwide                  | Duration of assignment (months):<br><br>50 Months                                 |
| Name of Client:<br>Millennium Development Authority                        | Total N° of staff-months of the assignment: 50 Staff- months                      |
| Address:   | Approx. value of the services provided by your firm under the                     |

|  |  |
|--|--|
| MiDA<br>Accra, Ghana   | contract (in US\$ currency equivalent): US\$ 1,429,000.00  |
| Start date (month/year): January 2008<br><br>Completion date (month/year): February 2012   | Nº of professional staff-months provided by associated Consultants:<br><br>NA  |
| Name of associated Consultants, if any:<br><br>Ghana Statistical Service<br><br>&<br><br>Yale University   | Name of senior professional staff of your firm involved and functions performed (indicate most significant profiles such as Project Director/Coordinator, Team Leader):<br><br>Prof. Ernest Aryeetey - Project Coordinator/Director<br><br>Prof Clement Ahiadeke – Survey Coordinator<br><br>Dr Isaac Osei-Akoto – Team Leader for GLSS 5+ Component<br><br>Dr Robert Darko Osei – Team Leader for FBO Component |
| Narrative description of Project:<br><br>This is a five year research project that seeks to use a randomization experimental technique to evaluate the impact of the 5-year Ghana MCA program. This programme will run from 2007 to 2012. The purpose is to be able to collect data to track the target indicators set by the MCA Ghana program and also continuously evaluate all components of the program over the life of the project. The programme has two components: GLSS 5+ (designed to evaluate the overall impact of the programme) and FBO (designed to |  |

evaluate the individual components such as training and business development, of the programme). A nationally representative sample of about 9000 households from about 621 enumeration areas will be selected in the 23 MiDA districts of the country under the GLSS 5+ component. There will be an additional 5000 households to be selected in 333 EAs in the remaining districts in the country to act as control. Under the FBO component, about 6000 households will be selected from the 1200 FBOs that are targeted for training under the MiDA programme. Survey on these 6000 farmers/households will form the basis of evaluating the training component of the MiDA programme.

Description of actual services provided by your staff within the assignment:

Design impact evaluation, Design questionnaires, coordinate the field survey to be undertaken by the Ghana statistical Service, Analyze the Survey data, write reports for the MCC and MiDA

## Assignment 2

|  |   |
|--|---|
| Assignment name:<br><br>Youth and Employment: The Role Of Entrepreneurship in African Economies (YEMP) Project | Approx. value of the contract (in current US\$ or Euro):<br><br>US\$500,000.00                        |
| Country: Ghana<br><br>Location within country: Accra   | Duration of assignment (months):<br><br>36 months   |
| Name of Client:<br><br>DANIDA/Danish Research Council  | Total N <sup>o</sup> of staff-months of the assignment: 36 months                                     |
| Address:<br><br>Embassy of Denmark   | Approx. value of the services provided by your firm under the contract (in US\$ currency equivalent): |

|   |  |
|---|--|
| 67, Dr. Isert Road<br>North Ridge<br>Accra - Ghana  | US\$500,000.00   |
| Start date (month/year): November, 2009<br><br>Completion date (month/year): November 2012 (still on-going)   | Nº of professional staff-months provided by associated Consultants: 36 months  |
| Name of associated Consultants, if any:<br><br>Prof. Katherine Gough (overall project leader),<br>Department of Geography and Geology,<br>University of Copenhagen  | Name of senior professional staff of your firm involved and functions performed (indicate most significant profiles such as Project Director/Coordinator, Team Leader):<br><br>Prof. Clement Ahiadeke – Project Director<br><br>Dr. George Owusu – Technical Coordinator |
| <p>Narrative description of Project:</p> <p>Young people in Africa are growing up in a harsh economic environment with limited employment opportunities. The high rates of unemployment and underemployment amongst young Africans, and the challenges this presents for the youth themselves, their families and society, have been widely documented. Despite this rather bleak picture, some young Africans do manage to gain employment, either working for others or more commonly setting up their own enterprises. This requires a degree of entrepreneurship as the competition is fierce and the economic climate challenging. Some institutions have initiated programmes which aim to encourage entrepreneurship among youth but little is known about how young people become entrepreneurs or how they can best be supported. This is the key focus of the YEMP project.</p> <p>The research project will analyse the role of entrepreneurship in generating youth employment and entrepreneurship in sub-Saharan African countries, using three countries Ghana, Uganda and Zambia as</p> |  |

case studies. The theme will be approached from three angles:

- From the perspective of the youth
- From the perspective of enterprises
- From an institutional perspective

Description of actual services provided by your staff within the assignment:

ISSER was responsible for customizing the survey instrument, recruitment and training of fieldworkers, implementation of fieldwork for data collection, data processing, analysis and report writing.

