



QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

BASELINE II: TRAINING MANUAL FOR CAREGIVER TELEPHONE INTERVIEWERS



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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Welcome

This manual contains information on data collection protocols that IPA use in training its field personnel to ensure high quality data, especially for the improving preschool quality study. By the end of this training, trainees should be positive about their involvement in the improving preschool quality baseline survey process; confident that they are well-prepared for the field survey operations (teamwork, interviewing, etc.); and confident that they are fully supported by the survey management team. If you have any questions at any point, please ask.

Dedicated and professional surveyors are critical to producing high quality data. Since you will be in the field collecting this data for IPA, *you play a major role in the success of our project*. Your attention to details and adherence to the protocols you are trained in will help ensure that communities, organizations, governments, and researchers world-wide have access to good data to help them make decisions that will affect people's lives. We hope you will take as much pride in your work as we take in our hard-working employees. Welcome to the training for the baseline survey of the ***Quality Preschool for Ghana (QP4G) Study***! Welcome to IPA!

1.2 Introduction to IPA

Innovations for Poverty Action (IPA) is a US-based non-profit research organization dedicated to creating, evaluating and replicating innovative solutions to poverty and policy problems worldwide. IPA specializes in using the randomized controlled trial methodology to evaluate the impact of development programs. IPA works with development partners and academic researchers to design and rigorously evaluate approaches to solving development problems, and to refine these solutions and their applications together with decision-makers to ensure that the evidence created is used to improve opportunities for the world's poor. IPA works in a variety of fields, including microfinance, agriculture, education, and health.

1.3 Training Objectives

By the end of this training, participants will be able to:

- a. Understand the QP4G Study.
- b. State roles, responsibilities and expectations for their involvement in the survey.
- c. Understand the caregiver survey.
- d. Explain the field operations, survey process and protocols.
- e. Carry out an effective interview, using the tablet to collect data.
- f. Following the correct survey protocols as prescribed during the training

1.4 Ground Rules for Training

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

- a. ***Attendance:*** Attend all training sessions punctually. Training sessions start at 9:00am each day. Attendance will be taken at the beginning of each day.
- b. ***Follow the instructions of the trainers*** – Research Associate, Survey Coordinator and Field Manager.
- c. Guard the training materials that are given to you with utmost care.

- d. **Mobile phones:** Switch mobile phones off, to silent or vibration modes during training sessions.
- e. **Participation:** You are expected to fully participate in all training sessions. Be attentive and take everything you are learning seriously; your participation is key.
- f. **Eating:** Do not eat when training is in session.
- g. Respect one another.
- h. **Ask questions:** Ask questions when you are not clear on something.

1.5 Assessing Learning and Performance

Trainees' learning and performance will be evaluated regularly during the training. This is important to gauge the progress of the trainees; provide performance feedback to both the trainers and the trainees; as well as help in determining the best candidates for the fieldwork. A number of methods will be used in this training to support and assess learning and to evaluate performance. These are outlined below.

- a. **Quiz:** The quiz helps to review content. The quiz can take any format such as true/false quiz or open-ended questions.
- b. **Performance on interviews:** Data from role-plays and field practice(s) per trainee during classroom sessions and field practice, respectively, will be evaluated.
- c. **Field practice:** A field practice visit will take place on the second day of training. This gives the opportunity to apply what the trainee have learnt during the training, and for the trainers to provide specific and constructive feedback to the trainees. The practice session and the feedback help to ensure the transfer of learning to the field survey.
- d. **Observations:** The behavior of trainees will also be evaluated during the training.

1.6 Administrative Issues

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

- a. **Training schedule:** The training will be conducted from 14th September to 18th September at the Conference Hall of IPA from 9 am to 5 pm each day.
- b. **Things to know before starting with IPA**
 - a. **Hard work:** You are expected to work full days; 5 days a week (i.e., during normal school periods) from 7.30 am to 5 pm. This is not negotiable.
 - b. **Accountability:** IPA will hold you accountable. IPA protocols include observing and checking surveyor's deliverables to know his/her progress of work. Please be honest with us, and let us know if something happens that interferes with your work schedule. Take reasonable steps to communicate absences due to sickness, family event etc. with Team Leader. Multiple unexcused absences or failure to communicate absences can result in dismissal.
- c. **Employment details:** For issues relating to your job at IPA, please note that:
 - a. Your participation in this training is not a definite job offer but provides the basis for determining whether you are qualified for this project. An employment contract will be offered to you only after successfully passing performance assessments during this training. Details of your employment will be provided in your contract if hired.
 - b. You are required to have the following before working with IPA.

- *Mobile phones:* IPA will provide stipends for credit. All field staff will be provided with phone credit based on the assignments you are given.
 - *Health insurance:* You are required to have valid National Health Insurance card. Present a photocopy of your NHIS card for evidence.
 - *GCB accounts:* If you are hired, IPA will pay you by bank transfer into your account, preferably a GCB account. If you do not have a GCB account, you will be required to open one or with other banks. You are therefore required to provide your bank account details to project management before your first day of fieldwork.
- d. **Finance:** Financial benefits as part of the Baseline II comprise of benefits during training and during fieldwork.
- a. *During training,* each trainee shall be provided with a transportation reimbursement of GH¢ 6/day and a training allowance of GH¢ 20/day; payable ONLY on the last day of training. Days absent will not be included.
 - b. *During fieldwork,* each field staff shall receive daily wages and per diems. The wages are standardized across projects in IPA based on the position held by each field staff and are *not negotiable*. The per diems comprises of food, communication, and T&T. No per diem is provided for accommodation.

Table 1. Per Diems and Wages for Field Staff

Field Staff Category	Wages	
	Half Day	Full Day
Team Leader	GH¢ 24	GH¢ 47
Auditor	GH¢ 22	GH¢ 43
Interviewer	GH¢ 19	GH¢ 38

CHAPTER TWO

BASICS OF THE QUALITY PRESCHOOL FOR GHANA STUDY

2.1 The Context of the QP4G Survey

Recent years has seen a marked increase in both the demand for and the supply of early childhood education services in Ghana. An exploratory study conducted by IPA in 2013 in the Ashaiman neighborhood revealed two key findings: (a) the quality of classroom instruction in preschools was generally low and developmentally inappropriate, and (b) parents' subjective assessment of preschool quality focused on developmentally inappropriate instruction and on classroom materials and infrastructure. Low quality of classroom instructions in preschools in Ghana has mostly been attributed to the fact that most preschool teachers are untrained or inexperienced, as well as a lack of/inadequate in-service training for preschool teachers. In fact, the results of the scoping study revealed that 69% of teachers have no training in education or childhood development. Moreover, even though governmental systems exist to provide feedback to teachers, such systems are rarely used. Parents' subjective assessment of preschool is visible in their evaluation of quality in terms of material infrastructure and perceived "serious lessons" through repetition of letters and numbers. Collectively, low quality of preschool classroom instruction has led to inadequate preparation of children to be ready for progression into the primary school system.

2.2 The QP4G Project

In order to address the above policy concerns, IPA, in partnership with researchers from New York University in the United States, seek to improve the quality of kindergarten education through teachers and parents. Specifically, the Project involves

- a. An 8-day in-service teacher training delivered by the National Nursery Teacher Training Center in Accra with monitoring and feedback visits from training district/municipal supervisors;
- b. A 3-part video and discussion intervention delivered to parents through school Parent-Teacher Association meetings focused on early childhood development and learning;
- c. Evaluating the effectiveness of (a) improving the supply of teacher training; (b) improving the supply and changing the demand of parental intervention.

2.3 Objectives of the QP4G Study

The primary objectives of the survey are to:

- a. test the efficacy of a low cost in-service kindergarten teacher training intervention on the quality of kindergarten teachers' classroom practices and interactions with children; children's development, school readiness and learning in both private and public preschools in Greater Accra Region.
- b. test the efficacy of a low cost parental awareness intervention on changing the parental perceptions and expectations of high quality kindergarten education.
- c. test the added value of combining a scalable (low-cost) parental awareness intervention with teacher in-service training.

