QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

BASELINE II: TRAINING MANUAL FOR SCHOOL SURVEYS

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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 trail 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 surveys (i.e., KG teacher, video survey, and child assessment).
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 2nd September 2015 for all surveyors/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 25th August to 3rd September 2015, separately for the Teacher Interviewers/Videographers (***for six days***) and Child Assessors (for ***9 days***) at the Jack and Jill School at Ridge. All trainings start from 9 AM and closes 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 <u>not a definite job offer</u> 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.

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 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 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 educatoin.
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 – 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 2. The Baseline II Survey will be conducted from Monday to Friday during normal school hours of 7.30 am to 4 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 Survey

Key Activities	Responsibilities	Key Dates	
		From	To
Training of Baseline II survey	PI/FM/RA/FM	25th August 2015	3rd August 2015
Baseline II	Survey Team	09th Sept. 2015	8th October 2015
Mop up	Survey Team	9th October 2015	14th 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. 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. 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.
e. Be patient! Do not give hints to questions or make facial expressions while the child is completing tasks.
f. 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.
g. 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.

3.2 Interviewing KG Teachers

3.2.1 Guiding Principles for Surveyors

The surveyor's demeanor toward the respondents should be friendly, polite, and empathetic, while at the same time maintaining a professional distance. The following principle should be observed during data collection.

a. *Maintain neutrality and accepting attitude*: It is extremely important that you maintain neutrality during the interviewing process. Don't act surprised by their answers. 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.
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 you are the person running the interview, and you must be in control of the situation at all times.
d. *Don't promise anything:* Don't tell a respondent that they will get anything from participating. Don't accept gifts from any respondents, except water. If someone asks you a question about IPA or our data collection, and you do not know the answer, please give them the RA's contact number.
e. *Take care of yourself:* The survey process 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.
f. *Be honest and professional*: Treat all your respondents with kindness and respect. Remember that they are busy and are doing us a favor.
    a. Don't ever make up answers to survey questions. 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, such as a badly worded survey question, bring it to our attention. We appreciate feedback, and it shows initiative.

3.2.2 Keys to Successful Interviewing

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

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. You must always establish rapport with the respondent. Establishing a rapport is a continuing process – from the time you meet the respondent, through the interview process to the end/afterwards of the interview. To foster rapport, the respondent should:

a. *Make a good first impression*: Open the interview with a smile, 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. *Privacy of the respondent*: Ensure the respondent is comfortable with you and the surroundings. Once a respondent has agreed to participate, identify a quiet and private place to conduct the interview. Establishing privacy from the beginning will allow the respondent to be more attentive to your questions.
b. *Answer any questions from the respondent frankly*: The respondent may ask questions about the survey or why s/he was selected. Be direct, pleasant, and consistent with your answers and kind of information you provide to all respondents.

b. *Obtain informed consent*: Respondents have the right to refuse participation in the survey. Before conducting an interview, it is essential to obtain their informed consent. *Never begin an interview without obtaining thier consent!*
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 respondents.
    a. Do not interview the respondent in the presence of others. You should constantly emphasize that confidentiality will be protected.
    b. Assure the respondent that no personal identifiable information will be shared with anyone or to write a report.
    c. 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. *Mind his/her speech and be consistent*: Speak slowly and clearly. Ask questions exactly as written. Every question in the questionnaire is standardized and must be kept so.

c. *Engage in effective probing*. Probing is a practice employed in interviewing to solicit a more complete answer to a question. Effective probes serve to (1) explore responses that are of significance to a specific question, and (2) 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*: You should pause for a while (i.e., silent probe) following a respondent's response. Usually a pause together with an expectant look or a nod will encourage communication. This prompts the respondent that you are expecting or waiting for additional information and allows the respondent time to collect his/her thoughts and expand on his/her answer.
    - *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.
    - *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?*

d. *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.

e. *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 by the respondent.
    - Record the answer correctly.
    - Follow skip patterns carefully, especially when selecting "yes" or "no" options.
    - 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. Present the respondent's gift to the school at the end of the survey.
c. Reassure the respondent that all information provided will be held in the strictest confidence.
d. Verify that all the sections have been filled out correctly and legibly before leaving.

3.2.3 Dealing with Non-Response/Difficult Situations

The following are examples of the kinds of problems the surveyor may experience in obtaining an interview with an eligible respondent and suggested solutions:

a. *Eligible respondent not available*: If the eligible respondent is not at school when you visit, ask a senior teacher or any other staff when the respondent will return. You should contact the school at least three times, trying to make each visit at a different time of day. Under no circumstances is it acceptable to conduct all three visits on the same day and then stop trying to contact the respondent.
b. *Respondent refuses to be interviewed:* The respondent's availability and willingness to be interviewed will depend in large part on the initial impression you make when you meet the respondent. Introduce yourself and explain the purpose of your visit. Read the informed consent statement. If the respondent is unwilling to be interviewed, it may be that the present time is inconvenient. Ask if another time would be more convenient and make an appointment. When you make an appointment, stick to the time of the appointment.
c. *Interview not completed:* A respondent may be called away during the interview or may not want to answer all the questions at the time of your visit. If an interview is incomplete for any reason, you should try to arrange an appointment to see the respondent again as soon as possible to obtain the missing information. Be sure that you record on the cover sheet of the questionnaire that the interview is incomplete and indicate the time you agreed upon to revisit the school; you should also report the problem to your team leader.
d. *Respondent incapacitated:* There may be cases in which you cannot interview a respondent because the person is too sick, is mentally unable to understand your questions or because she/he is deaf, etc. In these cases, specify that the respondent is incapacitated on the cover sheet of the questionnaire.
e. *The respondent consistently gives incorrect answer: If the respondent gives incorrect response, but keeps giving the same answer no matter how many times the question is rephrased*, record the answer the respondent gives and continue the interview.
f. *Uncooperative respondents:* Surveyors should initially be polite but firm as they ask for the respondent's cooperation. Building rapport with the respondent is the first step to avoiding such situations. Apart from building rapport, the following can be done to encourage cooperation during the interview:
    - Informs them that the survey is voluntary.
    - Tells the respondent that s/he can refuse to answer any particular question.

- Assure them that what they say is protected and will be kept private and confidential.
- Explain that their name won't appear in any report and that their responses will be combined with many other surveys.
- Digress a little and discuss issues of interest to the respondent.
- However, if a respondent is upset by a survey or refuses to continue for any other reason, their wishes must be respected. The TL or FS should be alerted.

3.3 Data Collection Procedures for Videotaping KG Lessons

The goal of the KG videotaping is to document what is happening in the KG classroom to understand the teacher-child interaction, classroom organization; and instructional support. Thus, the videotaping should focus on both teaching and learning. These objectives will not be achieved if videographers inconsistently videotape lessons. Videotaping a KG requires a tremendous amount of work and represents a huge expense, hence, the procedures are standardized to ensure that the videographer attend to every detail. A single hand-held camera recording [using the camcorder of tablets] will be employed using a wide lens angle for the teacher and children. The following are step-by-step description of everything the videographer will need to do before, during, and after every videotaping.

3.3.1 Before going to the school

a. Make sure you have enough battery power to record the entire class lessons per class or school. Charge the battery of the tablet after each day's work. This will ensure that you capture the entire class and do not miss anything. You will be asked to re-record any incomplete recording or poorly recorded videos!
b. Check to make sure that you have enough storage space on the external memory card.
c. Ensure that the *Video Recording Form* has been downloaded onto the tablet.
d. Clean camera lens regularly for high resolutions.
e. Always carry the USB ports of the tablet to the school.
f. The following camera menu settings should be set as default:
    - Set the default storage medium to the external memory card.
    - Set the default resolution of camera to 1280x720 to obtain high Definition (HD) video recording. The higher the resolution, the better the quality of recording.
    - Set the white balance to "auto".

3.3.2 Before videotaping the class

a. Obtain consent from the school head. Do not take videos in any school without the permission of the school head/teacher. As part of the briefing of the school head, obtain a verbal consent from the head teacher. Thereafter, administer the video recording consent form to the KG teacher and obtain his/her consent. When consent is given, respect the school's policy on videotaping class lessons throughout the period of the recording.

a. Determine where to position the camera or stand to video tape. This will depend on information about what will happen during the lesson and the physical arrangement of the classroom.
    - Find out from the KG teacher about what will happen in the lesson – the duration of the lesson; the general outline of the activities of the teacher and children that will take place during the lesson; whether the writing board will be used and whether training and learning materials will be used and where they will be placed.
    - Examine the physical arrangement of the classroom and choose the camera positions.
        - Position the camera with the main window [of the classroom] at your back, thereby avoiding back light problems. If possible and with permission of the teacher, close windows and doors as needed to adjust the light and reduce noise.
        - Position the camera along the side, 1/3 to 1/2 way back in the classroom. This position allows good views of the board in medium and close-up shots; good shots of the teacher's and children's faces in a wide master shot; and allows for quick panning to the front and rear of the room. Always position the camera in front of the major light source (window) in the classroom. This orientation will minimize overexposure due to backlighting.
            - Do not position the camera in the rear of the classroom, as it will only allow you to view the children from behind.
            - Do not position the camera in the front of the room as this will result in oblique angles that make it difficult to see what the teacher is doing and to read the board.
            - Move desks of the KG children as needed to position yourself at an angle that can capture both the teacher/teaching and the learner (i.e., a larger section of the children in the class). Please note that the desk arrangement in the classroom is critical to the observation. Hence, do not significantly alter the lay out of the classroom. Notwithstanding, having few desks rearranged is necessary in order to have better visibility.