### Assignment 3

|   |   |
|---|---|
| Assignment name:<br>Child Labour in the Cocoa Sector Study  | Approx. value of the contract (in current US\$ or Euro):<br>US\$235,000   |
| Country: Ghana<br><br>Location within country: Selected Cocoa Growing Areas in 6 Regions of Ghana | Duration of assignment (months):<br><br>24 months   |
| Name of Client:<br><br>Payson Center, Tulane University, USA                                      | Total N <sup>o</sup> of staff-months of the assignment: 24 months   |
| Address:<br><br>300 Hebert Hall   | Approx. value of the services provided by your firm under the contract (in US\$ currency equivalent): US\$235,000 |

|  |   |
|--|---|
| 6823 St. Charles Avenue<br>New Orleans, LA 70118-5698  |   |
| Start date (month/year): October, 2007<br><br>Completion date (month/year): October 2009   | Nº of professional staff-months provided by associated Consultants: NA  |
| Name of associated Consultants, if any:<br><br>NA  | Name of senior professional staff of your firm involved and functions performed (indicate most significant profiles such as Project Director/Coordinator, Team Leader):<br><br>Prof. John K. Anarfi – Project Director<br>Prof. Clement Ahiadeke – Survey Coordinator/ Deputy Director<br>Dr. Isaac Osei-Akoto – Team Leader: Sampling, Data Management |
| Narrative description of Project:<br><br>The project was an independent service sub-contract, as part of activities to implement the Harkin-Engel protocol. ISSER conducted two child labour surveys in the cocoa and non-cocoa (other agricultural product) growing areas of Ghana. The main objective of the exercise was to address concerns over Worst Forms of Child Labor (as defined by ILO Convention 182) and Forced Adult Labour (FAL, as defined by ILO Convention 29) on cocoa farms, which led to the establishment of the “Harkin-Engel Protocol” in 2001. |   |
| Description of actual services provided by your staff within the assignment:<br><br>Survey design, design/adaptation of questionnaires, recruitment and training of field enumerators, coordination of field work for data collection, data capture, data analyses and report writing.   |   |

## Assignment 4

|   |   |
|---|---|
| Assignment name:<br>Accra Multiple Indicator Cluster Survey (MICS)                        | Approx. value of the contract (in current US\$ or Euro):<br><br>US\$163,000 |
| Country: Ghana<br><br>Location within country: High Densely Populated Localities of Accra | Duration of assignment (months): 18   |
| Name of Client:<br><br>UNICEF – through UNICEF Ghana Office                               | Total N <sup>o</sup> of staff-months of the assignment:                     |
| Address:  | Approx. value of the services provided by your firm under                   |

|   |  |
|---|--|
| UNICE House<br>4-8 Rangoon Close, Ward 24<br>Cantonments, Accra   | the contract (in US\$ currency equivalent):<br><br>US\$163,000   |
| Start date (month/year): May 2010<br><br>Completion date (month/year): October 2011   | Nº of professional staff-months provided by associated Consultants: NA   |
| Name of associated Consultants, if any:<br><br>NA   | Name of senior professional staff of your firm involved and functions performed (indicate most significant profiles such as Project Director/Coordinator, Team Leader):<br><br>Prof. Clement Ahiadeke – Project Director<br>Dr. E. N. Appiah – Project Coordinator<br>Mr. Frank Otchere – Project Coordinator, Data Processing Manager |
| Narrative description of Project:<br><br>The project was part of the 4 <sup>th</sup> round of the Global MICS in Ghana which covered only high densely populated localities in Accra with the objective of highlight the peculiar characteristics of women, children and households in these localities. Subjects covered include household characteristics, water and sanitation, women’s reproductive health and children’s health including vaccination and episodes of diarrhoea, malaria and pneumonia |  |
| Description of actual services provided by your staff within the assignment:  |  |



Survey design, adaptation of questionnaires, selection of EAs, listing of households in selected EAs, sample selection, recruitment and training of field enumerators, implementation of collection, data capture and validation, data analysis and report writing.

