QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

BASELINE I: PROPRIETOR AND HEAD TEACHER SURVEY TRAINING MANUAL

JUNE 2015

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CHAPTER ONE
GENERAL INTRODUCTION

1.1   Welcome

This manual contains information on data collection protocols that IPA use in training its field personnel to ensure high quality data, especially for the improving preschool quality study. 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:
1. Understand the QP4G Study.
2. State roles, responsibilities and expectations for their involvement in the survey.
3. Understand the survey (proprietor and head teacher) questionnaires.
4. Explain the field operations, survey process and protocols.
5. Carry out an effective interview, using the tablet to collect data.
6. 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:
1. ***Attendance***: Attend all training sessions punctually. Training sessions start at 8:00am each day. Attendance will be taken at the beginning of each day.
2. ***Follow the instructions of the trainers*** – Research Associate, Survey Coordinator and Field Manager.
3. Guard the training materials that are given to you with utmost care.
4. ***Mobile phones***: Switch mobile phones off, to silent or vibration modes during training sessions.

5. *Participation*: You are expected to fully participate in all training sessions. Be attentive and take everything you are learning seriously; your participation is key.
6. *Eating*: Do not eat when training is in session.
7. Respect one another.
8. *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*: During the training, the data that will be collected by each trainee using their tablets will be reviewed by the training team. This will be done on at least two occasions: after the role-play exercise and after the field practice.
c. *Field practice*: A field practice visit will be organized during the training. This gives the opportunity to apply what the trainee have learnt during the training, and for the trainers to provide specific and constructive feedback to the participants. 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 sessions.

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.

1. *Training schedule*: The training will be conducted from 1st June to 5th June 2015; a total of 5 days. The training schedule for this training starts from 9 AM and closes at 5.00 PM each day.
2. *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). This is not negotiable.
   b. *Accountability*: IPA will hold you accountable. IPA protocols include checking surveyor work to know whether the surveyor is following his/her work schedule. 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.
3. *Employment details*: You are expected to give your full attention during this training. We realize that we need to address some questions or issues to ensure that we all concentrate more easily. Such issues are addressed as follow:
   a. *Conditional offer*: 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. Your performance will be evaluated using quizzes and performance on interviews (after the role-play

exercise and after the field practice). 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. A photocopy of the NHIS card will be made for evidence.
      - *GCB accounts*: If you are hired, IPA will pay you by bank transfer into a GCB account. If you do not have a GCB account, you will be required to open one or open one with other banks. You are therefore required to provide your bank account details to project management before your first day of fieldwork.

CHAPTER TWO
BASICS OF THE QUALITY PRESCHOOL FOR GHANA STUDY

2.1   Background 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. 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. In order to address this policy concern, IPA, in partnership with researchers from New York University in the United States, intend to conduct a survey in order to obtain information to help us answer very important questions about teachers and children's experiences in school and to contribute to the improvement of kindergarten education in Ghana.

2.2 Objectives of the Study

The primary objectives of the survey are to:

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

2.3 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, KG child assessment*** and ***KG parent 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.

2.4 QP4G Work Plan and Survey Schedule

The overall work plan for the survey is shown in Table 1. The survey will be conducted from Monday to Friday during normal school hours of 9 am to 3 pm. The proprietor and head teacher surveys will be conducted for a duration of 12 working days. The survey will have an added "mop-up" period of 4 days.

Table 1. Overall Work Plan for the Survey

Key Activities	Responsibilities	Key Dates	
		From	To
Training of surveyors for baseline survey	FA/SC/FM	1st June 2015	5th June 2015
Head teacher and proprietor baseline surveys	Surveyors/TL/FM/RA	8th June 2015	23th June 2015
Debriefing of survey team	Surveyors/TL/FM/RA	29th June 2015	
Data cleaning	RM/RA/Intern	12th July 2015	
Matched randomization of schools	PIs	20th July 2015	
Notifying schools about randomisation outcome	RA/FM	21st July 2015	30th July 2015

CHAPTER THREE
PROTOCOLS FOR CONDUCTING FIELDWORK

3.1   Guiding Principles for Surveyors

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

1. ***Maintain neutrality and accepting attitude:*** It is extremely important that you maintain neutrality during the interviewing process. Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. 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.

2. ***Do not assume:*** You must avoid any preconceived ideas about the respondent's ability to answer certain questions or about the kind of answer s/he is likely to give. Your most

important task is to read the questions exactly as they are written in the questionnaire and listen attentively to the respondent's responses.

3. ***Keep the tempo of the interview:*** You must maintain the tempo of the interview; in particular, avoid long discussions of the questions. If you receive irrelevant or complicated answers, do not break in too suddenly, but listen to what the respondent is saying and then lead him/her back to the original question. Remember it is the surveyor running the interview, and you must be in control of the situation at all times.

4. ***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/FM's contact number, or offer to get back to them after speaking with your TL/FM.

5. ***Take care of yourself:*** The survey process could be stressful. Hence, the need for each team member to take care of him/herself. If there are concerns about your stress level, speak with your Team Leader or Field Manager. Here are some ways to manage stress during the survey:
   a. *Take care of your emotional self.* Get support by talking with someone. As a surveyor, you may want to talk with someone after a particularly troublesome interview.
   b. *Take care of your physical self.* Get enough rest and exercise, and eat properly.
   c. *Take care of your intellectual self.* Think about the goals of the survey. Keep this balanced with your emotional self so one is not overpowering the other.
   d. *Take care of your spiritual self.* Seek spiritual help according to your beliefs.

6. ***Be honest and professional:*** Treat all your respondents with kindness and respect. Remember that they are busy and are doing us a favor. Be honest about where you are.
   a. Don't try to take salary or per diems if you are not actually working. Doing so is grounds for immediate dismissal.
   b. Don't ever make up answers to survey questions. It will be discovered during the auditing process. This will always result in immediate dismissal.
   c. If you notice something that might be important to data quality, such as a badly worded survey question, bring it to our attention. We appreciate feedback, and it shows initiative.

3.2 Keys to Successful Interviewing
To ensure the success of the interviews, the surveyor must do the following:

1. ***Build rapport with the respondent:*** At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence his/her willingness to cooperate with the survey. The surveyor must always establish rapport with the respondent. 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*: Before agreeing to be interviewed, the respondent may ask you some questions about the survey or why s/he was selected to be interviewed. Be direct and pleasant when you answer. Be consistent with the kind of information you provide on the survey to all respondents.

   c. *Stress confidentiality of responses*: Explain that the information you collect will remain confidential, that no individual names will be used for *any* purpose, and that all information collected will be grouped together to write a report.