3.3.3 During videotaping of the lessons

Recording a KG class lessons can be distracting to the children and the teacher. The videographer should ensure that s/he does not unnecessarily move around to disrupt the children/teacher as well as disrupt the videotaping. The video should be recorded directly to the external memory card inserted in the tablet. All videotaping should be done in real time. The camera will be turned on at the beginning of the class and not turned off until the lesson is over. This will help to study the duration of classroom activities by measuring their length on the videotape. If the lesson last for only 30 munities, record two lessons to

make up for 1 hour recording. The videographer should capture the teacher, the children, and the tasks/lessons.

a. *Taping the teacher*: During the lessons, the teacher will engage in a variety of activities. The teacher will explain the concepts and procedures, pose problems, assign tasks, ask questions, write information on the writing board, walk around the classroom and assist individual children, etc.
    - The videographer should capture the teacher's activities and behaviors during the lesson.
    - Capture what the teacher is doing, what s/he is saying, and what information s/he is presenting to the class.
    - If the teacher is interacting with the children, it is particularly important to capture these interactions even during periods of independent work.
b. *Taping the children:* Not only is the videographer expected to capture the teacher but also record the KG children.
    - The videographer should capture what the children are doing and saying during the whole class interaction, when they are working in groups and on their own.
    - Focus mainly on the activities and behaviors of the children who are interacting with the teacher, but turn to other children as well from time to time because they might be doing different things when the teacher is and is not with them.
    - As a rule of thumb, capture children's behavior so that what is portrayed in the videotape is representative of what actually happened in the lesson.
c. *Taping the tasks:* During lessons, the teacher will assign various tasks to the children.
    - The videographer should capture the task that the children are actually engaged in doing, whether or not it is what the teacher intended.
    - Zoom in close enough to capture what at least a few of the children are working on.
        - Try to shoot as many different children's work as possible, without losing track of the teacher.
        - For the ideal close-up shot, stand behind the child (or possibly to their side), zoom in, focus carefully, and film everything they have written.

3.3.4 After videotaping the lesson

After taping the lesson/class, the videographer should,

a. First, thank the teacher for allowing you to observe and tape his/her class.
b. Remember to save video before videotaping another class lesson. Save each video following the approved naming conversion.
c. Complete the video recording log sheet on the SurveyCTO and send data to the server.
d. Transfer all videos on the external memory card to the Netbook after each day's work.

- Delete the videos after transferring them to the Netbook to create more space for future videotaping.
- The Team Leader should save the videos on the encrypted folder created for the video storage.

e. The Field Supervisor should ensure that all saved videos on the Netbook are copied onto the external hard drive as backups.

f. NO other person should have access to the video except the Team Leader, Field Supervisor, Field Manager, and Research Associate.

3.3.5 Possible Classroom Situations and Suggested Solutions during Videotaping

The following presents some difficult situations in the classroom that are likely to occur during video recording sessions and what to do when they occur.

Table 3: Descriptions of Possible Situations and Suggested Solutions

Descriptions of Possible Situations	What To Do
Teacher at the front talking - ▪ One student is at the board working on a problem and talking publicly. ▪ Rest of the class working individually at their desks.	Focus on the teacher and the student at the board, but find a chance to document what other children are doing.
▪ Teacher walks around assisting the children privately and talks to the whole class from time to time; ▪ One child at the board working on a problem; ▪ Rest of the class working individually	Document how the teacher instructs individual children, but document the child at the board and the information on the board when there is a chance
▪ Teacher stays at the teacher desk assisting children privately ▪ Rest of the class working on their own	Document how the teacher instructs individual children (move close to them) and document what other children are doing
▪ Every group works on the same task; ▪ Teacher walks around assists each group	Document how the teacher assists individual groups (follow the teacher) and also document some groups when teacher is not with them
▪ Every group works on different tasks; ▪ Teacher walks around and assists each group	Document how the teacher assists each individual group (follow the teacher) and also document every different group work
▪ Every group works on a different task, ▪ One group works outside the classroom ▪ Teacher walks around and assists each group	Same as above but find a chance to document the group outside
Whole class leaves the classroom and work	Follow the class and videotape outside.

outside	

3.4 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. 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 sign a form. 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. 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 Teacher Survey
Good day, my name is [**NAME OF SURVEYOR**]. I work with Innovations for Poverty Action (IPA) here in Accra. IPA is working with researchers at New York University in the United States, Ghana Education Service and the National Nursery Teacher Training Centre, Accra to learn about how to provide kindergarten teachers with effective training and support so they can best teach young children to learn. We have received official permission from the Ghana Education Service (and your school head) to conduct this survey. Our research team wants to learn from you. Even though the study may not directly benefit you, the information you share with us will contribute to the improvement of kindergarten education in the region. I would like to invite you to participate in a survey about your background; work conditions; well-being; and teaching knowledge. This should only take about 1 hour and we will collect this data electronically. Rest assured that this information will be fully confidential and not shared with the school head teacher, other staff or parents in a manner that identifies you. Please note that 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 from participating. If you agree to take part in this survey, your answers to all questions will remain strictly

confidential. Neither your name, nor any other personal information about you or your school will be used in reports. 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 school.

If you have any questions, comments, or concerns about taking part in this study, you should first talk to me. If you have additional questions, you may also contact the IPA Research Associate, Edward Tsinigo at [0203899660] 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.

