

# QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

BASELINE 11

INTERVIEWER TRAINING



*25<sup>th</sup> Oct. to 3<sup>rd</sup> Sept. 2015.*

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# Welcome and Introductions

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**Henry Atimone (Field Manager)**  
**and**  
**Kwame Abrokwah (Survey Coordinator)**



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# Introduction to IPA

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**Kwame Abrokwah (Survey Coordinator)**



# What Does IPA Do?

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- 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

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# Review of Training Process

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Edward Tsinigo  
Research Associate



# Ground Rules for Training

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- 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

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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

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- 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

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## □ 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

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# Overview of the QP4G Study

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**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

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- 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

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- *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

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- 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 – 25<sup>th</sup> August to 3<sup>rd</sup> September 2015.
  - Data collection - 9<sup>th</sup> September to 9<sup>th</sup> October 2015

# Main Features of the QP4G Study

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- 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!

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- 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!

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# Protocols for Conducting Fieldwork

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Edward Tsinigo



# Guiding Principles For Interviewing

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- 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

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- ***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

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## ▪ *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

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- 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

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- *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

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- *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)

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- 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

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- 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.

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# **THE BASELINE I STUDY INSTRUMENTS**

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**Edward Tsinigo**



# Overview and Key Terms

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- *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><b>DO NOT PROMPT. CHECK UP TO ONLY TWO OPTIONS.</b></p>	<p>1. <input type="checkbox"/> Twi            2. <input type="checkbox"/> Ga            3. <input type="checkbox"/> Dangme            4. <input type="checkbox"/> Ewe            5. <input type="checkbox"/> Hausa            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 **C02.**), 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? <b>IN COMPLETED YEARS.</b>	[__ __]	
C02.	(If approved) Did the circuit supervisor visit the school during the last academic year to check on the school for quality assurance reasons? <b>DO NOT PROMPT.</b>	1. [ ] Yes 2. [ ] No	→C14

# Baseline I Survey Instruments

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- *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.

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# CONDUCTING THE FIELD WORK

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**Henry Atimone  
(Field Manager)**



# General Rules in the Field

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

# Relation Between Surveyor and TLs

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- 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

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## ▪ **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

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- **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

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- 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!!!**