2. ***Obtain informed consent***: Before conducting an interview, it is essential to obtain the respondent's informed consent. Respondents however have the right to refuse participation in the survey. *Never begin an interview without obtaining a consent from the respondent.*

3. ***Maintain confidentiality***: Confidentiality is a crucial part of data gathering. All data obtained during the survey must therefore be held **strictly confidential**. Every team member involved in this survey is, therefore, required to maintain in strict confidence all information pertaining to any proprietor or head teacher. Do not interview the respondent in the presence of others (unless he/she indicates otherwise). During the interview, you should constantly emphasize that confidentiality will be protected. Violation of the confidentiality provision could result in the immediate dismissal or loss of pay for the guilty team member.

4. ***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; ask every question in the questionnaire except the skip questions. When you conduct the interview, keep in mind that changes cannot be made to the questions. The survey questionnaires are standardized. This means that the questions must remain as they are worded, in the order that they appear.

   c. *Engage in effective probing*. Probing is a practice employed in interviewing to solicit a more complete answer to a question. Effective probes serve two main purposes: (1) to explore responses that are of significance to a specific question, and (2) to seek an explanation where you do not understand the respondent's response to a question, where a response is inconsistent with previous information, where the response does not reveal the reasoning involved or indicate "don't know"/not applicable". Common probing techniques are:

      ▪ *Simply repeat the question*: The respondent may come up with the right answer if s/he hears the question a second time.

      ▪ *Pause*: The surveyor should pause for a while (i.e., silent probe) following a respondent's response. Usually a pause together with an expectant look or a nod will encourage communication. This prompts the respondent that the surveyor is expecting or waiting for additional information. It also allows the

respondent time to collect his/her thoughts and expand on his/her answer if s/he has more to say.

- ▪ *Repeat the respondent's reply:* This is often a very effective way of having the respondent reflect of the answer s/he has just given. The interviewer can repeat the question as s/he is recording it.
- ▪ *Use neutral questions (i.e., open-ended) or neutral introductions to avoid biasing responses.* Always provide a non-directive clue to the questions to aid the respondent in answering the question. Do not ask leading questions or suggest answers such as "I guess you mean…", as they may influence the respondent. Instead say: "overall, generally speaking …." For "I don't know", the general rule is to repeat the question. If the respondent still does not know, probe once before recording: *Could you give me your best estimate? Which would be closer?*

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. During the course of the interview, the surveyor should tell the respondent when s/he is doing well. It is also a way of maintaining control over the interview. This will keep the motivation going and encourage good performance. 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.
- ▪ Strictly follow the specific instructions for each section/question.

5. **End the interview:** When ending the interview, the Surveyor must:
   a. Thank the respondent for his/her time, co-operation, and assistance before leaving.
   b. Present the respondent's gift to him/her.
   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.

3.3   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 data, 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 FM should be alerted.

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. Below is the informed consent for the proprietor and head teacher survey.

Consent Form Statement - School Proprietor

Good day, my name is …………………………… 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 Center, Accra to learn about how to best provide kindergarten teachers with effective training and support so they can best teach young children to learn. Your school has been randomly selected from the list of kindergarten schools from GES and we want to learn from you.

I would like to invite you to participate in a survey about your background; school management and finance; community participation; and perceptions about early childhood education in Ghana. This should only take about 40 minutes. A Samsung tablet will be used to collect the information you provide. 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.

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, XXXXX at [XXXX] or Research Manager, XXXX at [XXXXX] to ask questions you may have about this research.

Either my colleagues or myself will come again to interact with the KG teacher and children in September 2015.

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 Proprietor	Signature	Date
_____	_____	_____
Name of Interviewer	Signature	Date

Consent Form Statement - Head Teachers

Good day, my name is …………………………… 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 Center, Accra to learn about how to best provide kindergarten teachers with effective training and support so they can best teach young children to learn. Your school has been randomly selected from the list of kindergarten schools from GES and we want to learn from you.

I would like to invite you to participate in a survey about your background; overall school profile and management; parent and community participation; kindergarten school management; kindergarten teacher attendance; kindergarten children attendance; and perceptions about parent involvement, retention, work stress, and early childhood education in Ghana. This should only take about 40 minutes. A Samsung tablet will be used to collect the

information you provide. 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.

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, XXXX at [XXXX] or Research Manager, XXXX at [XXXX] to ask questions you may have about this research.
Either my colleagues or myself will come again to interact with the KG teacher and children in September 2015.
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 Proprietor   Signature   Date
_____   _____   _____
Name of Interviewer   Signature   Date

CHAPTER FOUR

THE QP4G STUDY INSTRUMENTS

4.1   Overview

The main tools in this survey are the survey instruments/questionnaires. The instruments are proprietor and head teacher instruments. These instruments will be administered to proprietors and/or head teachers of private and public schools in six selected districts in the Greater Accra Region of Ghana. For each school that you interview, each of these must be completed: that is, an interview consists of you asking the questions on each of these questionnaires. There is however an exception. In the private schools and depending on the structure of the school, the surveyor will administer the proprietor and/or head teacher survey to both the proprietor and head teacher (*if they are different*) or the same person (i.e., proprietor/head teacher - *if the same person*). However, in the public schools since there are no proprietors, only the head teacher survey should be administered.

4.2   Key QP4G Study Terms

The QP4G Study has 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.
- **Eligible schools:** The eligible schools are the schools that have KG level classes and have been randomly selected for the QP4G Study.

- **Head teacher:** The head teacher is the most senior teacher, leader, and manager of a school. It is also known as school principal, head teacher, headmaster, headmistress, or the head.
- **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.
- **Private school**: Private school is a school managed directly or indirectly by a non-governing organization; e.g. a church, business, or other private individuals or institutions. Private schools retain the right to select their students and are funded in whole or in part by charging their students tuition.
- **Proprietor:** The proprietor of a school is the owner of the school and the one who have the oversight management responsibility of the school. This only applies to the private schools. Public schools do not have a proprietor.
- **Public school**: Public schools are schools, which are managed directly or indirectly by a public education authority, government agency or governing board appointed by government.
- **Respondent:** A proprietor and/or head teacher who can respond to the QP4G Study instruments.
- **School**: A school is an institution designed for the teaching of KG children under the direction of teachers.