2.4 Main Features of the QP4G Study

The QP4G study has the following main features:

- a. It is the only such study to be conducted in Ghana by IPA in partnership with researchers from NYU.
- b. It includes standardized instruments (*Proprietor Survey, Head Teacher Survey, KG Teacher Survey, Classroom Observation, Child Direct Assessment, and Caregiver Survey*) to be administered at different phases – School Listing, Baseline I, Baseline II, Midline and Endline.
- c. They survey will be administered using Samsung tablet based on the SurveyCTO platform.
- d. It includes innovative field protocols (tracking, monitoring, etc.) to support a high-quality data collection.
- e. The instrument are designed to be aligned with global Early Childhood Development indicators.

2.5 Baseline II Work Plan and Survey Schedule

The overall work plan for the survey is shown in Table 1. The Baseline II Survey will be conducted from Monday to Friday during normal school hours of 7.30 am to 3 pm. The Baseline II Surveys will be conducted for a duration of 21 working days. The survey will have an added “mop-up” period of 4 days.

Table 2. Overall Work Plan for the Caregiver Survey

Key Activities	Responsibilities	Key Dates	
		From	To
Training on Caregiver survey	PI/FM/RA/FM	3rd November 2015	4 th November 2015
Data collection	Surveyors/TL	5 th November 2015	27 th November 2015

CHAPTER THREE

PROTOCOLS FOR CONDUCTING FIELDWORK

3.1 Guiding Principles for Surveyors

The surveyor's demeanor toward the survey participants should be friendly, polite, and empathetic, while at the same time maintaining a professional composure. The following principles should be observed during the telephone interviews.

- a. *Maintain neutrality and accepting attitude:* It is extremely important that you maintain neutrality during the interviewing process. Don't act surprised by the answers of the respondents. If you express surprise, approval or disapproval about answers given by the respondent, you will influence how they will respond in future questions. The surveyor's attitude must therefore be a matter-of-fact and accepting.
- b. *Do not assume:* You must avoid any preconceived ideas about the respondent's ability to answer certain questions or about the kind of answer s/he is likely to give. Your most important task is to read the questions exactly as they are written in the questionnaire and listen attentively to the respondent's responses.
- c. *Keep the tempo of the interview:* You must maintain the tempo of the interview; in particular, avoid long discussions of the questions. If you receive irrelevant or complicated answers, do not break in too suddenly, but listen to what the respondent is saying and then lead him/her back to the original question. Remember it is the surveyor running the interview, and you must be in control of the situation at all times.
- d. *Take care of yourself:* The survey process could be stressful. Hence, the need for each interviewer to take care of him/herself. If there are concerns about your stress level, speak with your Team Leader. Here are some ways to manage stress during the survey:
 - a. *Take care of your emotional self.* Get support by talking with someone. As a surveyor, you may want to talk with someone after a particularly troublesome interview.
 - b. *Take care of your physical self.* Get enough rest and exercise, and eat properly.
 - c. *Take care of your intellectual self.* Think about the goals of the survey. Keep this balanced with your emotional self so one is not overpowering the other.
 - d. *Take care of your spiritual self.* Seek spiritual help according to your beliefs.
 - e. *Be honest and professional:* Treat all your respondents with kindness and respect. Remember that they are busy and are doing us a favor. Use a clear and professional tone, but don't be too stiff. Be friendly with the respondent, but not overly casual. Avoid laughing. Don't ever make up answers to survey questions. It will be discovered during the auditing process. This will always result in immediate dismissal. If you notice something that might be important to data quality, such as a badly worded survey question, bring it to our attention. We appreciate feedback, and it shows initiative.

3.2 Keys to Successful Interviewing

To ensure the success of the interviews, the surveyor must do the following:

- a. *Build rapport with the respondent:* At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence his/her willingness to cooperate with the survey. The surveyor must always establish rapport with the respondent. To foster rapport, the respondent should:
 - a. *Make a good first impression:* Start the interview with a greeting such as "good morning", and then proceed. Introduce yourself, IPA and explain the purpose of the survey. The introductory sentences at the beginning of each questionnaire should be read exactly as they appear in the questionnaire.
 - b. *Always have a positive approach:* Never adopt an apologetic manner, and do not use phrases such as, "Are you too busy?" Such questions invite refusal before you start. Rather, tell the respondent, "I would like to ask you a few questions" or "I would like to talk with you."
 - a. *Answer any questions from the respondent frankly:* Before agreeing to be interviewed, the respondent may ask you some questions about the survey or why s/he was selected to be interviewed. Be direct and pleasant when you answer. Be consistent with the kind of information you provide on the survey to all respondents.
 - b. *Stress confidentiality of responses:* Explain that the information you collect will remain confidential, that no individual names will be used for *any* purpose, and that all information collected will be grouped together to write a report.
- b. *Obtain informed consent:* Before conducting an interview, it is essential to obtain the respondent's informed consent. Respondents however have the right to refuse participation in the survey. *Never begin an interview without obtaining a consent from the respondent.*
- c. *Maintain confidentiality:* Confidentiality is a crucial part of data gathering. All data obtained during the survey must therefore be held ***strictly confidential***. You are, therefore, required to maintain in strict confidence all information pertaining to any respondent. Violation of the confidentiality provision could result in the immediate dismissal or loss of pay for the guilty team member.
- d. *Administer the questionnaire:* The surveyor must:
 - a. Be completely familiar with the questionnaire to administer it efficiently and with self-confidence. Ensure that the respondent understands the response options.
 - b. Read all questions and responses exactly as written.
 - c. Speak slowly and clearly. You should speak in a quiet tone of voice and avoid profanity and other inappropriate comments while in the calling room, as respondents will be able to hear background noise while they are completing their interview.
 - d. *Engage in effective probing.* Probing is a practice employed in interviewing to solicit a more complete answer to a question. Effective probes serve two main purposes: (1) to explore responses that are of significance to a specific question,

and (2) to seek an explanation where you do not understand the respondent's response to a question, where a response is inconsistent with previous information, where the response does not reveal the reasoning involved or indicate "don't know"/not applicable". Common probing techniques are:

- *Simply repeat the question:* The respondent may come up with the right answer if s/he hears the question a second time.
 - *Pause:* The surveyor should pause for a while (i.e., silent probe) following a respondent's response. This prompts the respondent that the surveyor is expecting or waiting for additional information. It also allows the respondent time to collect his/her thoughts and expand on his/her answer if s/he has more to say.
 - *Repeat the respondent's reply:* This is often a very effective way of having the respondent reflect of the answer s/he has just given. The interviewer can repeat the question as s/he is recording it.
 - *Use neutral questions (i.e., open-ended) or neutral introductions to avoid biasing responses.* Always provide a non-directive clue to the questions to aid the respondent in answering the question. Do not ask leading questions or suggest answers such as "I guess you mean...", as they may influence the respondent. Instead say: "overall, generally speaking" For "I don't know", the general rule is to repeat the question. If the respondent still does not know, probe once before recording: *Could you give me your best estimate? Which would be closer?*
- e. *Feedback/encouragement:* This technique involves conveying to the respondent that you understand what he or she has said, and you would like to hear more. Feedback is needed when the respondent needs to focus and get his/her attention back on the question, is digressing from the topic and is performing well: listens attentively and answers appropriately. Vary the type of feedback by using different phrases: "thank you/thanks", "I see", "that is certainly useful/helpful information", etc.
- f. *Recording responses:* When recording the respondent's responses,
- Listen carefully to the respondent's reply during the interview. This can help you in ensuring a smooth interview flow; showing respect for the respondent, and picking up any inconsistencies in information provided.
 - Record the answer correctly.
 - Strictly follow the specific instructions for each section/question.
- e. *End the interview:* When ending the interview, the Surveyor must:
- a. Thank the respondent for his/her time, co-operation, and assistance.
 - b. Reassure the respondent that all information provided will be held in the strictest confidence.
 - c. Verify that all the sections have been filled out correctly and legibly before leaving.