_____	_____	_____
Name of KG Teacher	Signature	Date
_____	_____	_____
Name of Interviewer	Signature	Date

Permission for Child's Participation in QP4G Study

Dear Parent/Caregiver,

We are writing to ask your permission for your child to participate in the "Quality Preschool for Ghana (QP4G) Study", being conducted by the Innovations for Poverty Action (IPA) in partnership with researchers at New York University in the United States, with support from the Ghana Education Service. We are interested in learning more about how children at the kindergarten level learn things and how to improve kindergarten education in Ghana.

The QP4G Study will be conducted at your child's preschool ..... during the 2015/2016 school year. Your child may be selected to participate. If your child participates, trained assessors from IPA may play some games and do different activities with your child. Your child can be accompanied by his/her teacher and if he or she prefers. The assessment will take about 45 minutes and activities include identifying numbers, letters, shapes, drawing and playing other games.

Participation in the study is completely voluntary. Your child can choose to end participation at any time without penalty by indicating this decision to the assessor. In addition, information on how your child completes the tasks is completely confidential. These results will not be shared with the KG teacher, school head teacher, other school staff or anyone outside of the research team. This study will not influence your child's performance or admission status in school.

If you do NOT want your child to participate in the study, you must return this filled out form to school with your child tomorrow or call the contact numbers given below to indicate refusal to participate.

a. Keep this letter [without returning to the school] at home to indicate that you agree for your child to participate in the study, or

b. Return the letter filled out to the school as an indication that you do not want your child to participate in the study.

I, ……. (your name), as the parent/caregiver of …… (your child's name), do not wish for my child to participate in the QP4G study.

If you have any questions, comments, or concerns about your child's participation in the study, you may contact the IPA Research Associate, Edward Tsinigo at [0203899660] or Research Manager, Maham Farhat at [0267979638] to ask questions you may have about this research.

3.5 Selection of Eligible Respondents

a. ***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 Field Mobiliser visits a selected school a day before the assessment and lists all KG children-parent pairs on the school roster; and then randomly samples child-parent pairs using the SurveyCTO platform. 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.

b. ***KG teachers***: Only KG teachers should be interviewed. However, if the primary KG teacher in the school is an attendant, interview him/her. That is, where there is a teacher and an attendant or assistant, only the teacher should be surveyed.

3.6 Replacement Strategy

The potential respondents in the Baseline II are KG teachers and KG children. Every attempt will 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 surveyor/assessor should make three attempts before considering the respondent as missing. There will be no replacement list for KG teachers, but there will be replacement list for KG child-parent pairs. 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 respondent 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 4: 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 Key Survey Terms

The Baseline II Surveys have a number of standardized terms that runs through the conduct of the survey and the questionnaires. These are:

- *Eligible respondent:* Any capable school proprietor and/or head teacher who can provide accurate information about the eligible schools. You can administer the survey to only eligible respondents.
- 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.
- *A mother tongue language*: A mother tongue language is the language or are the ethic group languages a person has learned from birth or within the critical period, or that a person speaks the best.
- KG teacher: The KG teacher is the primary respondent for the KG Teacher Survey - the primary class teacher responsible for a particular KG class.
- KG Attendant: KG attendants are untrained teachers for KG children.

4.3 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 <u>completely</u> and <u>exactly as it appears</u>. 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.*

4.4 Features of the Teacher Survey

The Teacher Survey has the following features:

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/assessor will be required to fill the rest.
    a. If the respondent did not give consent, then the surveyor will automatically skip to the end of the questionnaire and the surveyor's time in the school or with the respondent is over. You will then proceed to the next school or respondent.
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 the 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*: Instructions for Interviewer are in CAPITAL letters and should NOT be read to the respondent. Instead, text written in lower case (small) letters SHOULD be read directly to the KG teacher. Specific phrases have been used as instructions for the interviewer and includes "DO NOT PROMPT"; "READ ANSWER CHOICES"; "MARK ALL THAT APPLY"; and READ OUT CATEGORIES.

QNo.	Question	Coded Responses	Skip To
C11.	What is the main mother tongue languages? **DO NOT PROMPT. CHECK ALL THAT APPLY.**	1. [ ] Twi 2. [ ] Ga 3. [ ] Dangme 4. [ ] Ewe 5. [ ] Hausa 6. [ ] Other_____	

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. This way, the respondents do not have to answer unnecessary questions and the interview takes less time. Skip instructions are automated in the survey CTO 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
C06.	Do you have any education or training in early childhood development?	1. [ ] Yes 2. [ ] No -999. [ ] Refuse to answer	 →C09 →C09

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 **CO2***). However, some questions do not have modalities and therefore require measure units to be used in the answer (e.g. percentage, year, etc.) [e.g. *Age for **C01***].

