

QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

BASELINE 11

INTERVIEWER TRAINING



25th Oct. to 3rd Sept. 2015.

Welcome and Introductions

Henry Atimone (Field Manager)
and
Kwame Abrokwa (Survey Coordinator)



Introduction to IPA

Kwame Abrokwa (Survey Coordinator)



What Does IPA Do?

- Innovations for Poverty-Action is a U.S. Non-Profit Organization.
- IPA uses randomized evaluations because they provide the highest quality and most reliable answers to what works and what does not.
- We also repeat studies in different countries to test if findings are really transferrable.
- Estimate magnitude of effects
- Most cost-effective solutions; can be surprising
 - Know how to improve programs
- Where to spend limited resources
- IPA was created in 2002 to answer questions about what poverty alleviation programs work best.

Where are we?

Where are we?



IPA has over 445 projects underway in 49 Countries, with 598 staff

IPA Ghana



- In Ghana since 2005
 - 16 active projects, 40 full time staff, up to 250 part time, 2 permanent offices
 - Offices in Tamale and Accra
 - Impact Evaluations and in some cases implementation

Review of Training Process

Edward Tsinigo
Research Associate



Ground Rules for Training

- The training will cover 5 days – Monday to Friday.
- Follow the instructions of the trainers – PI, Research Associate, Survey Coordinator and Field Manager.
- Guard the tablet that will be given to you with utmost care.
- Switch mobile phones to silent or vibration modes.
- Attend all sessions punctually.
- Do not eat when training is in session.
- Respect one another.

Objectives of the Training

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

- State roles, responsibilities and expectations for your involvement in the Baseline II survey.
- Understand the survey and Baseline II questionnaires.
- Explain the field operations and survey process.
- Carry out an effective interview, using the tablet.
- Carry out the survey in the field, following the correct protocols prescribed during the training.

Expected Outcomes of Training

- By the end of this training, participants will be:
 - positive about their involvement in the survey process;
 - confident that they are well-prepared for the field survey operations (e.g., interviewing, recording);
 - confident that they are fully supported by the survey management and supervisory/monitoring team, and in the field by the team leaders.

Training and Field Evaluation

❑ Evaluation for selection during training:

- Participation:- *Observation/monitoring*
- Knowledge of survey instruments:- *Quizzes*
- Punctuality:- *Attendance*
- Interview skills:- *Observation/monitoring*
- Editing skills:- Review of field practice surveys.

❑ Criteria: Understanding, attention to detail, accuracy, and motivation.

❑ Positions assigned based on observed strengths

- Team Leaders, auditor and surveyors.

❑ Evaluation during fieldwork

- Interview skills:- *Observation/monitoring*
- Editing skills:- Review of actual field surveys

Overview of the QP4G Study

Edward Tsinigo
Research Associate



Why Is Quality Education For Young Children At The Preschool Stage Important?

- Quality education at the preschool level is important because of the following:
 - Early childhood is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development.
 - Research suggests that growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning takes place from birth to age six.
 - It is a time when children particularly need high quality personal care and learning experience.

What criteria would you use in selecting a preschool for your child: And why?

- Different criteria for each person
- Choice of school criteria seems to be subjective.
- No widely acceptable or objective criteria to guide in selecting a preschool.

Background/Problem

- Follow up to an exploratory study conducted in 2013.
- Key findings from exploratory study:
 - *Supply side problem:*
 - Low quality of classroom instruction at the preschool level.
 - Largely untrained or experienced preschool teachers
 - Lack in-service training for preschool teachers
 - *Demand side problem*
 - Parents' subjective perception/assessment of preschool quality.
 - Based on material infrastructure facilities of schools
 - Perceived “serious learning” through repetitions of numbers and letters.

Our Solution/Intervention

- *Supply side*

- Provide a 5-day cost intensive training for KG teachers and head teachers as well as KG coordinators.
 - Partnership with several stakeholders in the [preschool] education sector.
 - Ghana Education Service – National, Regional, District and Circuit
 - Early Childhood Education Unit
 - Basic Education Unit
 - National Nursery Teacher Training Centre.