4.3 Common Features of the Survey Instruments

Some basics that are common to all two instruments are:

1. *Cover page*: The cover page of both instruments contain information about the respondent, 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. The details of the districts and schools will be assigned to each survey team, and each team member. The respondent's codes will be determined in the field.
   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.
2. *Each instrument has labels*: These labels are a kind of a heading/section, and are not meant to be asked or spoken out loud during the interview. However, the surveyor must introduce the section to the respondent. For example, the section B of the head teacher survey has the section - **SCHOOL PROFILE AND ORGANIZATION**. The surveyor must read the sectional introduction, which is - The following questions relate to the school management and finance.
3. *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.
4. *Instructions for interviewer*: Instruction for interviewer are in CAPITAL letters, which facilitates survey implementation. Text written in upper case (CAPITAL) letters should not be read to the respondent. Text written in lower case (small) letters SHOULD be read directly to the respondent. Specific phrases have been used as instructions for the surveyor. These include "DO NOT PROMPT"; "READ ANSWER CHOICES"; "MARK ALL THAT APPLY"; and READ OUT CATEGORIES. These instructions should be strictly adhered to.

QNo.	Question	Coded Responses	Skip To

C01.	What is the main mother tongue languages used for instruction in the school? **DO NOT PROMPT. CHECK UP TO ONLY TWO OPTIONS. MARK**	1. [ ] Twi 2. [ ] Ga 3. [ ] Dangme 4. [ ] Ewe 5. [ ] Hausa 6. [ ] Other_____

5. *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
B01.	Do you have any education or training in early childhood development?	1. [ ] Yes 2. [ ] No	→**B10**

6. *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 **C02.**). 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. Years for **C01.**].

QNo.	Questions	Coded Responses	Skip to
C02.	How long has the school been registered for? **IN COMPLETED YEARS.**	[___|___]	
C03.	(If approved) Did the circuit supervisor visit the school during the last academic year to check on the school for quality assurance reasons? **DO NOT PROMPT.**	1. [ ] Yes 2. [ ] No	→**C14**

7. *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 "What year was the school established?" requires a four digit number, e.g. 1990. You cannot enter more than four digits for this question. For numerical responses requiring digits with leading zeros, the program automatically ignores such leading zeros. In such cases, the actual number is valid.

QNo.	Question	Coded Responses	Skip to
C04.	What year was the school established?	[___|___]___|___] Year -999 for Don't Know.	

8. *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.

9. *Multiple responses*: Two main types of multiple response categories are used in the surveys based on the response type/interviewer instruction:
    a. **"READ ANSWER CHOICES"**: The surveyor needs to read each categories/options 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"***: Listen carefully to the respondent to give his/her response and tick the box corresponding to such responses. Where the response does not exist, tick "other", and enter the response(s).
10. *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.
11. *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 to the some questions, the surveyor must endeavor to avoid such responses by engaging in effective probing. Otherwise, skip or move to the next question.
12. *Established coding frames:* A number of codes have been adapted for this survey and must be used throughout the survey for these unique answer options. For codes starting with leading zero(s), SurveyCTO program automatically ignores them. However, when using the paper version, start with the leading zero. The common codes used in this study includes universal codes, codes for reference periods, district codes, school codes, and monthly codes.

Table 2. Universal Codes

Code	Response Category
-111	Not Applicable
-888	Don't know
-999	Refuse to answer

A reference period or a recall period is a period of time that gives respondents the context on which to base their answer. Providing reference periods ensures data comparability because every respondent provides data for the same period of time.

Table 3. Reference Period and Interpretations

Reference Period	Interpretation
This academic year	2014/2015 school year
Last academic year	2013/2014 school year
Currently	As at the date of interviewing the respondent
Prior/last	As implied.

District codes will be used for each of the six selected districts.

Table 4: District Codes

Code	District
01	Ga South Municipal
02	Ga South Municipal

Code	Municipal
03	Adenta Municipal
04	Ledzokuku-Krowor Municipal
05	Ga South Municipal
06	La Nkwantanang Madina Municipal

Monthly codes will be used to record months in the survey. The Survey CTO will not allow you to enter the actual month.

Table 5: Month Codes

Code	Month	Code	Month
01	January	07	July
02	February	08	August
03	March	09	September
04	April	10	October
05	May	11	November
06	June	12	December

4.4 Interviewer Instructions for the Proprietor Survey

The proprietor survey should only be administered to the **PROPRIETOR OF THE PRIVATE SCHOOLS**. The proprietor is therefore the primary respondent in this survey. The proprietor survey collects general information about the school; school fees, payment and finance; community engagement/participation, and perception about Early Childhood Development (ECD).

4.1.1 Interviewer information

This section provides information on the interviewer (interviewer code and name); date of administering the interview; district and locality; name and ID of the school; and the time of day arrived at school. In the Survey CTO, ones who have entered the unique ID of the school, the school's name will automatically follow. Similarly, the district name will be automatically entered ones you enter the district code. The date of the interview will display when the interviewer gets to that question. Ensure that the date and time on the tablet is correct at all times.

4.4.2 Consent

Read out the consent statement to the respondent. If the respondent agrees to participate in the study, go to B01; otherwise go to the end of the questionnaire. If the target respondent agreed to participate, let him/her sign and the consent statement and give the copy to him.

4.4.3 Background characteristics

This section collects background information such as the first name, surname, sex, age, phone number, and education. It also collects years of proprietorship, profession, and type of profession.

- **BO1** and **BO2** ask about the first name and surname of the respondent. Enter the first name/surname of the respondent and continues to the next question.
- **B03** asks about the sex of the respondents. Tick the box corresponding to the appropriate answer and continues to the next question. Do not read answer choice.

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- **B04** asks about the age of the proprietor. Enter the age of the proprietor in completed years and continues to the next question. For a proprietor who is now 47 years and 10 months old, the age 47 should be entered and NOT 48. .
- **B05** asks about the phone number(s) of the proprietor. Enter the phone numbers and continues to the next question. If there are more than 2 numbers, focus on the <u>two mostly</u> used numbers.
- **B06** asks about the highest level of education that the proprietor had completed. Tick the box corresponding to the appropriate answer. Do not read answer choices.
- **B07** asks about how long the proprietor has been a proprietor of the school. Enter the number of months and number of years the respondent has been a proprietor. For example, if the respondent has been a proprietor for 2 years and 3 weeks (as at the time of interviewing), enter 3 for the month and 2 for the years. If the response is 11 months and 1 week, enter 11 for the month and -111 for the year.
- **B08** to **B10** are about the respondent's main profession before s/he started the school and the duration of the profession. If the respondent's answer to **B08** is teacher, the interviewer ticks 2 and continues to **B10**. If the responses are either other salaried job or owns own business, the interviewer ticks 3 or 4 and continues to **B11**. The interviewer ticks the box corresponding to the appropriate answer and skips to **B10** or **B11** because they are not relevant to a respondent who has never been a head teacher and teacher.
- **B11** enquires about whether being a proprietor is the primary occupation of the respondent. Primary occupation refers to a job that the person spends more time on. If the respondent's answer to **B11** is YES, the interviewer ticks 1 and continues to **B12**. If the response is NO, the interviewer ticks 0 and skips to **B01** because **B12** is not relevant to a respondent whose primary occupation is not being proprietor.