3.3 Dealing with Refusals – Refusal Conversions

The QP4G Study seeks to work towards 100% response rate. Therefore, the surveyor must make every attempt to get potential respondents who are initially not interested in the survey to complete the survey. There are a number of refusal conversions or strategies for this study.

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

3.4 Converting refusals into completions

Following is a sample of common concerns or questions from potential respondents, and specific language you can use to help these people understand the importance and value of completing your survey.

- a. **Hangs up before hearing reason for survey. Call back!**
 - a. "I'm calling in regard to a very important study we're doing that will have a direct impact on the quality of classroom instruction that your child receive from [Name of School]. I was wondering if this would be a good time to go through the survey with you. It only takes about 40 minutes." Or
 - b. "I'm sorry, I realize I've called at a bad time, but we are conducting a very important study that will have a direct impact on the types of activities and programs that are available for children in our community and I'd like to have a chance to get your opinions. When would be the best time to call you back?" (Be sure to use assertive language such as, "When can I call you back?" instead of "Can I call you back?").

- b. **Hangs up after hearing reason for survey.** Call back! Assume it was accidental. Say:
 - a. “I think we got disconnected. I was in the middle of explaining this very important study we’re conducting about how to improve the quality of classroom instruction for kindergarten children including your child in Ghana. The survey only takes about 40 minutes - is now a good time?”
 - b. “I want to make sure you understand that this is a very important study that will have a direct impact on improving the quality of kindergarten classroom instruction in Ghana. It’s very important that we get your opinions, and if now is not a good time, I’d be happy to call you back whenever is most convenient for you.”
 - c. “I realize I may have called at a bad time, but I was hoping to speak to the person in your household who is responsible for making decisions about what your child does after school. When might be the best time to call back for him or her?”
- c. **I’m not interested.** Say: “The results of this survey will have a direct impact on the quality of kindergarten classroom instruction for children in kindergarten schools in Ghana. This is your best chance to make sure your opinions are taken into consideration. It only takes about 40 minutes and if this is a bad time I’d be happy to call back whenever is most convenient for you.”
- d. **I don’t have time for this.** Say: “The survey only takes about 40 minutes and I can assure you that your responses will have a direct impact on the quality of classroom instructions for kindergarten children and your assessment in making good choice for your child’s education. If now is not a good time, when would be the best time to call you back?”
- e. **I don’t like answering questions over the phone.** Say: “I understand your concern, but we’re actually just looking for general opinions. Why don’t I try reading you a few questions and we’ll see how it goes? Of course, if there are any questions you don’t want to answer, just let me know.”
- f. **The person who makes those decisions doesn’t do surveys - don’t bother calling back.** Say: “Thank you for that information, but I will need to speak with him/her for a moment just to make sure he/she understands the importance of the study. When would be the best time for me to reach him/her?”

3.5 Obtaining Informed Consent

To obtain informed consent, the informed consent statement should be read to the (potential) respondent in a manner that is understandable so that s/he can make an informed decision. Read the informed consent statement verbatim. Informed consent should be understood as an on-going process and should not be intended to be a one-time act of having a potential respondent verbally agreeing to the study. When the respondent agrees to be interviewed, get his/her signature, and give him/her a copy of the informed consent form. If the respondent refused consent to participate in the survey, the surveyor should be polite and thank the person for their time.

Consent Form Statement – Caregiver Survey

Good day, my name is [NAME OF SURVEYOR] May I please speak to [**CAREGIVER'S NAME**]? I work with Innovations for Poverty Action (IPA), a research organization based in Accra.

You have been chosen to participate in this survey because your child attends [**SCHOOL NAME**] school and we have obtained your contact from [**SCHOOL HEAD TEACHER**] of the school. If you could spare some time, I would like to ask you a few questions about your background; living conditions; involvement in school activities, and perception about early childhood development and kindergarten. This should only take about **30 minutes**.

This survey is being conducted by researchers at IPA and New York University in the United States. These institutions, together with the Ghana Education Service and the National Nursery Teacher Training Centre are researching on how to provide kindergarten teachers with effective training and support so they can best teach young children to learn. Our research team wants to learn from you. The information you share with us will contribute to the improvement of kindergarten education in the region.

Your participation in this study is voluntary. You do not have to participate if you do not want to and there is no known risk to you if you choose to participate. Please rest assured that our conversation will remain fully confidential – any responses you give will not harm you, your child or the school your child attends. You may refuse to answer any of the questions and you may end the interview at any time; however, your decision will not in any way affect you or your child. We will not share this information with the head teacher, proprietor or school teachers.

To thank you for your participation in this survey, at the end we will give you 5 Ghana Cedis of airtime for your mobile phone. We really appreciate you taking the time to speak with us today.

If you have any questions, comments, or concerns about taking part in this survey, then please let me know. If you have additional questions, you may also contact the IPA Research Associate, Jonathan Addie on [0503326194] or Research Manager, Maham Farhat at [0267979638] to ask questions you may have about this research.

Do you have any questions that I can answer?

Do you agree to participate in this survey?

1. ☐ Yes

2. ☐ No → **END SURVEY.**

3.5 Selection of Caregivers and the Replacement strategy

Only caregivers of KG children who are selected for the assessment in the school are eligible to participate in the Caregiver Survey. Where a child refuses to participate in the study, the parent will not be interviewed. Every attempt should be made to interview potential respondent.

CHAPTER FOUR

THE BASELINE II SURVEYS

4.1 Overview of the Caregiver Survey

The Caregiver Survey is one of the three (3) data gathering components of the QP4G project. The Caregiver Survey is targeting 3600 respondents who have kids in any of the 240 sampled schools. This survey will be conducted over the telephone using a mobile phone to interview and a tab to record responses. The survey will be conducted from a central location. This survey is aimed at collecting data on key **variables about the primary caregiver of the kindergarten kids.**

4.2 Caregiver survey tracking form

The caregiver survey tracking form is an integral part of the entire caregiver phone survey. It is to be used to track call attempts at reaching the primary caregiver to complete the caregiver survey. The tracking form comprises three sections;

- Section A: Identification

This section has personally identifying information (PII) about the primary caregiver. The surveyor is supposed to fill out all this information from the assignment sheet given to him/her by the team leader. When copying these information, make sure you copy them very accurately. More importantly, because this form contains a PII, it must be protected from any third party access.

- Section B: Call Attempts

This section is used to record all call attempts for which a response was gotten. You should make at least 4 attempts at reaching the primary caregiver. For each attempt, make sure you are talking to the **Primary Caregiver** before continuing to the SAMSUNG TAB to conduct the interview.

Note that the first two paragraphs of the full consent is part of the tracking form which is indicated in question C.8. You are to read aloud the remaining five paragraphs before you commence the interview.

- Section C: Interview Results

This section is used to record the results of the interview. Once you reach the primary caregiver and begin the interview, you have a maximum of three attempts to complete the interview. If for some reason you do not complete an interview, you should book a convenient time to call the respondent to complete the interview. Make sure you keep to an arranged time religiously.

4.3 Key Terms in the Caregiver Survey

The Caregiver Survey have a number of standardized terms. These are:

- **Kindergarten:** A kindergarten is a preschool educational system (before basic school in Ghana) that prepares children as part of their transition from home to school.
- **Caregiver** is the person who takes primary responsibility for the child's education and who could best talk about the child and his/her experiences in school? It may be the child's parent, a family member, guardian, or another individual.

