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# QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

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BASELINE II SURVEY:  
TRAINING MANUAL FOR KINDERGARTEN CHILD ASSESSORS



SEPTEMBER 2015

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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. The manual specifically focuses on the instructions for the school surveys as part of the Baseline II. 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 IDELA child assessment tool.
- d. Explain the field operations, survey process and protocols.
- e. Carry out an effective interview, using the tablet to collect data.
- f. Carry out the survey in the field, following the correct protocols 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 and ends at 5pm each day. Attendance will be taken at the beginning of each day.
- b. **Follow the instructions of the trainers** – Principal Investigator, Research Manager, Research Associate, Field Manager and Survey Coordinator.
- 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 be organized during the training on 2<sup>nd</sup> September 2015 for all assessors. 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 25<sup>th</sup> August to 3<sup>rd</sup> September 2015 for Child Assessors (for **9 days**) at the Jack and Jill School at Ridge. All trainings start from 9 AM and close at 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 4 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/Field Manager. 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:*

## 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 with monitoring and feedback visits;
- 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 evaluation part of the QP4G Study 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; children's development, school readiness and learning in 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.
- c. Data will be collected 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 2. The Baseline II Survey will be conducted from Monday to Friday during normal school hours. The survey will have an added "mop-up" period of 4 days.

**Table 2. Overall Work Plan for the Survey**

Key Activities	Responsibilities	Key Dates	
		From	To
Training of Baseline II survey	PI/FM/RA/FM	25 <sup>th</sup> August 2015	3 <sup>rd</sup> August 2015
Baseline II	Survey Team	09 <sup>th</sup> Sept. 2015	8 <sup>th</sup> October 2015
Mop up	Survey Team	9 <sup>th</sup> October 2015	14 <sup>th</sup> October 2015

## CHAPTER THREE

### PROTOCOLS FOR CONDUCTING FIELDWORK

#### 3.1 Principles for Assessing Kindergarten Children

The following protocols should be strictly adhered to by every Child Assessor.

- a. Before beginning any assessment, it is important to establish a relaxed and playful rapport with the child.
  - a. The assessment team should visit each of the KG classes to build a rapport with the children. The team should engage the children in singing a song or playing a short game before starting the assessment.
  - b. Before assessing a child, ask him/her a few questions about subjects of interest to them. Introduce your self-etc.
  - c. Be mindful with your dressing. Avoid fancy dresses that could draw the child's attention and prevents the child from concentrating on the assessment.
  - d. As much as possible, help the child see the assessment as a game rather than a serious test.
- b. During the assessment, pay attention to the child. Plan 1-2 breaks during administration, if possible (e.g. "Get up, take three deep breaths, shake your arms, shake your legs, roll your head, take three more deep breaths"; or "do you want some water?").
- c. Ensure privacy for the child. Do not allow any other child to be present during assessment.
- d. Always obtain the child's assent before conducting the assessment. Never force or unduly coerce the child to participate in the assessment.
- e. Throughout the assessment, offer neutral encouragement to the child. Say things like, *'You are working very hard - keep it up!'* Give encouragement in between questions, rather than in the middle of questions.
- f. Be patient! Do not give hints to questions or make facial expressions while the child is completing tasks. If you express surprise, approval or disapproval about answers given by the child, it could potentially affect the child's responses and participation in the rest of the assessment.
- g. On no account should the Child Assessor help the child to perform any of the games. You are only required to follow the instructions in the IDELA.