4.4.4 School management and finance

This section collects information about the management of the school and its finance. The information required in this section apply to the whole school i.e., basic school including the preschool. The interviewer instructions to the questions under this section are:

- **C01** to **C03** ask about whether the school is a branch of a chain of schools, the name of the chain and the number of schools within the chain. *A chain of schools* refers to a situation where the same proprietor owns more than one school, often, with the same name. If the respondent's answer to **C01** is YES, the interviewer ticks 1 and continues to **C02** and **C03**. In **C02**, the interviewer enters the name of the chain while in **C03**, the interviewer enters the number of schools in the chain. If the response is NO, the interviewer ticks 0 and skips to **C04** because **C02** to **C03** are not relevant to a respondent whose school is not a chain of schools.
- **C04** asks about how the proprietor financed the opening of the school. Tick the numbers corresponding to the appropriate answers without prompting the respondent. Multiple responses are allowed. If the respondent's answer is any of or all of options 3 to 7, skip to **C06**.
- **C06** questions about whether the school had ever had problems paying teacher salaries on time. Tick the box corresponding to the appropriate answer without prompting the respondent. Continue to the next question.
- **C07** and **C08** asks about whether parents of KG children can select to pay school fees in installment and the percent of children who pay based on installments. If the respondent's answer to B07 is YES, the interviewer ticks 1 and continues to **C08**. In **C08**,

the interviewer enters the percentage of children who pay per day, per week and per month. The interviewer should read the answer categories. The total percentage should equal 100%. If none, enter zero. If the response is NO, the interviewer ticks 0 and skips to **C09**.

- **C09** to **C10** ask about whether the school have two separate sets of school fees – one per day and one per term. If the respondent's answer to **C09** is YES, the interviewer ticks 1 and continues to **C10**. In **C10**, the interviewer enters the percent of KG children who pay school fees per day and per term. Read the answer categories and ensure that the total equals 100%. If none, enter zero. If the respondent's answer is NO, tick 0 and skip to **C11**.

- **C11** asks about whether the goal of the school is to make a profit eventually. Tick the box corresponding to the appropriate answer without prompting the respondent.

- **C12** asks about whether the preschool made a profit, loss, or break even from the money collected last academic year. Read the answer choices (excluding don't now and refuse to answer) and tick the box corresponding to the appropriate answer. If the respondent indicated don't know or refuse to answer, probe further.

- **C13** asks about the biggest obstacles to the school in its effort to provide learning to the children. Tick the box corresponding to the appropriate answer without prompting the respondent. When the respondent gives a response that is not among the provided categories, record the response in the "other" category.

4.4.5   Community engagement

This section collects information on the interactions of the school with the community.

- **D01** asks about whether the respondent live in this community (within 30 minute walk from the school). Tick the box corresponding to the appropriate answer without prompting the respondent. If the response is NO, skip to **D03**. Otherwise, indicate the number of months and years. If less than one year, enter only the number of months.

- **D03** asks about whether the respondent had live in this community before starting the school. Tick the box corresponding to the appropriate answer without prompting the respondent.

4.4.6   Perception of early childhood development

This section collects information on the perception of the respondents regarding the extent to which they agree or disagree with statements relating to early childhood.

- **E01** to **E15** ask about the perception of the respondent regarding early childhood development. Tick the box corresponding to the appropriate answer. Note that the respondents do not have room for uncertain/don't know.

4.5.1   Interviewer Instructions for the Head Teacher Survey

The Head Teacher survey should be used to collect information from the Head teachers from both private and public. It should be administered to collect general information and kindergarten specific information. The kindergarten specific questions focus on general KG administration, teacher attendance, KG children attendance, KG parent and community participation, school and staff management; as well as perceptions on child friendly school-family involvement, retention, work stress/burnout, and ECD. Note that for private schools, the Head Teacher survey should only be administered after the proprietor survey. Before beginning with the head teacher survey, request for the KG teacher and KG children

attendance records for this academic year. There are 10 sections in the head teacher survey. The interviewer instructions for the head teacher survey are as follow.

4.5.2 Interviewer information

This section provides information on the interviewer (interviewer code and name); date of administering the interview; district and locality; name and ID of the school; and the time of day arrived at school. In the Survey CTO, ones who have entered the unique ID of the school, the school's name will automatically appear. Similarly, the district name will be automatically entered ones you enter the district code. The date of the interview will display when the interviewer gets to that question. Ensure that the date and time on the tablet is correct at all times.

4.5.3 Consent

Read out the consent statement to the respondent. If the respondent agrees to participate in the study, go to **C01**; otherwise go to the end of the questionnaire. If the target respondent agreed to participate, let him/her sign and the consent statement and give the copy to him.

4.5.4 Background characteristics

This section gathers information on the HEAD TEACHER. The information includes the first name, surname, sex, age, phone number, and education. It also collects information on training in ECD, position, and teacher/head teacher experience.
- **CO1** to **C06** ask about whether the Head Teacher is also the proprietor of the school and other background information about the head teacher. If the respondent's answer to **C01** is YES, the interviewer ticks 1 and continues to **C08**. Further, if the response is YES, skip the whole of Section J. However, if No, follow the instructions provided for the background questions in the proprietor survey.
- **C08** to **C09** ask about whether the respondent has any training in early childhood development. If the respondent's answer to **C08** is YES, the interviewer ticks 1 and continues to **C09**. If the response is NO, the interviewer ticks 0 and skips to **C10**. For **C09,** tick the box corresponding to the appropriate answer without promoting the respondent. If the respondent gave an answer which is not part of the listed options, tick "other" and enter the response in the space provided.
- **C10** asks about the position of the respondent. Tick the box corresponding to the appropriate answer without promoting. Enter other options in the space provided for 'other' for responses that are not in the list provided and move to the next question.
- **C11** asks whether the respondent double as a classroom teacher. If the respondent's answer to **C11** is YES, tick 1 and continue to **C12**. Otherwise, tick 0 and skip to **C13. C12** requires that the interviewer enters the number of years that the respondent has been a teacher (in completed years). If the respondent don't know, enter 999 and move to the next question.
- **C13** asks for the number of years that the respondent has been a head teacher. Enter the number of years in completed years. If the respondent don't know, enter 999 and move to the next question.
- **C14** asks about the number of years that the head teacher has been the head teacher of the school. Enter the number of years in completed years. If the respondent don't know, enter 999 and move to the next question.