4.4 Features of the Caregiver Survey

Some basic features of the Caregiver Survey are:

- a. *Cover page:* The cover page of the surveys contain information about the respondent's ID, date of interview, district code and name, locality, school ID and name and time interview started. These information must be filled completely before starting the actual questions. While some of the fields will be auto populated, the interviewer will be required to fill the rest.
- b. *Each instrument has labels:* These labels are a kind of a heading/section, and are not meant to be asked or spoken aloud during the interview. However, the surveyor must introduce each section to the respondent.
- c. *Questions:* Question should be read clearly to the respondent. The responses are either text, requires specific values (such as dates, percentages, etc.), or are completed by checking one of the possible response options.
- d. *Instructions for interviewer:* Instruction for interviewer are in CAPITAL letters. Interviewer instructions should NOT be read to the respondent. Text written in lower case (small) letters SHOULD be read directly to the respondent. Specific phrases have been used as instructions for the interviewer and includes "DO NOT READ ALOUD OPTIONS". These instructions should be strictly adhered to.

QNo.	Question	Coded Responses	Skip To
C07.	What are the two main languages you use to communicate with your children at home? MARK ONE IF ONLY ONE LANGUAGE USED.	1. <input type="checkbox"/> English 2. <input type="checkbox"/> Twi/Fanti 3. <input type="checkbox"/> Ewe 4. <input type="checkbox"/> Ga 5. <input type="checkbox"/> Dangme 6. <input type="checkbox"/> Hausa 7. <input type="checkbox"/> Other 1 _____ 8. <input type="checkbox"/> Other 2 _____	

- e. *Skip patterns:* A skip pattern is when certain questions are not asked because they are not relevant to that respondent, based on a previous response. A skip pattern may be directed to a question, multiple questions, and the rest of a section or a whole section. Skip instructions are automated in SurveyCTO but are usually shown in the far right column in the paper version. When using the paper version, carefully observe the skip patterns.

QNo.	Question	Coded Responses	Skip to
C01.	Are you [CHILD NAME]'s primary caregiver?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	→C03

- f. *Answer modality or core:* These are possible answers or options for each question. The surveyor selects answer code, which is closest to the respondent's answer (e.g., 1 for **D07**). However, some questions do not have modalities and therefore require measure units to be used in the answer (e.g. year, etc.) [e.g. Age for **C05**].

QNo.	Questions	Coded Responses	Skip to
C05.	How old are you? IN COMPLETED YEARS.	[] []	
D07.	Does any household member own a working box iron or electric iron?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	

- g. *Numeric/quantity questions:* The nature of responses to questions requiring numeric responses depends on the number of digit number. Depending on the number of response(s) required for the numeric questions, SurveyCTO allows for the maximum number of digits permissible. For example, the question "How many days per week does [CHILD NAME] attend school in an average week? You cannot enter more than two digits for this question. For numerical responses requiring digits with leading zeros, the program automatically ignores such leading zeros except for phone numbers. For instance, in the above case, the actual record becomes 6 and not 06.

QNo.	Question	Coded Responses	Skip to
F06a.	How many days per week does [CHILD NAME] attend school in an average week?	[] []	

- h. *One response:* Some questions require a single response to a question. Tick the box corresponding to the appropriate answer and continues to the next question if there are no skip patterns.
- i. *Multiple responses:* Multiple responses are those questions that require the selection of more than one response option. They often comes with the instruction mark all that apply.
- j. *Likert-type questions:* Likert-type questions require that the surveyor record the responses to two or more similar questions at the same time. The response options to all the questions/statement are the same.
- k. *Other question/response formats:* For questions with choices like "other", if the respondent's reply does not fit in the list of pre-coded responses, tick the "other" box and give details briefly in the space provided. Moreover, for "*Do not know*" responses, the surveyor must engage in effective probing.

4.5 Coding Systems for the Caregiver Survey

Coding the Caregiver Survey requires information on the school ID, child code and caregiver code.

- a. School ID start with the district code plus **0XX**, where 0XX represents the number of schools in the particular district. Example of a school code is [1]_0_]_4_]_1_]. This means the district is Ga East and the particular school has a school code of 041.
- b. The child code consists of three digit numbers made up of the child's level and the child number. For example, the child code for the 8th KG 1 child is [1]_0_]_8_] while the child ID for the 9th KG 2 child is [2]_0_]_9_]. The last two digits starts from 01 to 15 per school. That is, 01 to 08 for KG 1 and 09 to 15 for KG 2 in each school. Where a reserve list is used, the reserve child takes the child code for the replaced child.
- c. The caregiver code comprises the child code and a "P". The caregiver code consists of three digit numbers made up of the KG level, the child number, and the letter P. For example, the child code for a KG 1 child is [1]_0_]_8_] while for the KG 2 is [2]_0_]_9_]. The caregiver codes for these children will be [1]_0_]_8_]_P_] and [2]_0_]_9_]_P_] respectively.

4.6 Interviewer Instructions for the Caregiver survey

The Caregiver Survey should only be administered to the caregiver of kindergarten children. The Caregiver Survey collects general information about the background of the caregiver; household living conditions; food availability and sufficiency; parental involvement with child's education; parental perception about early childhood development; school fees payment; and the mobility and tracking updates on children/caregivers.

Identification

This section provides information on the interviewer, caregiver, child, school and district. Some fields are preloads and will be automatically generated once the interviewer enters the required information. The preloaded information is;

- Interviewer name
- District code
- District name
- School name
- School type

The remaining fields require the interviewer to enter the appropriate information.

Background characteristics

This section collects background information of the caregiver.

C01 and C02 are screening questions. C01 asks whether the respondent is the primary caregiver for the child. Primary caregiver refers to any capable adult member of the household who is directly involved in the upbringing of the child and is able to provide accurate information about the child's education. If the respondent responded in the affirmative, option '1' is selected and the interviewer continues with the rest of the survey. Note that the primary caregiver is the target respondent for the caregiver survey. This means s/he is the only respondent the caregiver survey **MUST** be administered to.

C03 asks about the relationship of the respondent to the child.

- a. *Biological father/mother*: A male/female who has sired/procreated (biological father) or conceived/given birth (*biological mother*) rather than adopted THE CHILD and whose genes are therefore transmitted to THE CHILD.
- b. *Adoptive father/mother*: The male/female who has taken THE CHILD into his/her own family by legal process to raise as his/her own child.
- c. *Step father/mother*: The male/female other than THE CHILD'S father/mother who is married to THE CHILD'S mother/father.
- d. *Grandfather/mother*: The male/female parent of THE CHILD'S biological or adoptive mother or father.
- e. *Foster father/mother*: The male/female with whom THE CHILD is placed temporarily, usually through a social service agency and/or a court.
- f. *Aunt*: The sister of THE CHILD'S biological or adoptive mother or father or the wife of the child's uncle.
- g. *Uncle*: The brother of THE CHILD'S biological or adoptive mother or father or the husband of the child's aunt.
- h. *Cousin*: A child of the focal CHILD'S uncle, aunt, or cousin.
- i. *Sister*: The biological (full, half), adoptive, step, and foster sister of THE CHILD.
- j. *Brother*: The biological (full, half), adoptive, step, and foster brother of THE CHILD.
- k. *Other relative*: Refers to relationships [of the CHILD] that aren't specifically listed, such as great grandmother, niece, or nephew.
- l. *Non-relative*: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married).

C04 asks about the number of years and months that the respondent has been the caregiver of the child. Number of months should be less than 12 months.

C05 asks about the age of the caregiver. Age should be in completed years; the age as of the child's most recent birthday.

Household wealth/poverty status –Caregiver Survey

D01. How many members does the household have including yourself?

This question asks about the number of people who are members of the household. Do not prompt. A household is usually defined as a group of people living together, even if not relatives of each other, who share food from the same pot and are answerable to the same household head. Note that there can be more than one household living in a dwelling or house. A household is therefore positively identified if the answer to all of the under listed questions is “yes.”