QNo.	Questions	Coded Responses	Skip to
C01.	How old are you? **IN COMPLETED YEARS.**	[___|___]	
C02.	Does any household member own a working box iron or electric iron?	1. [ ] Yes 2. [ ] 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, the SurveyCTO program allows for

the maximum number of digits permissible. For example, the question "How many children (less than 18 years) live in your household?" requires a two-digit number, e.g. 09. 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. For instance, in the above case, the actual record becomes 9 and not 09.

QNo.	Question	Coded Responses	Skip to
D01.	How many children (less than 18 years) live in your household?	[___|___]	

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*: Two main types of multiple response categories are used in the surveys based on the response type/interviewer instruction:
   a. **"READ CATEGORIES TO RESPONDENT"**: The surveyor needs to read each categories and wait for the respondent's answer before going on to the next one. Tick the box corresponding to the appropriate answer and continues to the next question.
   b. ***"DO NOT PROMPT"***: The surveyor should not read the responses. Listen carefully to the respondent and tick the box corresponding to the responses.

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 responses to all the questions/statement/items are the same. The surveyor ticks the appropriate box corresponding to the respondent's answer. Show the option card to the respondent [for the Teacher Survey].

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, the surveyor must 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 Baseline II

The coding systems for Baseline II surveys depend on the type of survey. Generally, it will comprise of the district code and school code in addition to any one of the following – teacher code, KG child code, KG class code or KG parent code. Each eligible respondent will have a unique ID – child ID, caregiver ID, and teacher ID. The following depicts the nature of the codes:

a. ***District codes***: The district codes will have two digits. However, with the use of the SurveyCTO, the leading zero is automatically ignored; leaving only one digit.

Municipal	Code
Ga East	01
Ga South	02

Adenta	03
Ledzokuku-Krowor	04
Ga Central	05
Madina	06

b. ***School ID***: 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 and the particular school has a school code of 041.
c. ***Teacher ID***: The teacher ID comprises the district code, school code and teacher code. The teacher code comprises the KG class and the teacher code. Hence, the teacher code for a KG 1 teacher is [_1_]_1_] and that of a KG 2 teacher is [_2_]_1_]. For a combined KG, the code is [_3_]_1_]. The teacher ID for a KG 1 teacher is [_1_]_0_]_4_]_1_]_1_]_1_].
d. ***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.
e. **Caregiver ID:** The caregiver ID comprises the district code, school code, level of child and caregiver code. The caregiver code consists of three digit numbers made up of the KG level, the caregiver 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 last two digits starts from 01 to 15. That is, 01 to 08 for KG 1 and 09 to 15 for KG 2.
f. **Naming regime for video recordings**: The convention for naming recorded videos will be based on the teacher ID plus the date the video was recorded. The data should follow the British System. For example, 104111.01-08-2015. This naming conversion applies ONLY to lessons, which are 1 hour long. However, class lessons, which are 30 minutes, only should follow the following conversion. If two videos are recorded per KG class, the letters "**A**" and "**B**" [CAPS ONLY] should be added to the teacher ID before the date. An example is 104111A.01-08-2015 and 104111B.01-08-2015.

4.6 Interviewer Instructions for the Teacher Survey

Identification: This section provides information on the interviewer, teacher, school, and district. Some fields are preloads and will be automatically generated once the interviewer enters the school ID. The preloaded information are ID of the school, district code and name, school name and type of school. However, the remaining fields require the interviewer to enter the required information.

Consent: Administer the consent statement to the caregiver. If the respondent agrees to participate in the study, select "yes" for B01 and continue with the interview; otherwise select "no" and complete questions B02 to B04. If the target respondent agreed to participate, let him/her sign the consent statement and give a copy to him/her. If the respondent refuses to participate, thank the respondent for his/her time after completing BO2 to B04.

Section C: Background Characteristics

C03 asks about the number of years and months that the respondent has been the caregiver of the child. Years/age should be in completed years; the year as of the child's most recent birthday. Number of months should be less than 12 months.

C12 – C14: Level of proficiency

For this study, language proficiency is described in terms of understanding, speaking, and writing at the levels of none, basic, intermediate and proficient.

- **Basic**: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- **Intermediate**: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- **Proficiency**: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.

Section D: Household Wealth/Poverty Status

D06: How many members does the household have?

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, <u>even if not relatives of each other</u>, 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 following 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.

D07: 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 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."

D08: 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.

D09: 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).

D10: What type of toilet facility is usually used by the household?

This question asks about the particular toilet facility being used by the household:

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.

D11: 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.

D12: Does any household member own a working box iron or electric iron?

This question asks about the particular toilet facility being used by the 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.

D13: 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.

D14: 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 minutes 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.

D15: 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 <u>no food to eat of any kind in your house</u> 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 **E01**. 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 **E04**. Otherwise, skip to E05.

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.