4.5.5 Overall School Profile and Management

This section deals with questions relating to the school management and finance.

- **D01** asks about the year in which the school was established. Enter the year if known and -999 if unknown.
- **DO2** asks about the year in which the kindergarten classes start. Enter the year if known and -999 if unknown. If different years for KG 1 and KG 2, use the start year for KG 1.
- **D03** to **D04** ask about whether the school is run by a religious body. If the respondent's answer to **D03** is YES, tick 1 and continue to **D03**. Otherwise, tick 0 and skip to **D05**. In **D04,** tick the box corresponding to the appropriate answer without prompting the respondent. Continue to the next question. If the respondent's answer does not fall within the options provided, tick 'other' and enter the response.
- **D05** asks who owns the school currently. Tick the box corresponding to the appropriate answer without prompting the respondent. For 'other' responses, tick 'other' and enter the response. Continue to the next question.
- **D06** asks about institutions or bodies is the school registered with. Read answer choices. Multiple responses apply. Tick the box corresponding to the appropriate answer without prompting the respondent. If the respondent chose option 3, continue to the next question. Otherwise, skip **D13**. For 'other' responses, tick 'other' and enter the response.
- **D07** asks about the registration status of the school with the GES. Tick the box corresponding to the appropriate answer without prompting and move to the next question. **D08** to **D13** are follow up to **D07**. **D08** enquires about the grade/band that the GES allocated to the school if registered. Tick the box corresponding to the appropriate answer. If the respondent do not know or refuse to answer, tick the appropriate box and continue to the next question. **D09** asks about how long the school has been registered. Enter the number of years in completed years. **D10** asks about whether the circuit supervisor visits the school during the last academic year to check on the school for quality assurance reasons. If the respondent's answer to **D10** is YES, tick 1 without prompting and continue to **D11**. Otherwise, tick 0 and skip to **D13**. **D11** to **D12** requires the interviewer to indicate the purpose of the visit and the number of times the circuit supervisor visit the schools and the frequency per the last academic year.
- **D13** asks about the classes that the school currently have. Multiple responses apply. Tick the box corresponding to the appropriate answer without prompting the respondent.
- **D14** asks about whether the school has a written/documented rules and regulations for staff in the school. Tick the box corresponding to the appropriate answer. Ask to see the code/document if yes.
- **D15** asks about the date of the most recent staff meeting. Enter the day, month, and year for the most recent staff meeting. If don't know, enter 99/999/9999.
- **D16** asks about the main topics of discussion at the last staff meeting. Tick the box corresponding to the appropriate answer. Enter "other' responses which are not included in the options.
- **D017** to **D19** ask about mentoring system in the school. **D17** asks about whether the school has a system in which senior teachers mentor junior teachers. Tick the box corresponding to the appropriate answer. If "yes", ask to see records. **D18** asks of specific case of a mentor for the most junior staff. Tick the box corresponding to the appropriate answer without prompting. **D19** asks about whether the mentors are trained. If "yes", enter 1; otherwise, enter 0.

- **D20** asks about whether the school has any other professional development plan for teachers. Tick the box corresponding to the appropriate answer. If "yes", ask to describe.
- **D21** asks about whether the school conduct performance review with its staff. If YES, enter 1; otherwise, enter 0.
- **D22** to **D23** ask whether teachers participate in decision-making in the school and the category of teachers that are involved in decision-making. Do not prompt. If YES, enter 1; otherwise, enter 0. If No, skip to **E01**.

4.5.6 Parent and community participation
This section collects information on parent and community participation.
- **E01** asks about whether the school have a parent teacher association. If yes, enter 1 and move to **E02;** otherwise skip to **E06**.
- **E02** asks about how many times the school has met the parents, community, or PTA to discuss school related issues during this academic year. Enter the number and move to **E03.**
- **E03** asks about how many parents attended the last PTA meeting. Read out the options and tick the box corresponding to the appropriate answer.
- **E04** asks about the principal topic of discussion during the last PTA meeting. Do not prompt. Tick the box corresponding to the appropriate answer.
- **E05** asks about the commitment of the PTA members towards emergency meetings at a short notice. Read out the options and tick the box corresponding to the appropriate answer.
- **E06** to **E07** ask about whether the school receives any cash from any source during the 2014/2015 academic year, and the source of that cash. If response to **E06** is "yes", move to **E07**. Enter the percent of total financial support that the school receive from sources during the 2014/2015 academic year for **E07**. The total percent should equal 100%. If NO to **E06**, skip to **E08**.

- **E08** to **E10** ask about whether the school receive any support in kind from any source, the particular sources and quantities during the 2014/2015 academic year. If YES, move to **E09**. If NO, skip to **F01**. Tick the type of support received and the sources of such supports for **E09**. For other supports not captured, enter and indicate the sources. For **E10**, enter the quantity of in-kind support the school had received for each of the types of the supports.

4.5.7 Kindergarten School Management
This section collects information on the school management at the KG level.
- **F01** to **F01** ask whether the school has a curriculum for the KG level and sources of the curriculum. If the respondent's answer to **F01** is YES, tick 1 without prompting and continue to **F02**. In **F02,** tick the box corresponding to the appropriate answer without prompting the respondent. For "other" responses, enter the answer. Otherwise, tick 0 and skip to **F03**.
- **F03** to **F06** ask about whether the school runs a double shift system and its application to the KG level. If yes to **F03** and **F04**, tick 1 and move to **F05;** otherwise, skip to **F07. F04** to **F06** requires the total number of KG children currently in the morning and afternoon shifts. Enter the number of children in each question. If none, enter zero.