- a. Do the individuals under consideration reside in the same compound/structure(s)?
- b. Are they answerable to the same head?
- c. Do they share the same pot of food? If the answer is “no” to any of these questions, then the individuals do not comprise a single household.

The following examples are therefore given as guidelines:

- a. In general, a household consists of a man, his wife, his children, and some other relatives or a house-help who may be living with them.
- b. Treat as one household the case in which a man lives with more than one wife and their children in the same residence and eats successively with each wife in turns.
- c. If a man does not live in the same residence as his wife or wives, then the man and his wife/wives must be considered as separate households. Any children and others must be included in the household in whose residence they sleep. Thus, if a man and his wife live in different residences.

D02. Are all household members ages 5 to 17 currently in school? This question refers to full-time education in an educational institution such as nursery, kindergarten, primary, middle, JSS, vocational, commercial, technical, agricultural, SHS, teacher-training college, university, or similar types of schools where a person spends or has spent at least four hours a day receiving general education in which the emphasis is not on vocational skills nor trade/apprenticeship training. It excludes night schools, trade schools such as catering schools, motor-driving schools, adult-literacy schools, etc. It also excludes on-the-job training establishments like commercial-bank training school and labour college.”

D03: Can the male head/spouse read a phrase/sentence in English?

This question asks about the literacy status of the male head/spouse in the household. Ask the respondent whether the male head can read English. The male head/spouse is defined as:

- a. The household head, if the head is male. The *household head* is the person acknowledged as such by members of the household. The person who assumes responsibility for decision-making (i.e., the authority figure) in the household. The person could be male or female. There should only be one head of the household. In the absence of the head of the household, another person can assume decision-making responsibility (the acting head of household);
- b. The spouse/partner/companion of the household head, if the head is female;
- c. Non-existent, if the head is female and if she does not have a spouse/partner/companion who is also a member of the household.

D04: What is the main construction material used for the outer wall of your house/dwelling?

This question asks about the predominant material that the outer walls of the dwelling are composed of. If there is more than one kind of material making up the outer walls, record the main wall material (the material that covers the largest amount of wall space).

D05. What type of toilet facility is usually used by the household?

This question asks about the particular toilet facility being used by the household: Note that this question is not asking about the type of toilet facility the household possess but rather the type they mostly use.

- a. *No toilet facility* refers to when there is no toilet facility of any kind for the use of the household. It includes the free-range method of excreta wrapped and thrown with garbage, the ‘cat’ method of burying excreta in dirt, defecation in the bush, field, or ditch, and defecation into surface water (drainage channel, beach, river, stream, or sea).

- b. A *pit latrine* uses a hole in the ground for excreta collection and may have a squatting slab, platform, or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.
- c. *Bucket/pan* refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.
- d. A *private toilet* is one that is used exclusively by the interviewed household and is not shared with members of any other households. In contrast, a public toilet is one that is shared by the household with members of other households and/or for a fee.
- e. *KVIP* stands for *Kumasi Ventilated Improved Pit*. A KVIP is a pit latrine with a ventilation system through a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark
- f. A *water closet* (WC) is a flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a Ushaped pipe, below the seat or squatting pan that prevents the passage of flies and odours.

D06. What is the main fuel used by the household for cooking?

This question asks about the main fuel used by the household for cooking and not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. Tick the box corresponding to the appropriate answer.

D07. Does any household member own a working box iron or electric iron?

This question asks about the sole ownership of a working box iron or electric iron by the primary respondent's household. An electric iron that is not currently in use due to a lack of electricity may still be counted as working if the respondent answers the scorecard question in the affirmative. A working box irons or electric irons that are used partly or exclusively in a business run by the household are to be counted. However, a working box irons or electric irons that are jointly owned by members of more than one household are NOT to be counted as owned by the household being interviewed. Tick the box corresponding to the appropriate answer.

D08. Does any household member own a working television, video player, VCD/DVD/MP3/MP4 player/iPod, or satellite dish?

This question asks about whether any household member own a working television, video player, VCD/DVD/MP3/MP4 player/iPod, or satellite dish. For any of these items to be counted, it should be working. Working televisions, video players, VCD/DVD/MP3/MP4 player/iPods, or satellite dishes that are used partly or exclusively in a business run by the household are to be counted. However, working televisions, video players, VCD/DVD/MP3/MP4 player/iPods, or satellite dishes that are jointly owned by members of more than one household are not to be counted as owned by the household being interviewed. Tick the box corresponding to the appropriate answer.

D09. How many working mobile phones are owned by members of the household?

This question asks about the number of working mobile phones owned by members of the household. A mobile phone that is not currently in use due to a lack of battery power, subscription, or unites may still be counted as working. Working mobile phones that are

used partly or exclusively in a business run by the household are to be counted. However, working mobile phones that are jointly owned by members of more than one household are NOT to be counted as owned by the household being interviewed. Tick the box corresponding to the appropriate answer.

D010. Do you own or have access to a functioning mobile phone (for the number am speaking to you on)?

This question asks about whether the respondent/caregiver has access to a smart phone.

By smart phone, we mean a phone that internet functionality (could be used to access the internet). Note that a multiple response is allowed for this question but response **option 3** **cannot** be selected with any other option.

D11. Does any household member own a working bicycle, motor cycle, or car?

This question asks about whether any household member own a working bicycle, motor cycle or car. A motor cycle or car that is NOT currently in use due to a lack of fuel may still be counted. Working bicycles, motor cycles, or cars that are used partly or exclusively in a business run by the household are to be counted. However, working bicycles, motor cycles, or cars that are jointly owned by members of more than one household are **NOT** to be counted as owned by the household being interviewed. Tick the box corresponding to the appropriate answer.

Section E: Food Security (Household Hunger Scale [HHS])

E01: In the past 4 weeks (30 days), was there ever no food to eat of any kind in your house because of lack of resources to get food?

This question asks about a situation in which there is no food of any kind to eat in the house because was not available to household members through usual means (e.g., through purchase or barter, gifts, from the garden or field, from storage structures). If the respondent's response is "YES", ticks 1 and continues to **E02**. Otherwise, skip to **E03**.

- a. The word "*food*" means all foods, i.e., anything that is edible, not just the staple starch. Staple starch includes food such as cassava, plantain, millet, sorghum, yam, maize, beans, bread, rice, maize, etc.
- b. *No food to eat of any kind* means that the food was not available in the household and could not be accessed by the household's usual means (e.g., through purchase, from the garden or field, from storage, gifts).
- c. The *house* refers to the physical structure (dwellings) where the household or people resides (i.e., the house itself and any storage structures). A dwelling include all types of structures and may consist of a room inside a house, a group of houses, a multi-storied house, or a hut or group of huts.
- d. *Lack of resources* refers to the lack of money to buy food or the inability to produce or barter for food.

E02: How often did this happen in the past 4 weeks (30 days)?

This question asks about how often a reported condition occurred during the previous 4 weeks or 30 days in the household. Read out the options and tick the box corresponding to the appropriate answer.

E03: In the past 4 weeks (30 days), did you or any household member go to sleep at night hungry because there was not enough food?

This question asks whether the respondent or other household members felt hungry at bedtime because they did not have enough food to eat during the day and evening. If the respondent's response is "YES", ticks 1 and continues to **E04**. Otherwise, skip to **E05**. To be "hungry" is to have a compelling need or desire for food, to have a painful sensation, or to be in a state of weakness caused by the need for food. A hungry person is not necessarily one who has not eaten at all; food eaten may not have been enough to fill the belly.

E04: How often did this happen in the past 4 weeks/30 days]?

This question asks about how often a reported condition occurred during the previous 4 weeks or 30 days in the household. Read out the options and tick the box corresponding to the appropriate answer.

E05: In the past 4 weeks (30 days), did you or any household member go a whole day and night without eating anything at all because there was not enough food?