CHAPTER FIVE
USING THE SAMSUNG TABLET FOR DATA COLLECTION

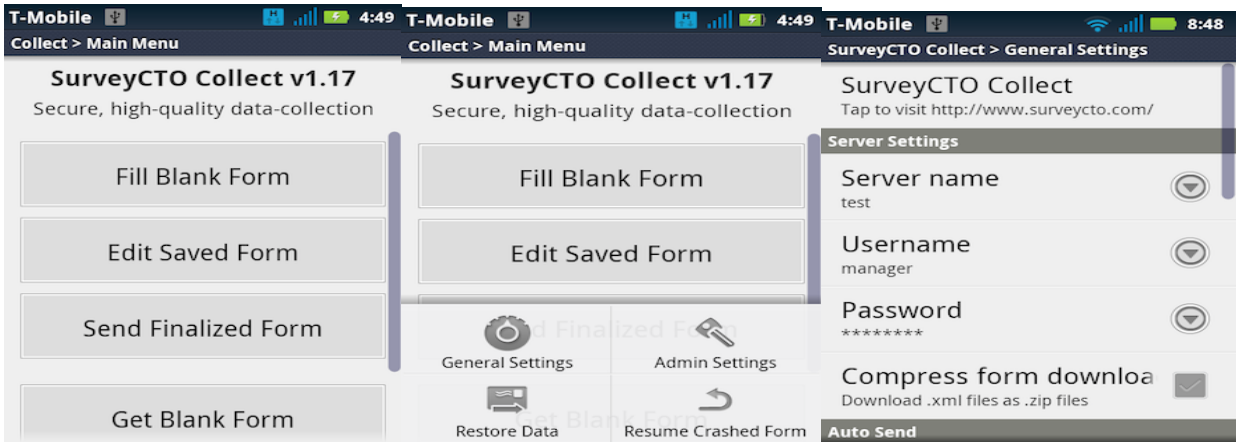
5.1 Overview of the SurveyCTO

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 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.

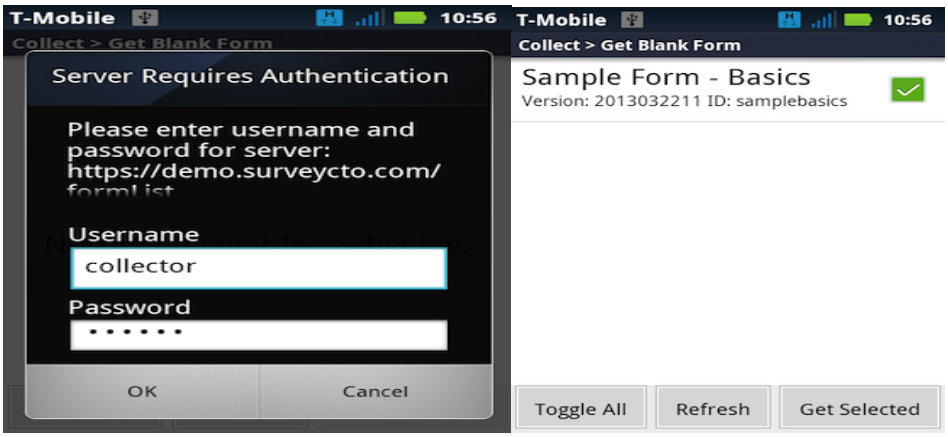
5.2 Getting Started with SurveyCTO on the Tablet

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.

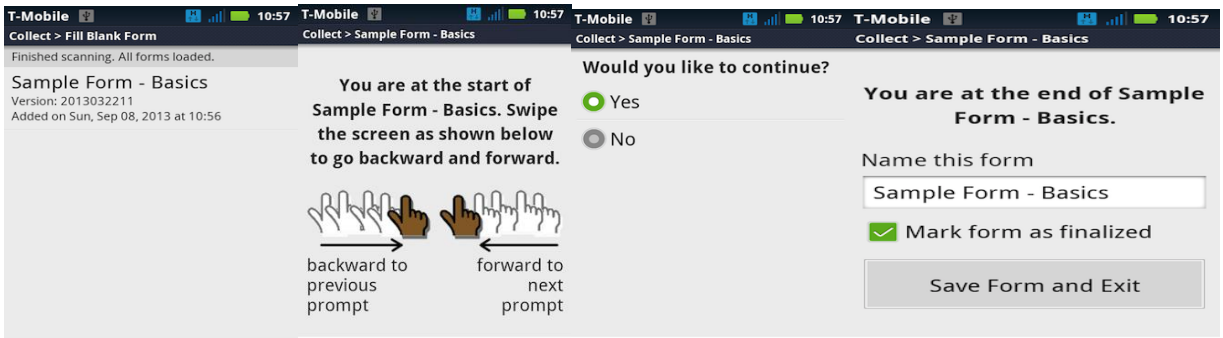
1. Run SurveyCTO Collect on the Samsung tablet device. From the main menu, click your device's menu button, then click *General Settings*. Ensure that the server name is ***imppreschool***. Also, ensure that the username is "***manager***" correspond to the given password. Note that, no surveyor is permitted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