- *Demand side*

- Create awareness (*video presentations*) among KG parents on quality preschool school indicators.

Evaluation

- Test the efficacy of a low cost in-service KG teacher training and parental awareness creation interventions on the quality of KG teachers' classroom practices and interactions with children; child outcomes and parents' outcomes.
- **Stages** – Baseline, Midline and Endline Surveys.
- **Timelines**
 - Training of surveyors for Baseline II survey – 25th August to 3rd September 2015.
 - Data collection - 9th September to 9th October 2015

Main Features of the QP4G Study

- Extensive collaboration with varied stakeholders:
 - Only such study to be conducted in Ghana by IPA and NYU.
 - Collaboration with GES and NNTTC.
 - Diverse funding sources.
- A cost-effective KG quality improvement intervention.
- Use of innovative technologies and protocols for high quality data.
 - CAPI - Samsung tablets based on SurveyCTO platform.
 - Effective tracking, monitoring and editing.
- Instruments are designed to be aligned with global ECD indicators.
 - Standardized modules to be administered at different periods
 - Proprietor survey, head teacher survey, KG teacher survey, classroom observation, KG child assessment, and KG parent survey.

Where You and I Come In!

- Quality preschool education provides the basis for school readiness and hence successful future education and overall development of the child.
- In order to make sensible suggestions for improving low quality instruction at the KG level, we need to know what works and what does not work within the KG landscape.
- The QP4G survey needs to be accurate to help us make sound decisions on scaling up our intervention.
 - A precise result will help us measure changes in the situation at some later point in time.
- This is important work and we need to do it well.
- We cant just fail the Ghanaian child!

Protocols for Conducting Fieldwork

Edward Tsinigo



Guiding Principles For Interviewing

- Maintain *neutrality* through out the interview
 - Don't act surprised by the respondent's answers.
 - This could influence the respondent's future responses.
- *Do not assume* for the respondent.
- Keep the *tempo* of the interview.
 - Maintain the pace of the interview.
 - Avoid unnecessarily long discussions of questions.
- *Don't promise anything.*
 - Don't promise any support to respondents.
 - Don't accept gifts from any respondents, except water.

Guiding Principles For Interviewing

- *Take care of yourself*

- The survey process could be stressful.
- Take care of him/herself – *emotionally, physically, intellectually and spiritually.*

- *Be honest and professional*

- Treat all your respondents with kindness and respect.
- Don't try to take salary or per diems for work not done.
 - Grounds for dismissal.
- Don't ever make up answers to survey questions.
 - Grounds for dismissal.
- Give us feedback about issues that affect data quality.

Keys To Successful Interviewing

▪ *Build rapport with the respondent*

- Make a good first impression – e.g., smile and greeting such as good morning.
- Introduce yourself, IPA and explain the purpose of the survey.
- In fact, read the consent statement for each questionnaire.

▪ *Always have a positive approach*

- Never adopt an apologetic manner.
- Do not use phrases such as “Are you too busy?” Such questions invite refusal before you start.
- Use “I would like to ask you a few questions” or “I would like to talk with you.”

Keys To Successful Interviewing

- Maintain *privacy* of the respondent.
- Answer any questions from the respondent frankly.
- Stress *confidentiality* of responses throughout the interview.
- *Obtain informed consent*
 - Never begin an interview without obtaining a consent from the respondent.
- *Administer the questionnaire*
 - Be familiar with the surveys/questions for efficiency and with self-confidence.
 - Mind your speech and be consistent
 - Speak clearly.
 - Ask questions exactly as written.
 - Ask every question in the questionnaire.

Keys To Successful Interviewing

- *Engage in effective probing.*

- Simply repeat the question and the respondent's answer.
- Pause
- Use neutral questions (i.e., open-ended) or neutral introductions to avoid biasing responses. E.g. Could you give me your best estimate? Which would be closer?