This question asks whether any household member did not eat from the time they awoke in the morning to the time they awoke the following morning because there was not enough food. A person who chooses not to eat for a whole day for reasons other than lack of food (for example, if fasting or on a diet) should NOT respond "Yes" to this question. If the respondent's response is "YES", ticks 1 and continues to **E06**. Otherwise, skip to **E07**.

E06: How often did this happen in the past 4 weeks (30 days)?

This question asks about how often a reported condition occurred during the previous 4 weeks or 30 days in the household. Read out the options and tick the box corresponding to the appropriate answer.

F01.d Taken [CHILD NAME] outside the home? For example to the market, to events, visit relatives?

This question asks whether the child is taken out by either the MOTHER, FATHER or ANY other Adult member of the household. Note that by "events" we don't mean places the child is taken to on regular basis (e.g. church services, schools etc.) However, if the child attends church events like musical concert or special events in church, they are considered.

CHAPTER FIVE

USING THE SAMSUNG TABLET FOR DATA COLLECTION

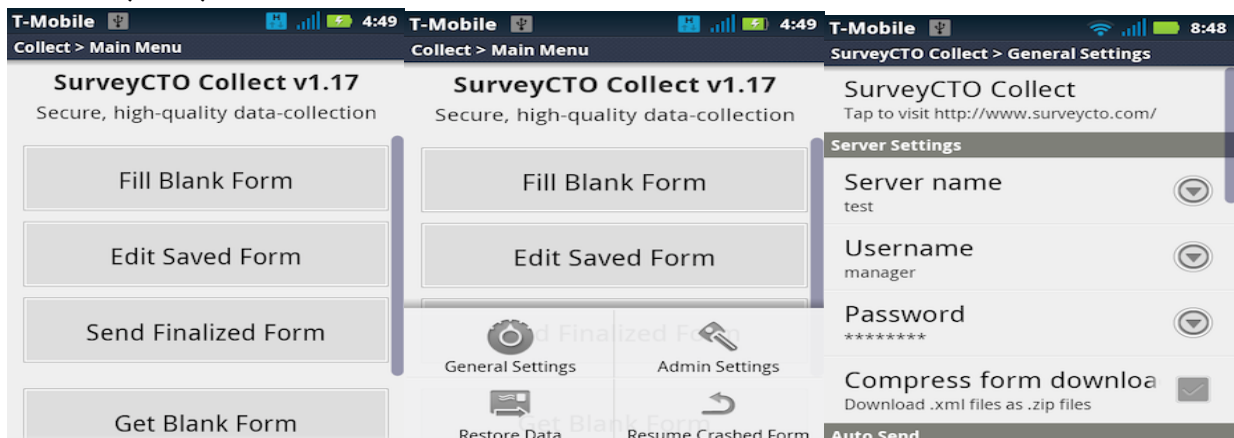
5.1 Overview of SurveyCTO

This survey uses the Samsung tablet based on a computerized program – SurveyCTO. SurveyCTO is a product that helps to capture, transport, and process data collected during personal interviews administered through Computer Assisted Personal Interviews (CAPI). SurveyCTO makes sophisticated, high-quality electronic data collection as simple as possible. It is based on open data kit, an open-source platform for electronic data collection used in thousands of surveys around the world. The tablet does not require an internet connection to input data into the tablet. The questionnaires are stored directly into the tablet. Following data collection, data can be sent to the SurveyCTO server once there is internet connectivity. The data collection strictly adheres to IPA protocols including data quality management to produce a high-quality survey or data. Each surveyor will be given a Samsung tablet to use during this survey and you will use it to enter and capture the data collected during the interviews that you will carry out. This technology reduces the time it takes to clean and download data and analyze the survey results. You are therefore required to know how to use the tablet for the survey! It expected that by the end of the training, every surveyor would be fully able to use the tablet with confidence to administer the questionnaires in the field and carry out effective interviews.

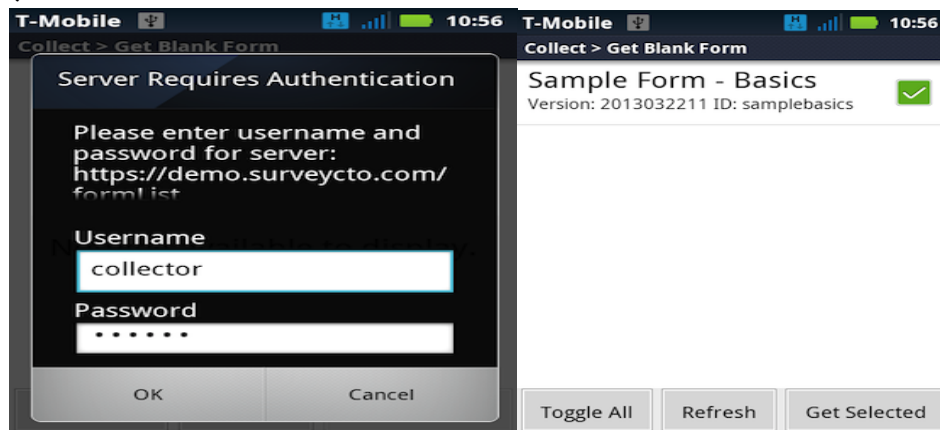
5.2 Getting Started with SurveyCTO on the Tablet

You are required to ask and record the responses of the survey directly into the tablet using SurveyCTO. You are allowed to use a paper backup if for some reason the tablet is not working. Notwithstanding, the Team Leader will be given additional tablets as back up. The paper version of the questionnaire will only be used when the backup tablets are non-functional. The following procedures provide the steps to using SurveyCTO.

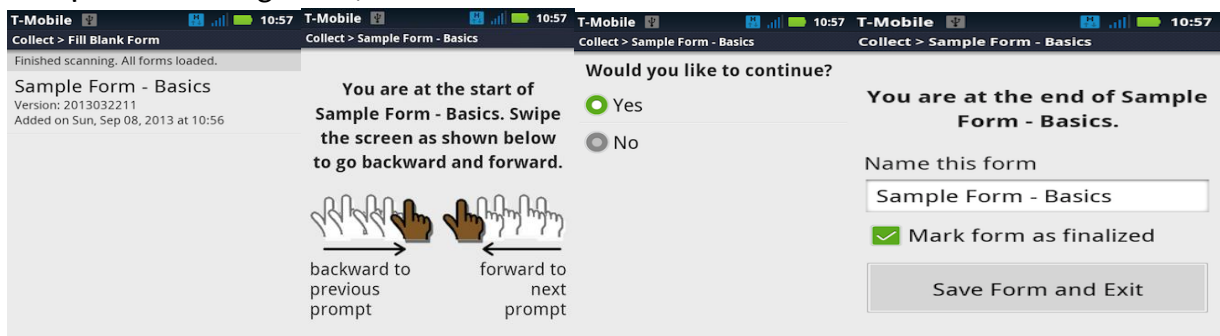
1. Run SurveyCTO Collect on the Samsung tablet device. From the main menu, click your device's menu button, then click *General Settings*. Ensure that the server name is *impreschool*. Also, ensure that the username is "*manager*" correspond to the given password. Note that, no surveyor is permitted to modify these settings. Your only duty is to ensure that the server name and username are as stated above.



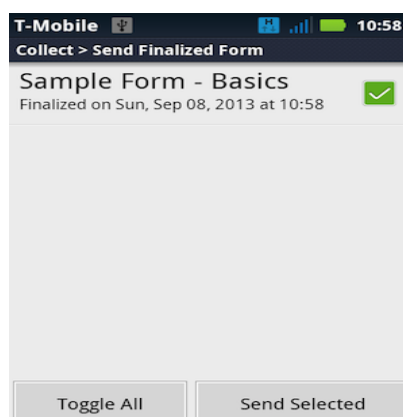
- Go back to the main Collect menu, then choose *Get Blank Form*. Press OK when prompted to confirm the login information, select the checkbox next to *Sample – Basics*, and press *Get Selected*. The form you will see for the survey is Caregiver Survey.