## Assignment 5

|  |   |
|--|---|
| Assignment name:<br>Land Tenure and Land Policy Reform Project, 2005 | Approx. value of the contract (in current US\$ or Euro):<br>US\$695,730                               |
| Country: Ghana<br>Location within country: Nationwide                | Duration of assignment (months): 36 months  |
| Name of Client:<br>USAID, Accra                                      | Total N° of staff-months of the assignment: 36 months   |
| Address:<br>USAID/Ghana<br>E45/3 Independence Avenue                 | Approx. value of the services provided by your firm under the contract (in US\$ currency equivalent): |

|   |  |
|---|--|
| Accra-Ghana   | US\$695,730  |
| Start date (month/year): January 2005<br>Completion date (month/year): December 2007  | Nº of professional staff-months provided by associated Consultants:  |
| Name of associated Consultants, if any:<br><br>NA.  | Name of senior professional staff of your firm involved and functions performed (indicate most significant profiles such as Project Director/Coordinator, Team Leader):<br><br>Prof. Ernest Aryeetey<br><br>Dr. Dzodzi Tsikata<br><br>Dr. George Botchie |
| Narrative description of Project:<br><br>This is a three-year multi-disciplinary research into land tenure and land policy reform. The purpose is to provide greater clarity and fill gaps in knowledge about the nature and problems of land tenure and administration in Ghana. The research comprised of the review of literature on land and related issues into what is referred to as expert papers covering specific broad areas of land tenure and policy research. Aside from the thorough description of the data, it has been used to produce 18 commissioned studies on Land Policy Reforms in Ghana covering a wide range of areas including: customary and statutory land tenure arrangements; institutional and legal issues related to land; the organization of land markets and production; the politics of land tenure reform; the environment-land-tenure nexus, land rights, access and productivity; women, land and poverty among others. The research is intended to produce policy options in the search for directions, processes, components and likely impacts of reforms under the Land Administration Project of the Government of Ghana. Indeed, research outputs are contributing to discussions about the place of land tenure in poverty reduction through the Growth and Poverty Reduction |  |

Strategy (GPRS-II).

Description of actual services provided by your staff within the assignment:

Staff coordinated the data collection and analysis. They also supervised and contributed to the production of 20 research reports on land tenure and land policy in Ghana. They organized public dissemination workshops in all regions of Ghana and a national conference on land policy reform.

## Appendix 4. Training Agenda

**Appendix 5. Supervision Form – Interviewer Evaluation**

## Appendix 6. Supervisor's Guide to Revisits and Activating Reserve Households

| <b>RESULT<br/>CODES</b> |   | <b>100%<br/>revisit by<br/>supervisor</b> | <b>supervisor<br/>try to<br/>convince<br/>respondent</b> | <b>Activate<br/>reserve<br/>household?</b> |
|-------------------------|---|---|--|--|
| <b>code</b>             | <b>REASON FOR ACTIVATING A RESERVE (before a questionnaire is started)</b>  |   |  |  |
| 1                       | <u>Household refused</u> to be interviewed (time constraints, did not want the bother, other general refusal)   | Y   | Y  | Y  |
| 2                       | Household refused or could not be interviewed because of <u>unusual circumstance</u> (death in family, illness, fire in dwelling, etc)                        | Y   | Y- see if can schedule later or some other solution      | Y  |
| 3                       | <u>No knowledgeable household member could be found</u> , after 3 revisits (only child, non-competent adult, etc)   | n   |  | Y  |
| 4                       | <u>Temporarily absent/ unavailable</u> for field period (information from others)   | n   |  | Y  |
| 5                       | <u>No competent household member</u> to interview (because of severe illness, mental disability, etc)   | n   |  | Y  |
| 6                       | <u>Language problem</u> - no one in the household spoke a language that could be understood by survey team, and no translator available SPECIFY LANGUAGE_____ | n   |  | Y  |
| 7                       | Dwelling could not be found/ given address has no household   | n   |  | Y  |
| 8                       | Dwelling is empty   | n   |  | Y  |
| 9                       | Dwelling is no longer habitable/ dwelling is destroyed/ dwelling has been changed to commercial use.  | n   |  | Y  |

| <b>INDIVIDUAL MODULES 2-7 NOT BEGUN</b> |  | <b>100%<br/>revisit by<br/>supervisor</b> | <b>supervisor<br/>try to<br/>convince<br/>respondent</b> | <b>Activate<br/>reserve<br/>household?</b>   |
|---|--|---|--|--|
| 31                                      | No household member in the <u>eligible range of 15-64</u>  | n   |  | Y  |
| 32                                      | Selected individual <u>refused</u> (time constraints, did not want to bother, other general refusal)   | Y   | Y  | Y  |
| 33                                      | Selected individual could not be interviewed because of <u>unusual circumstance</u> (death in family, serious illness, fire in dwelling, etc.)                     | Y   | Y  | Y  |
| 34                                      | <u>Another household member refused</u> to let selected individual do individual modules   | Y   | Y  | Y  |
| 35                                      | Selected individual <u>could not be contacted</u> after three visits during field period   | Y   |  | Y  |
| 36                                      | Selected individual will be <u>absent for the entire field period</u> (information from household member)  | Y   |  | Y  |
| 37                                      | Selected individual is <u>deaf</u> or so hard-of-hearing that cannot do survey, and no translator available  | Y   |  | Y  |
| 38                                      | Selected individual has a <u>learning or mental disability</u> so that he or she is unable to answer (including emotional conditions like severe depression)       | n   |  | N -select again from the HH if eligible members; otherwise, Yes activate a reserve |
| 39                                      | Selected individual has a <u>speech impairment</u> that prevents doing the survey, and no translator available   | Y   | N  | Y  |
| 40                                      | <u>Language problem</u> - selected individual did not speak a language that could be understood by survey team, and no translator available SPECIFY LANGUAGE _____ | Y   | N  | Y  |