- h. Observe how the child is doing and offer breaks as needed throughout.
  - a. There is no “time limit” to complete the assessment although some questions are timed to help move through the items at a regular pace.
  - b. Make sure that you understand visual and verbal cues if the child is feeling discomfort or appears to want to end the assessment.
  - c. When the child shows any sign of distress, stop the assessment immediately and send the child to the classroom, drawing the attention of the KG teacher to the incidence. Notify your team leader to follow up on the child the following day. The Team Leader should record all case of child distress and notify the Research Associate.
- i. *Take care of yourself:* Child assessment could be stressful and you need to take care of yourself. To manage your stress:
  - a. *Take care of your emotional self.* Get support by talking with someone – your colleague or team leader - 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.
- j. *Be honest and professional:* Treat all children with kindness and respect. Remember that they are young and vulnerable group and are doing us a favor.
  - a. Don’t ever make up answers to assessment items. It will be discovered during the auditing process. This will always result in immediate dismissal.
  - b. If you notice something that might be important to data quality, bring it to our attention. We appreciate feedback, and it shows initiative.
- k. *Recording responses:* When recording the child’s responses,
  - a. Listen carefully to the child’s response.
  - b. Record the answer correctly.
  - c. Strictly follow the specific instructions for each section/question.

### 3.2 Obtaining Informed Consent

Ethical practices and respect for persons requires that people are given adequate information to allow them to make an informed and voluntary decision whether or not to

participate in this survey. Informed consent is intended to inform a potential respondent about the purpose, risks, potential benefits, confidentiality, compensation, contact information for questions, and conditions of participation in the study. Because children cannot provide informed consent, children provide assent to participate in research, to the extent that they are able, and caregivers give permission for a child to participate in research.

Parental consent is a prerequisite to the recruitment of KG children to participate in the study. However, parental consent constitutes only half of the consent process. Caregivers should give permission for their child(ren) to participate in the study. The Field Mobiliser will provide each sampled child a note to the caregiver, and that if they do **not** wish for their child to participate, they can indicate so on the paper and send it back to the school the following day. However, if the caregiver does not send the note back, it means s/he has given consent (passive consent). Notwithstanding, before assessing each child, obtain the child's assent [i.e., the agreement of the child to participate in the study]. Below are the informed consents.

#### Consent Form Statement – KG Children

Hello, my name is [NAME OF ASSESSORS]. What is your name? How are you doing today? I am here to learn about how children like you learn things and if they know how to play some games and do different activities. Is it okay if we do some activities together for the next 40 minutes or so?

You can stop and take a break if you need to - just let me know. If you decide at any point that you'd like to stop, or that you don't want to do a particular activity, that's okay too.

Don't worry about the answers you give me – this is not a test! Also, I am not going to tell your head teacher, teacher or parents about the things we discuss or the activities we do. We are just going to talk for some time and you can tell me if you want to leave at any point in time.

Do you have any questions? Are you ready to start?

**A18. Permission given by child to begin?**

1. Yes
2. No (Skip to A19)

### **3.3 Selection of KG child-parent pair**

The eligible respondents for the child assessment and caregiver survey are KG children and their primary caregiver, respectively. KG children and parents will be selected using the sample sampling approach. The selection will be done in the field. The *Child-Parent Listing Form* will be used on the SurveyCTO platform for the listing and randomization of kindergarten children and parents. Information for the listing of children and parents will be obtained from the school's KG roster/admission form and Parents Teacher Association files. The details of the selected KG children will be given to the Team Leaders of each group to be assigned to the Child Assessors. Fifteen (15) KG child-parent pair will be randomly selected; 8 from KG1 and 7 from KG2. Each school will have ten reserve/replacement child-parent pairs.

### **3.4 Replacement Strategy**

The potential respondents in the Baseline II Study are KG KG children and their caregivers. Every attempt should be made to interview eligible respondents. On no accounts should any other person be interviewed. If a particular respondent is not available for the interview, the assessor should make three attempts before considering the respondent as missing. For the KG children-parent pairs, there will be ten (10) replacements, numbered R1, R2, R3, R4 to R10; where R means Reserve. The reserves will solely be used according to their numbering. That is, the first reserve i.e., R1, will be the first replacement to be made after exhausting all call back processes. This will be followed by R2, R3, and so forth. The replacement will be done on case-by-case basis. No assessor should replace an eligible child unless s/he receives approval from the Research Associate.