- **F07** to **F09** asks about how many KG classes and KG children are there in the school. Enter the number of KG classes in **F07** and move to the next question. For **F08** and **F09**, enter the number of KG children in each of the KG 1 and KG 2 classes, if any. If none, enter zero.
- **F10** to **F11** ask about whether the school admit all children who wish to enroll in KG and the criteria used. If YES, tick 1 and move to **F12.** Tick the box corresponding to the appropriate answer without prompting the respondent in **F11.**
- **F12** to **F14** ask about the language of instruction at the KG1 and KG2 as well as the main mother tongue language of instruction. For **F12** to **F13,** read the answer choices and tick the box corresponding to the appropriate answer. For **F14,** tick the box corresponding to the appropriate answer without prompting. Mark all the choices that apply.
- **F15** to **F16** ask about the number of KG teachers currently working at the school on payroll and the number of KG attendants working currently in the school. Enter the number of KG teachers and attendants for the questions. KG attendants are mostly untrained teachers (e.g. SHS graduates) who support KG teachers in the public schools. For private schools, these attendants may be seen as teachers since no qualified KG teacher exist.
- **F17** to **F18** ask about how many school-based assessments the school conduct at the KG level during the 2014/2015 academic year. Read out categories and enter the number of assessments conducted. If none, enter zero. Note, there cannot be more than 3 terminal examinations per academic year.
- **F19** asks about whether the school did anything to analyze the results of the last KG children examination. Do not prompt. If Yes, enter 1 but if No, enter 0 and skip to **F21.**
- **F20** asks about what the school did to the school level tests or exams. Do not prompt and mark all that apply in the appropriate boxes.
- **F21** to **F22** ask about whether and how the school discipline bad behavior at the KG level. Do not prompt. If YES, enter 1 and move to **F22.** Otherwise, enter 0 and skip to **F23.** For **F20,** do not prompt but tick the appropriate boxes corresponding to the responses given.
- **F23** to **F24** ask about whether and how the school reward good behavior from the KG children. If YES to **F23,** tick 1 and move to **F24;** ticking all the responses corresponding the appropriate box. Otherwise, tick 0 and skip to **F25.**
- **F25** asks about the total cost of attending the school for a KG child per term. Ask for the average cost of each of the cost categories and record appropriately.
- **F26** asks about whether the school ever have problems paying its necessary bills. Do not prompt but tick the appropriate box corresponding to the answer.
- **F27** to **F29** ask about how much the KG teachers are paid averagely per month, how the school determine the salary level for KG teachers and whether the salary compares to other schools in the circuit/locality. Do not prompt for **F27** and **F28.** Tick the appropriate boxes corresponding to the answer(s). **F29** asks about how the salary level of the school compared to other schools in the area. Read out the answer choices and tick the appropriate box.
- **F30** asks about what the head teacher perceive to be the biggest obstacle(s) to the school in its effort to provide learning to the children. Do not prompt but mark all the appropriate options based on the responses of the respondent.

4.5.8 Kindergarten teacher attendance

This section focuses on KG teacher attendance.

- **G01** asks about how many school days per month, on the average, are KG teachers absent. Enter the average number of days absent. If none, enter zero.
- **G02** to **G03** ask about whether the school has records of KG teachers' attendance. If yes, ask to see the record and move to **G03**. If "no" and "yes, but did not show records", skip to **H01. G03** asks about the records of KG teacher absence and number of teachers in the record. Enter the number of absence and teachers in the record for each of the randomly selected dates. Read out the selected dates to the respondents. If none, enter zero.

4.5.9 Kindergarten children attendance

This section collects information on KG children school attendance.

- **H01** asks about whether the school has records of KG children's attendance. If YES, ask to see the record and move to **H02**. If "no" and "yes, but did not show records", skip to **H05**.
- **H02** to **H05** ask about the records of KG children absence, number of children in the record and the reasons for absenteeism. Enter the number of absence and children in the record for each of the randomly selected dates for KG1 and KG2. Read out the selected dates to the respondent. If none, enter zero. **H04** asks about the reasons for absenteeism at the KG level. Do not prompt but mark all that apply.
- **H05** to **H07** ask about the percent of KG1/KG2 children admitted or continued to KG2 in September 2014 who are still currently enrolled in the school. Enter the percentage.

4.5.10 Section H to Section K

Sections **I** to **L** ask about the perceptions of the head teachers on how the school engages parents and/or the community in its management; your retention; work stress/burnout; and early childhood development. Tick the option corresponding to the appropriate box. For Section L, if the response to **C01** is YES, skip the whole section.