**INDIVIDUAL MODULES BEGUN BUT NOT COMPLETED.**

|    |  |   |   |   |
|----|--|---|---|---|
| 51 | Individual <u>refused</u> to continue (time constraints, did not want the bother, other general refusal) | Y | Y | N |
| 52 | Individual interview could not be continued because of <u>unusual circumstance</u>                       | Y | Y | N |

**GENERAL BOOKLET (MODULE 9) NOT BEGUN**

|    |  |  |  |  |  |  |  |  |   |                               |   |
|----|--|--|--|--|--|--|--|--|---|-------------------------------|---|
| 61 | Individual does not read the <u>language</u> of the General Booklet so refused to begin.                             |  |  |  |  |  |  |  | n |                               | N |
| 62 | Individual <u>refused</u> to begin General Booklet (time constraints, did not want to bother, other general refusal) |  |  |  |  |  |  |  | Y | Y                             | N |
| 63 | Individual could not do General Booklet because of <u>unusual circumstance</u>                                       |  |  |  |  |  |  |  | Y | Y - see if can schedule later | N |
| 64 | Individual could not do General Booklet because of <u>blindness</u> or visual impairment.                            |  |  |  |  |  |  |  | n |                               | N |
| 65 | Individual could not do General Booklet because of a <u>physical disability</u> (cannot hold pen, etc).              |  |  |  |  |  |  |  | n |                               | N |

**GENERAL BOOKLET (MODULE 9)**

|    |   |   |   |   |
|----|---|---|---|---|
| 71 | Individual looked through the Booklet but <u>unable to read and write the language of the Booklet so did not</u> begin. | n |   | N |
| 72 | Individual began General Booklet but <u>refused to continue</u>   | Y | N | N |
| 73 | Individual <u>had too long an interruption</u> in the General Booklet, so it could not be resumed.                      | n |   | N |
| 74 | General Booklet stopped because of <u>unusual circumstance</u> .  | n |   | N |
| 75 | Individual attempted the General Booklet but <u>did not mark</u> any answers  | n |   | N |
| 76 | Individual <u>marked some</u> items of the General Booklet but did not attempt all items.                               | n |   | N |
| 77 | Individual <u>marked some</u> of the General Booklet and attempted all the items.                                       | n |   | N |
| 78 | Individual <u>marked all</u> questions of the General Booklet.  | n |   | N |



**Appendix 7. Supervision Form – Visual Scrutiny**

**Appendix 8. Supervision Form – Check-Up Visit**

**Appendix 9. Weekly Report Template (Full Literacy Assessment)**

*The following template will be provided in an Excel file to the Survey Firm*



## Appendix 10. Result Codes

Any household from the reserve sample that is not activated (used) will be assigned a result code of “99”.

| <b>code</b> | <b>HOUSEHOLD MODULE NOT BEGUN</b>   |  |  |  |  |  |  |
|-------------|---|--|--|--|--|--|--|
| 01          | Household refused to be interviewed (time constraints, did not want the bother, other general refusal)  |  |  |  |  |  |  |
| 02          | Household refused or could not be interviewed because of <u>unusual circumstance</u> (death in family, illness, fire in dwelling, etc)                  |  |  |  |  |  |  |
| 03          | No knowledgeable household member could be found, after 3 revisits (only child, non-competent adult, etc)   |  |  |  |  |  |  |
| 04          | Temporarily absent/ unavailable for field period (information from others)  |  |  |  |  |  |  |
| 05          | No competent household member to interview (because of severe illness, mental disability, etc)  |  |  |  |  |  |  |
| 06          | Language problem - no one in the household spoke a language that could be understood by survey team, and no translator available SPECIFY LANGUAGE _____ |  |  |  |  |  |  |
| 07          | Dwelling could not be found   |  |  |  |  |  |  |
| 08          | Dwelling is empty   |  |  |  |  |  |  |
| 09          | Dwelling is no longer habitable/ dwelling is destroyed/ dwelling has been changed to commercial use.  |  |  |  |  |  |  |