## CHAPTER FOUR

### THE BASELINE II SURVEY INSTRUMENTS

#### 4.1 Overview

The Baseline II has four main questionnaires/tools – Direct Child Assessment (IDELA), KG Teacher Survey, Caregiver Survey, and Classroom videotaping form. These tools will be administered to eligible respondents of private and public schools in six selected Municipalities in the Greater Accra Region of Ghana.

**Table 3. Composition and Number of Sample**

Survey Tool	Method of Administering	Respondent Type	Respondent's Per School	Total Respondent
KG Teacher Survey	In-person interview	KG teachers	2	480
Classroom Observation	Video survey	KG teacher and children	2	480
Direct Child Assessment	In-person assessment	KG children	15	3600
Caregiver Survey	Telephone survey	Caregivers	15	3600

#### 4.2 Features of the IDELA Tool

Child Assessors will assess every selected KG child using the IDELA tool. The IDELA tool allows the Child Assessor to assess the development and early learning of young children (ages 3.5 - 6.5 years). The features of the IDELA tool are:

- a. *Cover page*: The cover page of the IDEAL contain information about the child'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/assessor will be required to fill the rest. The child's age should be taken from the output of the *Child-Parent Listing Form*. Do not rely on the age the child gives you!
- b. *Child assent*: Every Child Assessor MUST obtain *a child's assent* [i.e., the agreement of the child to participate in the study] before assessing the child. If the child refuses to participate, then the program will automatically skip to the end of the questionnaire and the Child Assessor's time with the child is over. You will then

- proceed to the next child. Remember that some children will refuse initially due to fear or discomfort with the assessor. Hence, be professional in approaching the child!
- c. *Item labels:* The IDELA tool has 29 items with labels. The labels are a kind of a heading/section, and are not meant to be asked or spoken aloud during the assessment. However, introduce the section to the child.
  - d. *Questions/instructions for child:* Each item (*except Items 1 and 29*) instruct the child to perform a particular task or game. Item 1 asks the child pertinent questions about his/her personal awareness. Item 29 relates to the Child Assessor's personal evaluation of the child BASED on the child's performance on each item (*except Item 29*) and persistence/engagement during the whole assessment. Please pay attention and critically observe the child right from the beginning of the assessment to the end!
  - e. Question should be read clearly to the respondent. The responses are either text, requires specific values (such as numbers), or are completed by checking one of the possible response options.
  - f. *Instructions for Assessor:* Assessors must pay careful attention to the instructions and read all questions to children exactly as they appear. Instruction for assessors are in two forms of type: bold type and italic type. **Bold type in boxes indicates things you, the assessor, must say to the child out loud. Please read this type aloud to the child completely and exactly as it appears. This is important to ensure that the data will be collected in a standardized manner across all children. *Italic type indicates instructions for you. Do not read these instructions aloud to the child.***
  - g. Refer to the child assessment tool for more details on the specific instructions for each item.

### 4.3 Coding System for the Child Assessment

Generally, the coding system for the selected children comprises of the district code and school code in addition to the KG child code. Each selected KG child has a unique ID – child ID. The child ID comprises the district code, school code and child code. 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 a KG 1 child is [1]\_0]\_8\_] while for the KG 2 is [2]\_0]\_9\_]. The last two digits starts from 01 to 15. That is, 01 to 08 for KG 1 and 09 to 15 for KG 2. Where a reserve list is used, the reserve child takes the child code for the replaced child.