- Go back to the main Collect menu, choose *Fill Blank Form*. Fill out the sample forms i.e., the *Caregiver Survey*. To navigate through the forms, swipe the screen to go backward to previous and forward to next. Provide the record for each information or question following the *interviewer instructions* provided in the previous sections. Take note of error warnings (e.g., required fields, answers must be within a particular range, etc.).



- Back on the main Collect menu, choose *Send Finalized Form*. Check the form and click *Send Selected*.



5.3 Routing Checks on the Tablets

Every team member will be given a Samsung tablet with a case and a charger. In order to ensure proper functioning of the tablet:

- Always carry the charger for the tablet with you.

- b. Remember to charge the battery every night.
- c. Ensure that the tablet have the correct version of the Caregiver Survey.
- d. The Bluetooth and GPS are turned off.
- e. The internet is turned on before sending data to the server but off during data collection.
- f. Always ensure the date and time on the phone is correct.

It is the responsibility of each survey team member to ensure that the tablet is maintained and is in a good condition. You are therefore required to do the following:

- a. Keep the phones in a safe place. Avoid keeping them close to liquids.
- b. You should be careful where you place them. You will be charged with any damage caused to the tablet due to your negligence.
- c. Report to your Team Leader immediately you find a fault with your tablet.
- d. Make sure to switch your tablet off after usage at the end of the day.
- e. Do not overcharge the tablet as this can weaken the battery.

CHAPTER SIX

CONDUCTING THE FIELDWORK

6.1 General Rules in the Field

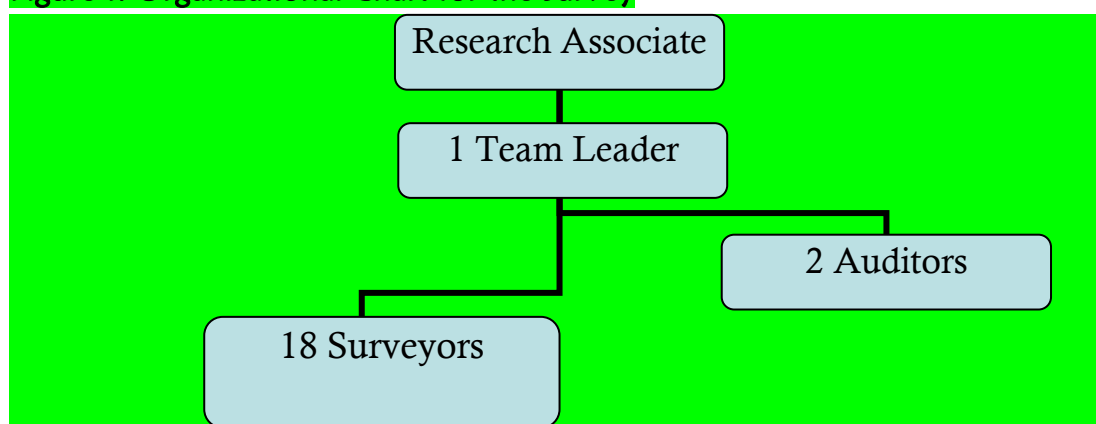
Every team member represents the face of our work. The manner in which a team member conducts his/herself before, during, and after interviewing respondents is extremely essential to ensuring the credibility of the survey and IPA. As a general rule,

- a. ***Be courteous, attentive, and professional.*** Never yawn during the interview, use judgemental language, receive calls during interviewing, ask questions that are not in the survey, be funny or sarcastic or try to hurry the respondent.
- b. Contact the Project Management team when any important issues arise.
- c. ***Punctuality:*** Arrive at stated time and value the respondent's time.
- d. ***Mannerism:*** No eating while talking with the respondent.

6.2 Caregiver Survey Team Size and Composition

The survey will be administered to eligible respondents of private and public schools in six selected districts in the Greater Accra Region of Ghana. The success of the baseline survey depends on many different people. The Baseline II Survey has a survey supervisory and monitoring team as well as the survey field team. The survey supervisory and monitoring team comprising of the Research Associate (RA), , and Survey Coordinator (SC). The survey team in turn comprise of 20 field staff; made up of 17 surveyors, a team leader and 2 auditors. The composition of the teams are:

Figure 1. Organizational Chart for the Survey



Roles and Responsibilities of Survey Team Members

The success of the survey depends on each survey team member. The roles and responsibilities of the survey team members are presented in Table 6.

Table 3. Responsibilities of Survey Team Members

Position	Responsibilities/Tasks	Report To
Team Leader	<p>Team Leaders are responsible for overseeing survey fieldwork at the survey team level and maintaining high quality data collection. This will involve managing a team of surveyors, supervising daily survey activities, survey monitoring and writing weekly field reports. The Team Leader will also maintain records such as survey tracking and surveyor attendance. In particular, the Team Leader will;</p> <ul style="list-style-type: none"> ▪ Supervise all the surveyors, manage their work, and ensure that they are all following IPA survey protocols; ▪ Assign daily work task to surveyors. ▪ Track on daily bases all surveys conducted by the surveyors. ▪ Ensure sufficient surveys, supplies, and forms for all surveyors; ▪ Solve and communicate all problems with team members to the Research Associate ▪ Randomly edit administered surveys; ▪ Maintain team motivation and morale and foster team spirit. ▪ Perform other duties related to the project that may be assigned to him/her. 	RA
Auditor	The Auditor is responsible for auditing the Caregiver survey. The auditor conducts back-checks on all administered surveys.	RA
Caregiver Interviewers	The Caregiver Interviewers are responsible for administering the Caregiver Surveys only according to IPA data collection protocols. Specifically, the Caregiver Interviewer performs the same role as the Teacher Interviewer except that the interview is done using telephone surveys.	TEAM LEADER

Relationship Between Surveyors/Assessors and FM/FS//TLs

Surveyors should always follow the advice given by the FM/TL. The FM and your Team Leader is the link between the field survey team and IPA. Team members will receive instructions from the Team Leader and inform him/her of any difficulties or problems encounter on the field. To ensure smooth team cohesion,

- a. The FM/FS/TL provide the surveyor with all the assistance needed during problems or difficulties in the field.
- b. The FM/FS/TL provides feedback. If the surveyor do not understand a procedure or the meaning of a question in the questionnaire, s/he should ask the TL for an explanation. The TL in turn consult the FM for clarifications and feedback.
- c. The FM/FS/TL takes care of the team. Any issues or disputes should be reported to the TL who will then inform the FM.
- d. If a surveyor has to leave the field due to an emergency or health-related matter, inform the TL, who will then obtain permission from survey management team.

Expectations from Survey Field Team Members

- a. The duration of the Caregiver Survey is four (4) weeks i.e., 22 working days.
- b. Caregiver interviewer will complete 15 telephone interviews per day; 75 per week and 300 during the survey period.
- c. The auditors will both audit 10% of the completed Caregiver Survey.

Daily procedures for teams for fieldwork

Before actual fieldwork:

- a. Team Leader liaise with the Intern to obtain the list of randomized child-parent pair and print out the selected children/school to the surveyors.
- b. Team Leader assign selected children/caregivers to surveyors;

During fieldwork:

- a. The *surveyor* conducts telephone interviews with selected caregivers of KG children. Caregiver survey will be conducted two days after the child assessment. The Team Leader must follow up with the Intern to ensure that only caregivers of children assessed in the school are surveyed.
- b. The surveyor saves each survey (fully or partially completed) after each interview

After fieldwork:

- a. The surveyor sends data to the SurveyCTO server.
- b. Team meets at the end of each survey day to discuss the day's work, challenges, and way forward. The Team Leader addresses the concerns of the team members and direct issues beyond his/her scope to the RA.
- c. The Team Leader will manage all the forms required. All necessary field documentations should be submitted to the Team Leader for onward submission to the RA.