- *Give feedback/encouragement*

- Example - “thank you/thanks”, “I see”, “that is certainly useful/helpful information”, etc.

- *Recording responses*

- Listen carefully to the respondent's reply during the interview.
- Record the answer correctly.
- Follow skip patterns carefully.
- Strictly follow specific instructions for each section/question.

Keys To Successful Interviewing

- *End the interview*

- Thank the respondent for his/her time, co-operation, and assistance before leaving.
- Present the respondent's gift to him/her.
- Sing the *respondent's gift form*.
- Reassure the respondent of confidentiality of responses.
- Verify that all the sections have been filled out correctly and legibly before leaving.

Obtaining Informed Consent (IC)

- IC informs a potential respondent about the purpose, risks, potential benefits, confidentiality, compensation, contact information for questions, and conditions of participation in the study.
- It should be understood as an on-going process.
- *Ingredients of informed consent:*
 - Informed consent must be freely given – *Voluntariness*.
 - Potential for coercion and undue influence should be minimized.
 - The potential respondent should have the decisional capacity to understand the information to make an informed decision – *Comprehension*.
 - The disclosure must be made to provide a reasonable person the information needed to make informed decision – *Disclosure*.

Obtaining Informed Consent

- To obtain informed consent (*after establishing a rapport*):
 - Read the informed consent statement verbatim to the potential respondent.
 - When consent is given, get the respondent's signature, and give him/her a copy of the informed consent form.
 - When consent is denied -
 - Be polite and thank the person for his/her time.
 - Immediately inform your team leader.

THE BASELINE I STUDY INSTRUMENTS

Edward Tsinigo



Overview and Key Terms

- ***Overview***

- Two surveys - *School Proprietor Survey* and *Head Teacher Survey*.

- School Proprietor Survey will be administered to only proprietors of private schools.
- Head teacher survey will be administered to the head teachers of both private and public schools.
 - If the proprietor is the same as the head teacher, administer both the *Proprietor* and *Head Teacher Surveys* to the same person.

- ***Key QP4G Study Terms***

- Primary respondents - Proprietor and Head teacher

Common Features of the Survey Instruments

- **Cover page:** Interview information and school/district details.
- **Labels:** Each survey has labels or sections numbered e.g. A to M.
- **Questions:** Do not have any special formatting and should be read clearly.
- **Responses:** Could be a text or numbers; either single or multiple.
- **Interviewer instruction:** Indicated in CAPS and should not be read out.

QNo.	Question	Coded Responses	Skip To
1.	<p>What is the main mother tongue languages used for instruction in the school?</p> <p>DO NOT PROMPT. CHECK UP TO ONLY TWO OPTIONS.</p>	<p>1. <input type="checkbox"/> Twi</p> <p>2. <input type="checkbox"/> Ga</p> <p>3. <input type="checkbox"/> Dangme</p> <p>4. <input type="checkbox"/> Ewe</p> <p>5. <input type="checkbox"/> Hausa</p> <p>6. <input type="checkbox"/> Other_____</p>	

Baseline I Survey Instruments

▪ *Skip patterns*

- Used when certain questions are not asked because they are not relevant to that respondent, based on a previous response.
- May be directed to a question(s), parts of a section, or a whole section.

QNo.	Question	Coded Responses	Skip to
1.	Do you have any education or training in early childhood development?	1. [] Yes 2. [] No	→B10

Baseline I Survey Instruments

- *Answer modality or core*
- These are possible answers or options for each question.
 - Answer code, which is closest to the respondent's answer (e.g., Code 1 for **CO2.**), and/or
 - Measures/units such as percent, year, values etc.) [e.g. Years for **C01.**].

QNo.	Questions	Coded Responses	Skip to
C01.	How long has the school been registered for? IN COMPLETED YEARS.	[__ __]	
CO2.	(If approved) Did the circuit supervisor visit the school during the last academic year to check on the school for quality assurance reasons? DO NOT PROMPT.	1. [] Yes 2. [] No	→C14

Baseline I Survey Instruments

- *Likert-type questions*

- Likert-type questions require that the surveyor record the responses to two or more similar questions at the same time.
- The responses to all the questions/statement/items are the same.
- Options are either a 4-point or a 5-point.