## CHAPTER FIVE

### USING THE SAMSUNG TABLET FOR DATA COLLECTION

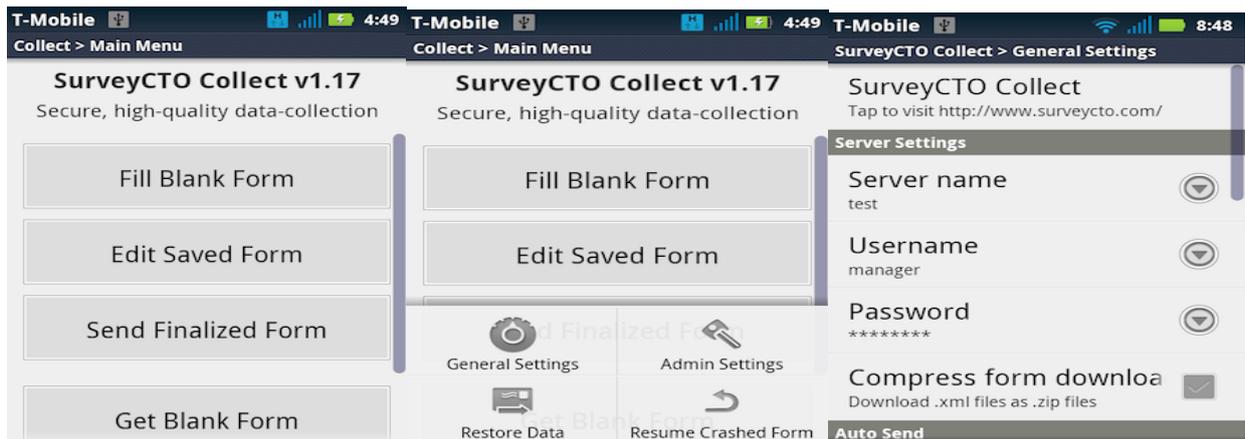
#### 5.1 Overview of the SurveyCTO

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 it. The questionnaires are stored directly into the tablet. Following data collection, the teams can send data to the SurveyCTO server once they have internet connectivity. 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/assessments 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 is 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.

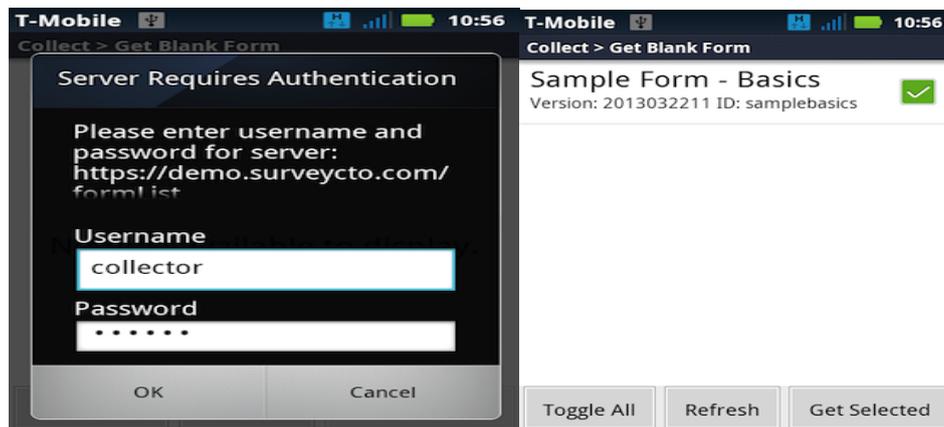
#### 5.2 Getting Started with SurveyCTO on the Tablet

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 Leaders 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 the 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 *imppreschool*. 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.



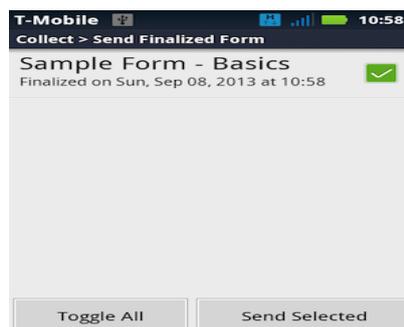
- Go back to the main Collect menu, then choose *Get Blank Form*. Press OK when prompted to confirm the login information, select the checkbox next to *Sample – Basics*, and press *Get Selected*. The forms you will see for our surveys are the Teacher Survey, IDELA, Parent-Child Listing Form, and Videotaping Form.



- Go back to the main Collect menu, choose *Fill Blank Form*. Fill out the sample forms i.e., the Teacher Survey, IDELA, Parent-Child Listing Form, and Videotaping Form. 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.). Before saving the finalized form for **editing**, uncheck Mark form as finalized. After editing, check *Mark form as finalized* before saving.