|   |  |         |
|---|--|---------|
| 11.   | <b>RESULT CODES</b>  | PAGE 54 |
| <b>HOUSEHOLD MODULE BEGUN BUT NOT COMPLETED</b>   |  |         |
| 21  | Household <u>refused to continue</u> (time constraints, did not want the bother, other general refusal)  |         |
| 22  | Household module could not be continued because of <u>unusual circumstance</u>   |         |
| <b>INDIVIDUAL MODULES 2-7 NOT BEGUN</b>   |  |         |
| 31  | No household member in the <u>eligible range</u> of 15-64  |         |
| 32  | Selected individual <u>refused</u> (time constraints, did not want to bother, other general refusal)   |         |
| 33  | Selected individual could not be interviewed because of <u>unusual circumstance</u> (death in family, illness, fire in dwelling, etc.)                             |         |
| 34  | <u>Another household member refused</u> to let selected individual do individual modules   |         |
| 35  | Selected individual <u>could not be contacted</u> after three visits during field period   |         |
| 36  | Selected individual will be <u>absent for the entire field period</u> (information from household member)  |         |
| 37  | Selected individual is <u>deaf</u> or so hard-of-hearing that cannot do survey, and no translator available  |         |
| 38  | Selected individual has a <u>learning or mental disability</u> so that he or she is unable to answer (including emotional conditions like severe depression)       |         |
| 39  | Selected individual has a <u>speech impairment</u> that prevents doing the survey, and no translator available   |         |
| 40  | <u>Language problem</u> - selected individual did not speak a language that could be understood by survey team, and no translator available SPECIFY LANGUAGE _____ |         |
| <b>INDIVIDUAL MODULES 2-7 BEGUN BUT NOT COMPLETED</b>                                     |  |         |
| 51  | Individual <u>refused</u> to continue (time constraints, did not want the bother, other general refusal)   |         |
| 52  | Individual interview could not be continued because of <u>unusual circumstance</u>   |         |
| <b>GENERAL BOOKLET (MODULE 9) NOT BEGUN</b>   |  |         |
| 61  | Individual <u>does not read or write the language</u> of the General Booklet so refused to begin.  |         |
| 62  | Individual <u>refused</u> to begin Booklet (time constraints, did not want to bother, other general refusal)   |         |
| 63  | Individual could not do General Booklet because of <u>unusual circumstance</u>   |         |
| 64  | Individual could not do General Booklet because of <u>blindness</u> or visual impairment.  |         |
| 65  | Individual could not do General Booklet because of other <u>physical disability</u> (cannot hold pen).   |         |
| <b>GENERAL BOOKLET (MODULE 9) LOOKED THROUGH OR ATTEMPTED BUT NOT COMPLETED OR PASSED</b> |  |         |
| 71  | Individual looked at Booklet but <u>unable to read and write the language of the Booklet</u> so did not begin.   |         |
| 72  | Individual began General Booklet but <u>refused to continue</u> .  |         |
| 73  | Individual <u>had too long an interruption</u> in the General Booklet, so it could not be resumed.   |         |
| 74  | General Booklet stopped because of <u>unusual circumstance</u> .   |         |
| 75  | Individual attempted the General Booklet but <u>did not mark</u> any answers   |         |
| 76  | Individual did part or all of General Booklet but <u>did not pass</u> to Exercise Booklet (pass 3/8 in Section B)  |         |
| <b>EXERCISE BOOKLET (MODULE 9)</b>  |  |         |
| 81  | Individual <u>did not attempt</u> any of the Exercise Booklet/ refused to start  |         |
| 82  | Individual <u>had too long an interruption</u> in the Exercise Booklet, so it could not be resumed.  |         |
| 83  | Exercise Booklet stopped because of <u>unusual circumstance</u> .  |         |
| 84  | Individual <u>attempted some</u> of the Exercise Booklet but <u>did not mark</u> any answers.  |         |
| 85  | Individual <u>attempted the whole</u> Exercise Booklet but <u>did not mark</u> any answers.  |         |
| 86  | Individual <u>marked some</u> of the Exercise Booklet but <u>did not attempt all</u> the items   |         |
| 87  | Individual <u>marked some items of</u> the Exercise Booklet and <u>attempted all</u> items.  |         |
| 88  | Individual <u>marked all</u> the questions of the Exercise Booklet.  |         |