CHAPTER FIVE
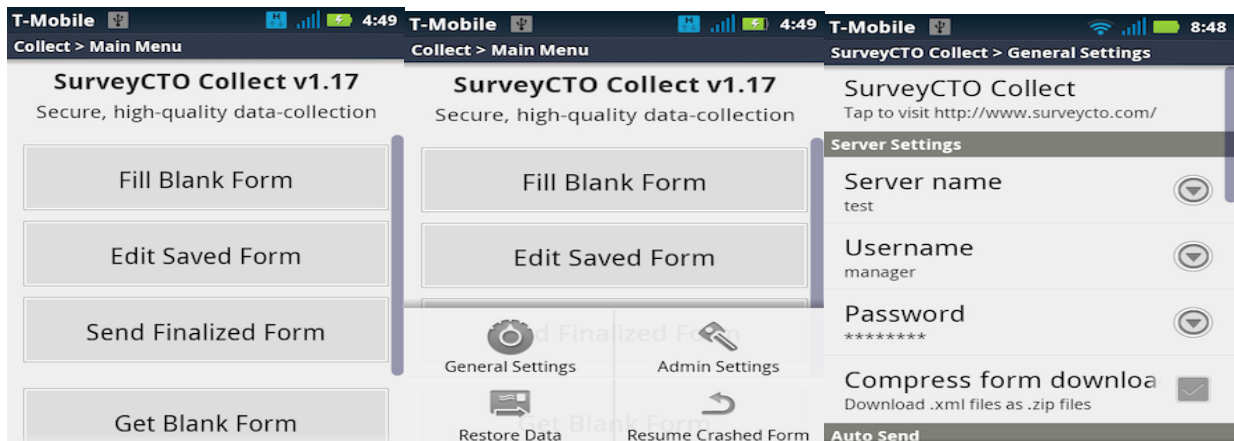## USING THE SAMSUNG TABLET FOR DATA COLLECTION

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 Proprietor and Head Teacher Surveys have already been designed and stored on the Samsung tablet. The tablet does not require an internet connection to input data into the tablet. The questionnaires are stored directly into the tablet. Following data collection, the teams can send data to the SurveyCTO server once they have internet connectivity. The data collection strictly adheres to IPA protocols including data quality management to produce a high-quality survey or data. Each surveyor will be given a Samsung tablet to use during this survey and you will use it to enter and capture the data collected during the interviews that you will carry out. This technology reduces the time it takes to clean and download data and analyze the survey results. You are therefore required to know how to use the tablet for the survey! It expected that by the end of the training, every surveyor would be fully able to use the tablet with confidence to administer the questionnaires in the field and carry out effective interviews.
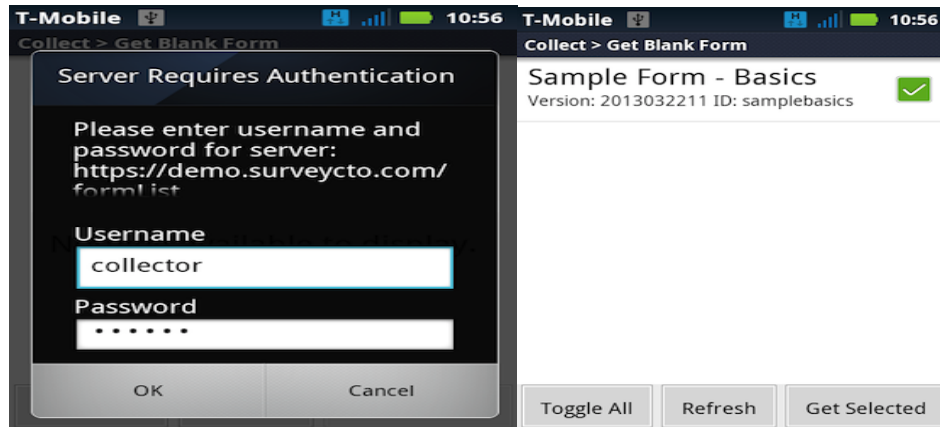
5.2   Getting Started with SurveyCTO on the Tablet

You are required to ask and record the responses of the survey directly into the tablet using SurveyCTO. You are allowed to use a paper backup if for some reason the tablet is not working. Notwithstanding, the Team 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.
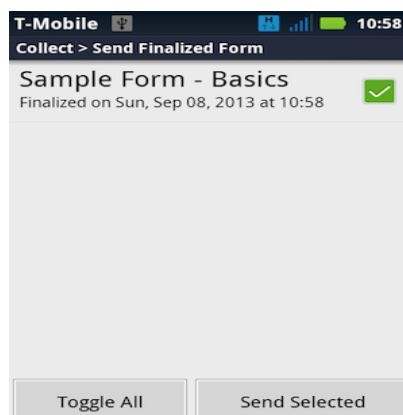
2. Go back to the main Collect menu, then choose *Get Blank Form*. Press OK when prompted to confirm the login information, select the checkbox next to *Sample – Basics,* and press *Get Selected*. The forms you will see for our surveys are the *Proprietor survey and Head Teacher survey.*

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

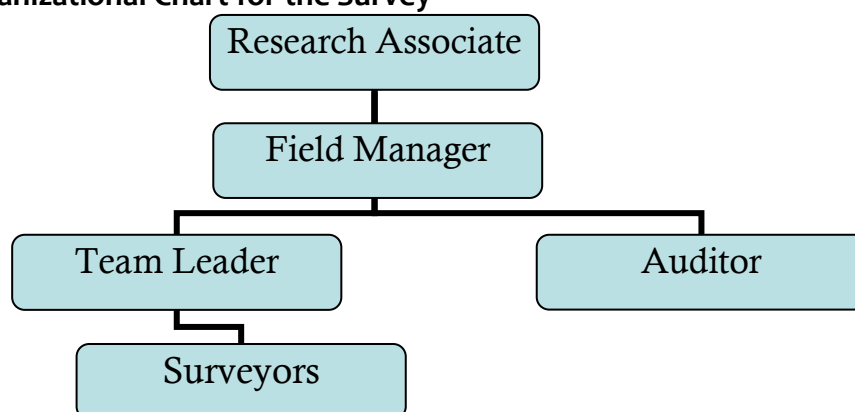### 6.1   General Rules in the Field
Every team member represents the face of our work. The manner in which a team member conducts his/herself before, during, and after interviewing respondents is extremely essential to ensuring the credibility of the survey and IPA. As a general rule,

1. ***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, 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.
2. Contact the Project Management team when any important issues arise.
3. ***Be presentable***. Make a good impression by dressing appropriately and neatly.
4. ***Punctuality***: Arrive at stated time and value the respondent's time.
5. ***Mannerism***: No eating in front of the respondent while interviewing.
6. Only the primary respondent can complete the survey. Make sure you interview **ONLY** the Proprietor and/or Head teacher.

6.2   Team Size and Composition
The success of the baseline survey depends on many different people. There will be three (3) survey teams for the baseline data collection. Each team will comprise of 6 members – 5 surveyors and a team leader. There will be one Auditor/Editor who will be responsible for the three teams. The selection of the auditor/editor and team leaders will be based on such factors as trainees' background and skills, performance during the training and prior experience in similar roles. There will also be a survey supervisory and monitoring team comprising of the Research Associate (RA), Field Manager (FM), and Survey Coordinator (SC). Figure 1 shows how the survey team is organized.

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 6.

Table 6. Responsibilities of Survey Team Members

Position	Responsibilities/Tasks	Report To
Team Leader	*Ensure quality of data collected:* ▪ Ensure that a uniform set of procedures is followed ▪ Make sure interviewers understand their role and tasks ▪ Prepare materials and equipment for each workday ▪ Supervise the interviews and collection of data ▪ Discuss the quality of work with the surveyors and check that no errors have been made ▪ View data and edit data before data are sent to the server ▪ Send and ensure data are sent to the server ▪ At the end of each survey day, organize and submit required forms to the FM. *Ensure safety and well-being of team members:* ▪ Ensure all members of the team return safely at the end of the day. ▪ Review and follow safety guidelines and procedures in case of difficulties. ▪ Maintain team motivation and morale and foster team spirit.	FM
Auditor	The Auditor a. tracks respondent, b. conducts back-checks on all team members, c. conducts follow-ups and tracking, d. edit error.	FM/RA
Surveyor	*Conduct interviews:* ▪ Understand the survey objectives; ▪ Introduce and explain the survey objectives to the respondents; ▪ Obtain consent to conduct the interview from respondents; ▪ Conduct the number of interviews assigned in each selected school; ▪ Maintain a non-judgmental and impartial manner when conducting the interviews; ▪ Conduct interviews in accordance with the information and training that has been provided. *Complete data forms:* ▪ Ensure that questionnaires are fully complete; ▪ Take note of any data entry errors that may have occurred and report these to the TL on a daily basis; ▪ Discuss with the supervisor any problems or challenges that arise.	TL

6.4 Relation Between Surveyor and FM/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/TL provide the surveyor with all the assistance needed during problems or difficulties in the field.

b. The FM/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/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.

The TL will check that the surveyor's work is up to standard by carrying out the following checks in the field:

a. Examine all questionnaires to verify each interview has been carried out completely and properly;

b. Make random visits to schools to verify correct locations;

c. Observe and evaluate surveyor interviewing skills;

d. Discuss work with surveyors and make regular reports to FM and RA on surveyor performance in the field.