4. Back on the main Collect menu, choose *Send Finalized Form*. Check the listed 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:

- a. Always carry the charger for the tablet with you when in the field.
- b. Remember to charge the battery every night. If you do not have access to electricity, give your tablet to your Team Leader or Field Manager to charge for you.
- c. Ensure that the tablet have the correct version of the questionnaire for the survey.
- d. The Bluetooth and GPS are turned off.
- e. The internet is turned on before sending data to the server.
- f. Always ensure the date and time on the phone are 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

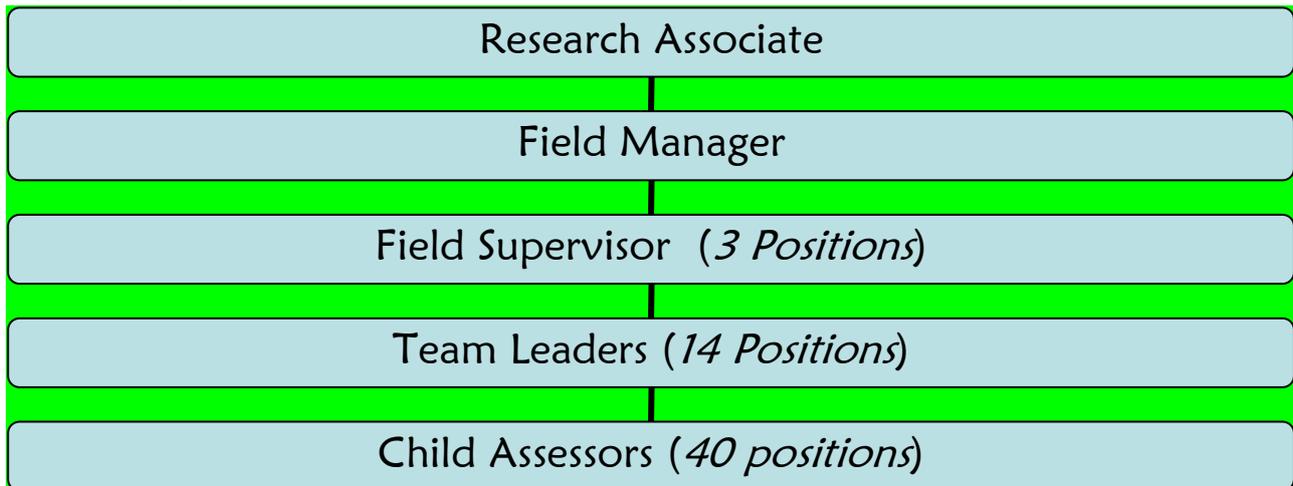
Every team member represents the face of our work. The manner in which a team member conducts his/herself before, during, and after interviewing respondents is extremely essential to ensuring the credibility of the survey and IPA. As a general rule,

- a. ***Be courteous, attentive, and professional.*** Never yawn during the interview, refuse break when asked, use judgemental language, eat in front of the respondent, receive calls during interviewing (except urgent calls from TL, FS, FM or RA), ask questions that are not in the survey, be funny or sarcastic or try to hurry the respondent.
  - a. The respondents are taking time out of their day to talk with you and it is important that you show them courtesy and respect.
- b. ***Be presentable.*** Make a good impression by dressing appropriately and neatly.
- c. ***Punctuality.*** Arrive at stated time and value the respondent's time.
- d. ***Mannerism.*** No eating in front of the child while conducting an assessment.

#### 6.2 Baseline II Team Size and Composition

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), Senior Field Manager, Field Manager (FM), and Survey Coordinator (SC). The survey field team in turn comprise of fourteen teams. The total number of the child assessment team is 57; made up of child assessors, field supervisors, and team leaders. Each survey team will comprise of 3 KG child assessors and a team leader. The field supervisors and team leaders positions are predetermined. However, the selection of child assessors will be based on performance during the training.