Daily Checklist for Team Leaders

Team Leader is required to:

- a. Know which school their team is assigned to survey a day in advance. Review the data collection plan as a team and with each interviewer.
- b. Organize the equipment at the beginning and end of each day (e.g., ensure that the interviewers charge their tablets, and the team has the necessary field supplies and materials).
- c. Monitor the performance of the interviewers by observing interviews. Observing interviews are important aspects of data quality.
 - a. Observing interviews must be aggressively pursued during the first two days of fieldwork to ensure that interviewers understand the mechanics of high-quality interviewing.
 - b. The team leader must observe at least one full telephone interview for each surveyor.
 - c. Provide constructive feedback to surveyors based on observations.
- d. Randomly review the administered surveys on the tablet and report any data quality issue in the comments section of the Caregiver Survey. For each questionnaire viewed and edited, ensure that the correct information on the school and unique survey IDs are accurately entered and not repeated.

- a. If there are no errors observed write “no data issues” on the comment section. Team leaders who report “no data issues” on the form but such issues has been discovered later will be considered as not having done their work well. Appropriate sanctions will be applied.
- b. Ensure that data from every member is sent to the server every day.

Data Quality Control Systems

Data quality for the Caregiver Survey depends greatly on strict adherence to the correct field protocols or procedures. The Team Leader must ensure that the survey procedures prescribed during training are followed and for monitoring the performance of the surveyors. The interviewers in turn are expected to pay careful attention to correct data entry. This is essential for ensuring quality data. A number of procedures and tools have been developed to help assure data quality. Data quality control systems involves the roles of the survey management and supervisory team as well as that of the team leaders and field supervisors in minimizing errors in the fieldwork. The survey management team will monitor the entire fieldwork based on the IPA Monitoring protocols. Such procedures are observation, accompaniments and spot checks; back checking, and editing.

Back checking plan

The Baseline II phone survey will have two auditors/back checkers. The back checkers will audit 10% each of the interviewer-administered surveys. Back checking for the Baseline II phone survey will involve:

- a. Randomly selecting 10% of the interviewer-administered surveys as a sub-sample for back checking. Each interviewer will be back checked during the period of the survey;
- b. After back checking, the responses from the original interviewer and back checker will be compared to identify any discrepancies data.
- c. A back check discrepancy report will be prepared to capture information on the survey ID, the original responses for the interviewers (first entry), the back checker’s response (second entries) and the response of Field Manager (i.e., neutral person).
- d. The kind of action that will be taken if there are discrepancies will depend on the type of error or discrepancy. Accordingly, errors will be classified as either consequential or inconsequential. Consequential errors are errors that could potentially affect the quality of the estimates or data quality. They includes error associated with skip patterns, falsification of results/records, failure to interview a primary respondent or reporting that a respondent is missing to avoid interviewing such respondent. Inconsequential errors are those that do not affect the survey estimates. They includes typing errors that can be readily corrected.

Editing plan

Multiple editing techniques will be adopted to ensure that the surveys are edited for completeness, legibility, and consistency to guarantee data quality. Editing start with the interviewer in the field and ends in the office. The procedure for editing the surveys are:

- a. *Record editing*: This editing involves checking the actual administered forms/questionnaires for logical inconsistencies, contradictions, or wrong entries. Editing starts with the interviewer while on the field. Every interviewer is expected to edit the records before leaving the respondent. The team leaders are responsible for ensuring that the administered surveys are well edited before data are sent to the SurveyCTO server.
 - Before sending the completed form, the interviewer should thoroughly check every field to make sure that the right responses have been entered and responses to open-ended questions are entered correctly in full sentences and not in abbreviations. This is necessary because even a small error can create much bigger problems after the data has been sent to the server and tabulations have been run.
 - The interviewer then submit the completed tablets/forms to the Team Leader after each day's work. The team leader randomly edits the surveys so that any errors in administration can be noted and procedures corrected before other interviews are completed incorrectly.
- b. High Frequency Checks (HFCs): High Frequency Checks will be run every other day using STATA commands. The RA and Intern shall be responsible for the HFCs.
- c. *Response to errors*: When errors are found, there will be two types of responses:
 - Corrections for the quality of the survey. Often, small errors can be corrected just by asking the interviewer. In other cases, the interviewer will be notified to make the necessary corrections by revisiting the field.
 - Relevant instructions and/or actions taken in relation to the interviewer at fault depending on the severity of the error detected.

Logistics for Field Work

Every surveyor must be resourced with survey supplies and materials (Table 7). You are responsible for all items that IPA provides you for the fieldwork. You should treat such supplies/equipment as if they are your own! When you receive/return your supplies/equipment, you will sign an equipment/material sign-out sheet. Between the sign-in and sign-out times, you are fully responsible for any loss, damage, or theft that occurs to

the items. This means you must pay for a replacement or provide a replacement if IPA determines that loss/damage has occurred.

Table 4. Field Supplies and Materials

Item	Number Required
<i>Team Members</i>	
Tablet, charger and case	1 per team member
Field manual	1 per team member
Respondent's gifts	1 per caregiver
Bag for field supplies/materials	One per team member
Paper version of questionnaires (<i>in case of tablet malfunction</i>)	3 per survey team
First Aid box	1 per survey team
<i>Team Leaders Only</i>	
List of districts/schools	1 per survey team
Tracking sheets per survey team
Field activity report template	

Frequently Asked Questions and Suggested Responses

The following presents frequently occurring questions and suggested responses regarding the survey and administrative issues.

6.8.1 Administrative Questions

Question 1: *What if I get sick?* If you are not well enough, contact the FM. This is especially important if you are in the field!

Question 2: *What if it is raining?* IPA works every work day, regardless of weather. Rainy days can be great for surveying because people are less busy. Find a sheltered spot during storms, and when the rain is lighter, continue. We advise you to carry a rain coat, and wear clothing that can get a little wet, when in the field.

Question 3: *Can I have more money for food?* Salary rates and per diem rates are set by our national office. We can't adjust them.

6.8.2 Survey/Respondent Questions

Question 1: *What is IPA?* Innovations for Poverty Action (IPA) is a non-profit organization that specializes in evaluating economic and social development programs. IPA has been working in Ghana for over 5 years and is registered as an NGO in the country.

Question 2: *What are you using these data for?* We are collecting these data as background for possible future research. It will also help us and the government to understand issues surrounding preschool [kindergartern] classroom instructoin quality and how to support kindergarten teachers with effective training and support so they can best teach young children to learn.

Question 3: *Will we get anything from you?* Our organization is a research organization, and we are just collecting data. This study will not directly benefit you. However, the information you share with us will help us answer very important questions about teachers' and children's experiences in preschool and is expected to contribute to the improvement of education in Ghana.

Question 4: *What if the respondent refuses to participate?* Remind the respondent that answers are completely confidential and that his/her time will help our research to best provide kindergarten teachers with effective training and support so they can best teach young children to learn. Also remind the respondent that if the timing is not good for him/her, you will callback another time/day. If s/he still refuses to participate, thank her and end the call. Then record the out of the call in the survey and report to your Team Leader.

Question 5: *What if a respondent asks a question I don't know the answer to?* Give them the contact information for Edward/IPA Contact Number and let them know that while you aren't sure about the answer, they are welcome to contact Edward with any questions they may have.

Question 6: *How do I know which questions to ask?* Not only is it important to ask questions as they are written, but that you ask them in the correct order. Survey questionnaires have a prescribed sequence that changes based upon the responses given. Obviously follow-up questions need to be different based upon how this first question is answered. The electronic surveys will go to the next question automatically. The surveys are tablet-based with paper surveys as a backup. Power and tablet failures do occur.