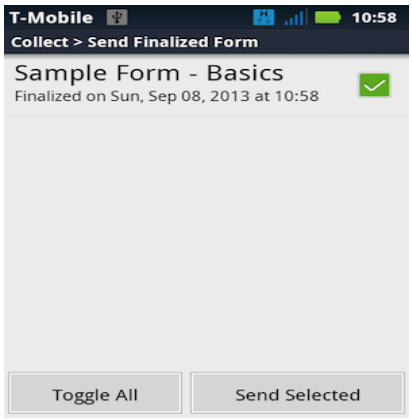
2. Go back to the main Collect menu, then choose *Get Blank Form*. Press OK when prompted to confirm the login information, select the checkbox next to *Sample – Basics*, and press *Get Selected*. The forms you will see for our surveys are the Teacher Survey, IDELA, Parent-Child Listing Form, and Videotaping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



3. 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**, <u>uncheck</u> 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

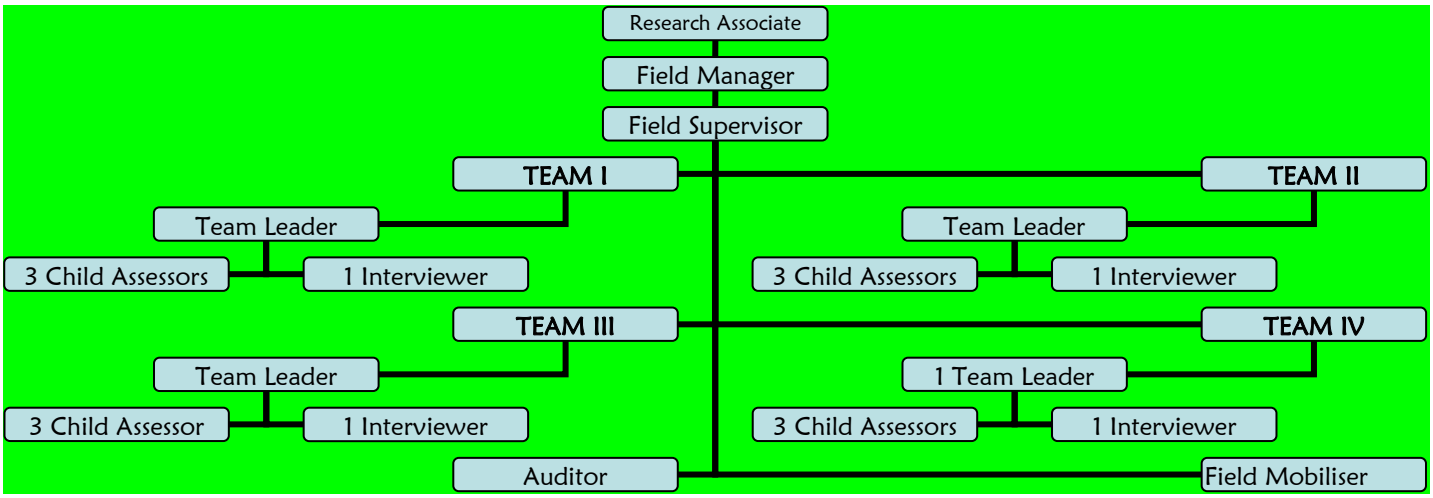
Every team member represents the face of our work. The manner in which a team member conducts his/herself before, during, and after interviewing respondents is extremely essential to ensuring the credibility of the survey and IPA. As a general rule,

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. Contact the Project Management team when any important issues arise.
c. ***Be presentable.*** Make a good impression by dressing appropriately and neatly.
d. ***Punctuality***: Arrive at stated time and value the respondent's time.
e. ***Mannerism***: No eating in front of the respondent while interviewing.

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 twelve school teams. The total number of the survey school team is 69; made up of surveyors/assessors, field supervisors, field mobilisers, team leaders and auditors. Each school survey team will comprise of 3 KG child assessors, 1 teacher interviewer/videographer and KG teacher survey, and a team leader. There will be three (3) field mobilisers. Each field mobiliser is responsible for four school survey teams. There will be four (4) auditors. Two auditors each will be responsible for the school survey team. The field supervisors, team leaders and filed mobiliser positions are predetermined. However, the selection of others 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 5.

Table 5. Responsibilities of Survey Team Members

Position	Responsibilities/Tasks	Report To
Field supervisors (FS)	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: ▪ Plan, coordinate, train, and supervise survey teams performing all modules of the QP4G Study in selected schools; ▪ Assist in monitoring and assessing the quality of the work of survey teams, team leaders and interviewers; ▪ Monitor the condition of survey equipment assigned to the interviewers; ▪ Maintain team motivation and morale and foster team spirit; ▪ Other tasks as will be assigned by the Research Associate/Field Manager.	**Field Manager**
Team Leader	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; ▪ Supervise all the surveyors, manage their work, and ensure that they are all following IPA survey protocols; ▪ Ensure sufficient surveys, supplies, and forms of all surveyors; ▪ Solve and communicate all problems with team members to field supervisors and field manager; ▪ Edit all administered surveys for the surveyors; ▪ Prior experience in working with IPA evaluation projects in education. ▪ Maintain team motivation and morale and foster team spirit. ▪ Perform other duties related to the project that may be assigned to him/her.	Field Supervisor
Field Mobiliser	Field Mobilisers are responsible for mobilizing selected schools and respondents for interviewing. Specifically, the Field Mobiliser: ▪ Contacts selected schools and book appointment for data collection for four school survey teams; ▪ Explains general purpose of the survey and data collection	