Figure 1. Organizational Chart for the Survey



### 6.3 Roles and Responsibilities of Survey Team Members

The success of the survey depends on many different of each survey team member. The roles and responsibilities of the survey team members are presented in Table 4.

Table 4. Responsibilities of Survey Team Members

Position	Responsibilities/Tasks	Report To
Field supervisors (FS)	<p>Field Supervisors report directly to the Field Manager and are responsible for the quality and progress of field activities. They play a significant role in ensuring that work is carried out systematically and in accordance with prescribed IPA data collection protocols. The specific tasks of the Field Supervisors include:</p> <ul style="list-style-type: none"> <li>▪ Plan, coordinate, train, and supervise survey teams performing all modules of the QP4G Study in selected schools;</li> <li>▪ Assist in monitoring and assessing the quality of the work of survey teams, team leaders and interviewers;</li> <li>▪ Monitor the condition of survey equipment assigned to the interviewers;</li> <li>▪ Maintain team motivation and morale and foster team spirit;</li> <li>▪ Other tasks as will be assigned by the Research Associate/Field Manager.</li> </ul>	Field Manager
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. Team Leaders will also maintain records such as survey tracking and surveyor attendance. In particular, the Team Leader will;</p> <ul style="list-style-type: none"> <li>▪ Supervise all the surveyors, manage their work, and ensure that they are all following IPA survey protocols;</li> </ul>	Field Supervisor

Position	Responsibilities/Tasks	Report To
	<ul style="list-style-type: none"> <li>▪ Ensure sufficient surveys, supplies, and forms of all surveyors;</li> <li>▪ Solve and communicate all problems with team members to field supervisors and field manager;</li> <li>▪ Edit all administered surveys for the surveyors;</li> <li>▪ Prior experience in working with IPA evaluation projects in education.</li> <li>▪ Maintain team motivation and morale and foster team spirit.</li> <li>▪ Perform other duties related to the project that may be assigned to him/her.</li> </ul>	
Child Assessor	Child Assessors are responsible for administering the Direct Child Assessment (IDELA) according to IPA data collection protocols. Specifically, the Child Assessor administers learning assessments to selected KG children in selected schools and ensures that learning assessments are administered in an ethical, honest, and rigorous manner based on IPA survey protocols.	TL

#### 6.4 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.

#### 6.5 Expectations from Survey Field Teams and Team Members

- a. The duration of the Baseline II is three (3) weeks i.e., 18 working days.

- b. Each school survey team will be tasked to complete 1 school/day; 5 schools/week and 17 schools within the survey period. Therefore, each Child Assessor will complete 5 child assessments per day, 25 per week and 85 within the survey period;
- c. Surveys will be conducted on district basis. The number of teams working in a district at a particular time depends on the number of schools within the district [left to be covered]. Once a district is entirely covered, the team will visit the next district. This will be continued until all selected schools/districts are covered.

## **6.6 Daily Procedures for Teams for Fieldwork**

### ***6.6.1 Before actual fieldwork***

- a. Team leaders make contacts with school heads to arrange for the assessment.
- b. Team leaders obtain data on all sampled children to be assessed in a particular school and assign the children to the child assessors.
- c. Team leader should make sure that all necessary assessment kits and other survey logistics for the team are ready and in good conditions.

### ***6.6.2 During fieldwork***

- a. Each team visits the assigned school under the leadership of the Team Leader.
  - o The Team Leader should ensure that the team members arrive at the school at least 30 minutes before the official start of the first lesson period to adequate set up for the assessment.
  - o Meet with the school head/proprietor and KG teachers to introduce yourselves and explain the survey and its objectives to them. Also, explain the modalities of the assessment process to them. Cooperate with them throughout the process.
    - i. Never go directly to the KG children or teacher's classroom! Follow any school protocol, example, sign the visitor's log book.
- b. Child Assessors carry out the direct child assessment as assigned by their team leaders.
  - o Arrange the setting for child assessments. Identify the quietest possible place for the assessment. Take control of the assessment.
  - o The team leader should give the list of sampled children to the KG teacher so that the KG teacher calls out the children in turns after each assessment.