- *Established coding frames*

- Universal codes
- Reference periods
- District/school/respondent codes
- Month codes
- Unique IDs for respondents.

CONDUCTING THE FIELD WORK

Henry Atimone
(Field Manager)



General Rules in the Field

- *Be courteous, attentive, and professional*
 - Never yawn during the interview, refuse break when asked, use judgemental language, receive calls during interviewing.
- **Contact** the Survey Management and Supervisor team when any important issues arise.
- *Be presentable.* Make a good impression by dressing appropriately and neatly.
- *Punctuality:* Arrive at stated time and value the respondent's time.
- *Mannerism:* No eating in front of the respondent while interviewing.
- Only the *primary respondent* can complete the survey.
- Report to survey management and supervisor team about when the need arises – Unethical conducts, compromised data quality, etc.

Roles/Responsibilities of Field Staff

Position	Responsibilities/Tasks	Report To
Team Leader	<ul style="list-style-type: none"> ▪ Ensure that a uniform set of procedures is followed ▪ Make sure interviewers understand their role and tasks ▪ Prepare materials and equipment for each workday ▪ Supervise the interviews and collection of data ▪ Discuss the quality of work with the surveyors and check that no errors have been made ▪ View data and edit data before data are sent to the server ▪ Send and ensure data are sent to the server ▪ At the end of each survey day, organize and submit required forms to the FM. 	FM
Auditor/Editor	<ul style="list-style-type: none"> ▪ Tracks respondent(s), ▪ Conducts back-checks on all team members ▪ Edit surveys. 	TL
Surveyor	<ul style="list-style-type: none"> ▪ Obtain consent to conduct the interview from respondents; ▪ Conduct the number of interviews assigned in each selected school; ▪ Maintain a non-judgmental and impartial manner when conducting the interviews; ▪ Conduct interviews in accordance with the information and training that has been provided. 	TL

Relation Between Surveyor and TLs

- Surveyors should always follow the advice given by the TLs.
- The Team Leader is the link between the surveyor and IPA.
- To ensure smooth team cohesion, the Team Leader should:
 - Provide the surveyor with all the required assistance.
 - Provides feedback.
 - Takes care of the team.
 - Any issues or disputes should be reported to the TL who will then inform the FM.
 - 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.

Survey Management

▪ **Expectations**

- The survey will be conducted in 12 days by three teams.
- Surveyors will work full days from 8 am to 3 pm each day.
- Each team will be asked to complete 10 schools per day.
 - Each surveyor is required to complete two schools a day.
- Each team will complete 5 private and 5 public schools per day.
 - Each surveyor visit a public and a private school each day.

▪ **Before fieldwork**

- The TL should ensure that all materials/supplies are ready and have been given to the surveyors.
- Surveyors should charge the Samsung tablet after each day's work.
- TLs will assign surveyors the schools they should survey.
- TLs should ensure that their team is able to complete the required schools each day.

Survey Management

- **During fieldwork**

- The Surveyor should travel to the assigned schools, contact the respondent, and carry out the interviews.
- The Surveyor should report any problem or data quality issues to the TL.

- **After fieldwork**

- Every Surveyor should meet his/her TL after each day's work.
- The TL will manage all the forms providing them to the FM.
- The TL should keep track of all completed surveys.
- The TLs are expected to discuss the work for the day, addressing any challenge and plan for the next assigned schools.

Fieldwork Monitoring and Data Quality Control Systems

- The survey management team will adopt multiple monitoring procedures in ensuring quality data.
 - Accompaniments and Spot checks by Survey Management Team and TLs.
 - Back checking 10% of surveys by Back Checker.
 - Editing surveys
 - Field editing by Surveyor, Editor, and TLs.
 - High frequency checks by Intern and RA.
 - Surveyors will be required to correct minor errors.
 - Serious errors will be penalized.

**THANK
YOU!!!**