6.5   Survey Management

The sequence of the step, activities and processes involved in the baseline survey of the QP4G Study are:

6.5.1   Expectations

a. Each survey team will be asked to complete 10 schools per day during the survey period of 10 days. Therefore, each surveyor is required to complete two schools a day totaling 20 schools during the survey period. That means the total number of schools to be surveyed during the period is 276 private and public schools.

b. Each survey team will be asked to complete 5 private schools and 5 public schools per day. Accordingly, each surveyor is required to visit a public and a private school each day. This implies that each day, a surveyor is expected to survey a proprietor and a head teacher. This will only change after all public schools have been covered and the remaining schools are private schools.

6.5.2   Before fieldwork

a. The Field Manager or Team leaders should ensure that all materials for survey team members are ready, have been given to the survey team members/teams, and are in good conditions. Team leaders should ensure that their team members charge your Samsung tablet and carry all required field supplies and materials.

b. The Field Manager and Team Leaders will assign surveyors the schools they should survey. The surveyors should obtain location of district/school and contact details of the schools they are assigned. Team leaders should arrange for the proprietors/head teachers from the schools to be interviewed. The team leader needs to ensure that the eligible respondents are available and willing to be surveyed. Team leaders should ensure that their team is able to complete the required schools each day.

6.5.3   During fieldwork

On each survey day, team members will travel to the district/school where they have been assigned, contact the proprietor/school head/eligible respondent, and carry out the interviews. Survey team members should report any problems or data quality issues to your team leader.

6.5.4 After fieldwork

a. By the end of the survey day, every team member will meet the team leader at IPA office. This means that every completed form, the surveyor should save the forms. The team leader should collect the tablets/surveys and edit the forms before sending the data to the SurveyCTO server. When editing the forms, the team leader should assign an ID/code to the respondents – proprietor and/or head teacher. It is the responsibility of the team leader to send the data to the server and not the surveyor.

b. The team leader will manage all the forms providing them to the Field Manager as 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. The team leaders are expected to discuss the work for the day, addressing any challenge and plan for the next assigned schools.

6.5.5 Field staff performance assessment

The survey management team will closely monitor and evaluate every member of the field survey team. The performance evaluations will be done during the survey process and at the end of the survey. Team leaders will be required to produce *Weekly Field Activity Reports.* Both team leaders and surveyors will also be required to undertake QP4G *Exit Surveys.*

6.6 Fieldwork Monitoring and Date Quality Control Systems

The survey management team will adopt multiple monitoring procedures in ensuring quality data. The methods and proportion of interviews to be monitored and controlled will conform to IPA Monitoring protocols. Such procedures are accompaniments and spot checks; back checking, and editing. The minimum percentage checks of 10% will be applied in all forms of the data quality management process. Standard templates to be used for the monitoring and includes *Interviewer Monitoring Forms* (accompaniment and spot checks), *Surveyor Progress Form, Surveyor Tracking Forms* and *Respondent Tracking Forms.*

6.6.1 Accompaniments and Spot checks

The survey management team will randomly accompany surveyors on the field. First, the RA/FM/TL accompany(s) a surveyor to monitor his/her performance during data collection. Second, the RA/FM/TL pay(s) unannounced visits to the surveyors on the field. This serve to provide information on where a surveyor should be and whether or not s/he is following established procedures.

6.6.2 Back checking

The QP4G survey will have an editor/back checker per each team. However, several members of the survey team will play back checking roles. The editor/back checker will back 10% of the surveyor-administered surveys. Back checking will be done through:

a. The development of a back check questionnaire/checklist comprising variables/questions, values of which do not significantly change due to change of respondents and lapse of time.

b. Randomly taking 10% of the surveyor-administered surveys as a sub-sample for back checking;

c. Each editor/back checking will be assigned to a team;

d. Re-interviewing/calling the respondents in the sub-sample;

e. Comparing of back check responses to the surveyor-administered surveys to see gaps between the two datasets;

f. The editor/auditor documents the discrepancies and follow up actions taken, clarifying which errors were surveyors', auditors', and respondents'. If the problem seems to be a product of the questionnaire design, the project managers should be notified as soon as possible.

g. The evaluation criterion is that, the lesser the discrepancies between the two datasets, the more reliable and accurate the survey data.

6.6.3 Editing surveys

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. Data quality control involves methods for editing data (checks/corrections) and cleaning data (elimination of errors) as well as all other measures taken to correct errors and minimize the sources of errors.

1. *Methods*: Generally, two types of editing will be used in this survey to guarantee quality data:

   a. Report editing: This editing involves checking the actual administered forms/questionnaires for logical inconsistencies, contradictions, or wrong entries. The Surveyor, Team Leader, and Field Manager will do the report editing. Clear and consistent standards will be used in making the report editing. The Team Leader must ensure that administered surveys are checked and corrected for completeness and consistency before data are sent to the SurveyCTO server.

      i. 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.

      ii. 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. Forced editing: Forced editing involves running High Frequency Checks (RHFs) on the submitted forms using STATA commands. The RA and Intern shall be responsible for the forced editing.

2. *Response to errors*: When errors are found, there will be two types of responses:

   a. 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.

   b. Relevant instructions and/or actions taken in relation to the surveyor at fault depending on the severity of the error detected.

6.7 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 7). You are responsible for all items that IPA provides you for the fieldwork. You should treat such supplies/equipment as if they are your own! When you receive/return your supplies/equipment, you will sign an equipment/material sign-out sheet. Between the 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 7. 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 (credit cards)	1 per respondent
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	I per survey team
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	

6.8   Frequently Asked Questions and Suggested Responses

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

6.8.1   Administrative Questions

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

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

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

6.8.2 Survey/Respondent Questions

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

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

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

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

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

Question 6: *Can I interview any staff/teacher 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. Generally, this would be the proprietor and/or head teacher since they are particularly involved in the management of the school. That is, only the primary respondent can complete the survey.

Question 7: *How do I know which questions to ask*? Not only is it important to ask questions as they are written, but that you ask them in the correct order. Survey questionnaires have a prescribed sequence that changes based upon the responses given. Obviously follow-up questions need to be different based upon how this first question is answered. The electronic surveys will go to the next question automatically. The surveys are tablet-based with paper surveys as a backup. Power and tablet failures do occur.

Question 8: *What should I do if I think the respondent has misunderstood a question or the responses available*? There are questions you can ask to help clarify responses. Engage in effecting probing as discussed above.