- The assignment of child assessors should be consistent throughout the survey period. One assessor for each team should assess children with IDs 01 to 05. The second assessor should assess only children with IDs 06 to 10 while the last assessor should assess only children with IDs 11 to 15. The team leader should keep record of this for tracking purposes.
- Every child assessor should verify the identity of the child before beginning the assessment.

### **6.6.3 After fieldwork**

- a. Team leader reviews/edit the works of the surveyors within the school after each day's work and send the data to the SurveyCTO server.
- b. Teams meet 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 Field Supervisor/Field Manager/Research Associate/Senior Field Manager.
- 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 Field Manager. The Field Manager should keep track of all completed surveys and forms during the course of the survey.

## **6.7 Daily Checklist for Team Leaders and Field Supervisors**

### **6.7.1 Team leaders**

The 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. Liaise with the Field Supervisor to get appropriate information regarding the assigned school a day before actual fieldwork.
- c. Explain the survey and its objectives to the proprietor and/or head teacher and cooperate with them throughout the process.
- d. 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).

- e. 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. Each team leader must observe at **least one full child assessment** for each child assessor and a KG teacher survey per day;
  - c. Provide constructive feedback to interviewers based on observations.
- f. Confirm and ensure that the interviewers attempt to conduct the required number of surveys/assessment/video recording in each school. Use the *Respondent Tracking Sheet* to recording the team's progress each day. If a particular respondent was not assessed or interviewed, arrange for a second attempt to get the respondent interviewed. Confirm with the interviewer that he/she entered the necessary information on the outcome of the questionnaire.
- g. Ensure that each interviewer follow the communication protocol agreed upon during training. The channel of communication in the field should follow the organogram for the study. On no account, should there be a break in the prescribed chain of communication.
- h. Follow data management procedures. Use the form *Data Quality Issues* for each school to note data quality issues and the possible resolution of those issues.
  - a. Ensure that you review the records from each interviewer and edit the record if an error has been found. For each questionnaire viewed and edited, ensure that the correct information on the school and unique survey IDs are accurately entered and not repeated.
  - b. If there are no errors observed by the team leader, write "no data issues" on the form and return it to the field supervisor. 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 used.
  - c. Ensure that data from every member is sent to the server every day.
  - d. Upload the recorded videos on the laptop and ensure that the correct labeling system has been applied to the naming of the video for each school.

- i. Maintain daily contact with your assigned field supervisor to provide an update about the work completed, challenges encountered, data quality issues, security, etc. Compile and submit the required documentation every day: Respondent Tracking Sheet; Data Quality Issues Form; Signed informed consent forms; and a daily log of fieldwork. The team leader is also required to produce weekly field reports.

### **6.7.2 Field Supervisor**

The Field Supervisor is required to:

- a. Enquire from the team leader about the outcome of each day's work. Ask if any problems or challenges were encountered during the day's fieldwork. Provide guidance for the resolution of any problems encountered. Emphasize proper field procedures.
- b. Emphasize to the team leader that s/he too must monitor the quality of the work of the interviewers. Ask to see the necessary forms that were prepared for the surveyed school. Review each form and reinforce the procedures involved in doing the fieldwork.
- c. Verify that the required number of surveys has been completed for each school. If there are discrepancies, ensure that alternative arrangements have been made to complete the remaining surveys. Ask if there were any refusals to participate in the survey. Do a follow up to confirm the reasons for the refusals. These information should be captured in the tracking form.
- d. Observe at least one full interview per day and provide feedback to interviewers and teams.
  - a. Enquire about the team leader's monitoring of the interviewers' performance.
    - i. Check the monitoring forms that the team leader used for the monitoring.
- e. Review with the team leader the Respondent's Tracking Form that was completed for the school surveyed.
  - a. Check the number of children assessed, teachers surveyed and videos taped. This should be equal to the required number of surveys/assessments per school.
  - b. Verify that ONLY randomly sampled KG children and eligible KG teachers were assessed.