	procedures to proprietors/school heads and teachers; ▪ Obtains kindergarten school rosters/admission forms and parent's information from schools to recruit children and parents for the survey; ▪ Timely communicate to team leaders regarding outcome of sampling of children-parent pair; ▪ Books appointments for fieldwork for survey teams. ▪ Perform other duties as may be assigned by the RA/FM.	Field Supervisor
Auditor	The Auditor is responsible for auditing the KG teacher survey in schools. The auditor conducts back-checks on the administered surveys for six school teams.	FS
Teacher interviewers/ Videographer	The Teacher Interviewers are responsible mainly for administering the KG teacher surveys and videotaping of KG class sessions according to IPA data collection protocols. Specifically, the Teacher Interviewer: ▪ Conducts in-person interviews with KG teachers as assigned by the Team Leader; ▪ Ensures that surveys are administered in an ethical, honest, and rigorous manner; ▪ Adheres to all other IPA survey protocols; ▪ Maintains confidentiality of data gathered; ▪ Prior experience in working with IPA evaluation projects in education; ▪ Performs other duties that may be assigned to him/her.	
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 four (4) weeks i.e., 21 working days.
b. Each school survey team will be tasked to complete 1 school/day; 5 schools/week and 20 schools within the survey period. Therefore, each:
    - Child assessor will complete 5 child assessments per day, 25 per week and 100 within the survey period;
    - KG teacher interviewer/videographer will complete 4 surveys/video recordings per day, 20 per week, and 80 within the survey period. Where a school has two KG teachers for interviewing, the Team Leader should administer the survey to the KG teacher for KG2.
c. Each Field Mobiliser will book appointment with 4 schools per day, 20 schools per week and 80 schools during the survey period.
d. Each auditor will audit 10% of the KG teacher survey for six survey teams.
e. Surveys will be conducted on district basis - four teams will be responsible for 1 district. 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. Mobilisers visit the schools a day before the actual surveys to book appointments with school proprietors/heads (for direct child assessment and video recording) and request for KG rosters/admission form and PTA file for enlistment and sampling;
b. Field Mobilisers record the names of KG children and parents as well as randomly sample the KG children and their respective parents for the survey. They also capture the number and names of KT teachers in the school.
    - Enter information on children/caregivers and contact details of caregivers of selected and/or reserved children.
        - Communicate to Team Leaders about the selected children/parents pair for each school a day before actual field day.
c. Team Leaders assign selected children/caregivers to surveyors/assessors;

6.6.2 During fieldwork

a. The School Survey Team (child assessors, KG teacher interviewers/videographers) visits the assigned school with the Team Leader.
    - 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 or scheduled taping.
    - 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 whole 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.
   - Arrange the setting for child assessments. Identify the quietest possible place for the assessment. Take control of the assessment.
   - 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.

c. Teacher Interviewers/Videographers conduct KG teacher survey and video recording as assigned by their team leaders;
   - Prepare to start with the video recording. Always, videotape the KG 1 first before KG 2 using the approved protocols and naming conversion. The number and length of the video recording depends on the length of the lesson period in the particular school.
   - To avoid interruption of normal class, always conduct KG teacher interviews during the break period. The Team Leader should then assist in administering the questionnaire to the KG 2 teacher. If the KG2 teacher is not available, the interviewer [and not the Team Leader] should call back.

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 mobiliser 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 Back checking plan

The Baseline II survey will have four auditors/back checkers. The back checker will audit 10% of the surveyor-administered surveys. Back checking will be done on only two of the surveys – KG teacher survey and KG parent survey. Back checking for the Baseline II will involve:

a. The development of two separate back check questionnaires each for the teacher and parent surveys.
b. Randomly taking 10% of the surveyor-administered surveys as a sub-sample for back checking. Each surveyor/team will be back checked during the period of the survey;
c. Each back checker will be responsible for three survey teams;
d. Back checking will be done every two days.
e. After back checking, the responses from the original surveyor and back checker will be compared to identify any discrepancies data.

f. A back check discrepancy report will be prepared to capture information on the survey ID, the original responses for the surveyors (first entry), the back checker's response (second entries) and the response of Field Manager (i.e., neutral person).
g. 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.

6.8.3 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.

6.9 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 sing-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 6. Field Supplies and Materials

Item	Number Required
Team Members	
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 *each signed script for the respondent and surveyor*)
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 (*in case of tablet malfunction*)	3 per survey team
First Aid box	1 per survey team
Child assessment kit	1 per child assessor
Job aid for teacher interviewers	1 per teacher interviewer
Team Leaders Only	
Survey movement plan/schedule	1 per survey team
List of districts/schools	1 per survey team
Tracking sheets	…. per survey team
Field activity report template	1 per survey team

6.8 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 instructoin 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.