- c. Check to see if the correct survey IDs and other relevant personal information have been accurately captured in the completed surveys. Check that NO duplicate entries of survey IDs have been made.
- d. If an error was identified, ask if the team leader edited the data and entered the correct records before the data were sent to the server. Check all entries on the *Respondent's Tracking Form* and *Data Quality Issues* to confirm the information provided for this school.
- f. Confirm that all completed surveys for that school have been sent to the server.
- g. Confirm that the team leader knows the assigned school for the next day. Inform the team leader about any advance communications that have taken place with school proprietor or head.
- h. Find out whether the team leader requires any additional field materials or supplies and provide, if needed.
- i. Ensure that data entry errors have been reported to the Research Associate so that they will be taken into account when the data are being cleaned and edited.
- j. Retain the field materials that have been submitted from each team.

## **6.8 Date Quality Control Systems**

Data quality for the Baseline II depends greatly on strict adherence to the correct field protocols or procedures. Field supervisors and team leaders will be responsible for ensuring that the survey procedures prescribed during training are followed and for monitoring the performance of the team's interviewers. The interviewers/assessors 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.

### **6.8.1 Accompaniments and spot checks**

The survey management team will randomly accompany surveyors on the field. First, the RA/FM/FS/TL accompany(s) a surveyor to monitor his/her performance during

data collection. Second, the RA/FM/FS/TL pay(s) unannounced visits to the surveyors on the field. This serves to provide information on where a surveyor should be and whether or not s/he is following established procedures.

### 6.8.2 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 surveyor 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 surveyor while on the field. Every surveyor is expected to edit the records before leaving the respondent. The team leaders are responsible for ensuring that the administered surveys are well edited each administered survey before data are sent to the SurveyCTO server.
  - Before leaving the school, the surveyor should thoroughly check every questionnaire 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 surveyor then submit the completed tablets/forms to the Team Leader after each day's work. The team leader 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 surveyor. In other cases, the surveyor will be notified to make the necessary corrections by revisiting the field.
  - Relevant instructions and/or actions taken in relation to the surveyor at fault depending on the severity of the error detected.

### 6.3 Logistics for Field Work

Transport allowance is provided for as part of the per diem for your field activities. Where there is a strong evidence that the transport allowance of GH¢ 15 will be exceeded in an attempt to track a school, inform your Team Leader, who will also inform the FM before making such expenses. No allowance for accommodation will be provided for field staff. The security of the field survey teams should be ensured and not taken for granted. Your security is paramount to the success of this survey. Be safe! Adequate protection should be made to protect yourself and the data collection tools/equipment against the weather. Before leaving for the field, every survey team should be resourced with survey supplies and materials (Table 6). 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 5. Field Supplies and Materials**

Item	Number Required
<i>Team Members</i>	
Tablet, charger and case	1 per team member
Letter to school authorities	1 per school
Identification card	1 per team member
Informed consent script	2 per respondent (1 <i>each signed script for the respondent and surveyor</i> )
Field manual	1 per team member
Respondent's gifts (flip chart)	1 per school
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
Child assessment kit	1 per child assessor
<i>Team Leaders Only</i>	
Survey movement plan/schedule	1 per survey team
List of districts/schools	1 per survey team
Field activity report template	1 per survey team

## 6.7 Frequently Asked Questions and Suggested Responses

The following presents frequently occurring questions and responses.

**Question 1: *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 2: *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 3: *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 instruction quality and how to support kindergarten teachers with effective training and support so they can best teach young children to learn.

**Question 4: *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 school and is expected to contribute to the improvement of education in Ghana.

**Question 5: *Can I interview any teacher or child if the primary respondent is not around?*** No. The respondent should ideally be a person who is knowledgeable about the information being collected in the survey. Only the primary respondent can complete the survey.