SABER Service Delivery

FIELD MANUAL

Education

Lao PDR

2017

MINISTRY OF EDUCATION AND SPORTS
Lao PDR

THE WORLD BANK
IBRD • IDA

Introduction to Field Manual

The purpose of the Field Manual is to inform the fieldwork team about procedures for carrying out fieldwork. The Field Manual is oriented towards enumerators, but supervisors, quality control officers, and data entry personnel should all familiarize themselves with the manual.

Once in the field, the Field Manual serves as a detailed guide that describes procedures for conducting interviews; conducting observation-based data collection; and using specific tools. This version of the Field Manual will be updated periodically and all field staff are encouraged to give feedback and recommendations that will enhance the quality and utility of the manual.[1]

The manual contains five sections.

SECTION ONE is a general introduction to the survey instrument, background information, the team composition, roles and responsibilities, and materials required for fieldwork.

SECTION TWO provides general instructions on how to carry out the survey in the field and how to maintain data quality. Topics covered in this section include building rapport with respondents, how to ask questions, probing, and how to deal with situations when a respondent says he or she cannot answer the question.

SECTION THREE describes the flow of the data collection in greater detail. It describes the notification of schools, and elaborates on activities to be conducted before, during, and after the first visit to the school. This section also describes the second unannounced visit.

SECTION FOUR describes the questionnaires in greater detail and indicates how to record answers on the questionnaires.

SECTION FIVE contains specific instructions for completing each module.

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1.1 Background and Objectives

Lao People's Democratic Republic (PDR) recognizes the fundamental importance of education to its sustained national development and poverty reduction. The National Socio-Economic Development Plan (NSEDP) 2016-2020 and the Lao People's Revolutionary Party Congress emphasize the pivotal role of education for reaching the country's development goals. The NSEDP (2016-2020) underlines the need to improve access to and quality of education as well as gender equity. To meet these needs, Lao PDR has an Education Sector Development Plan (ESDP) 2016-2020 that serves as the overarching framework for the education sector policies. It provides guidelines for the government's policies and programs and the development partners' support. The ESDP acknowledges that improved efficiency in the education sector is necessary, and this in turn requires a focus on results, accountability and transparency in education spending in particular and service provision sectors in general, in order to meet human development goals necessary for Lao PDR to achieve its long term economic aspirations.

The SABER Service Delivery survey will play an important part in assessing the efficiency, management, and accountability of Lao PDR's primary education sector. Only by understanding the current state of affairs can education policies be made that will affect Lao PDR's education system into the future. This survey will assess the current state of primary education and allow policy makers to design policies to improve outcomes in the future. As staff working on this project we are all accepting the responsibility of completing this task to the best of our abilities.

The SABER Service Delivery Survey has three major components:

- *Fieldwork: Collect data from schools about service delivery performance and other expenditure data at primary schools using predetermined survey instruments. This component is the main responsibility of the enumerators, supervisors, quality control officers, and other fieldwork team members.*

- *Data: Create a dataset that can be used for analysis of service delivery performance. This is the main responsibility of data entry personnel.*

- *Analysis: Analyze data and produce a country report to be used for future planning. This is the main responsibility of the World Bank SABER Service Delivery team.*

1. 2 The SABER Service Delivery Survey Team

During implementation of the SABER Service Delivery survey the World Bank, the Ministry of Education and Sports (MOES), and Indochina Research Ltd (IRL) will work closely together to carry out all elements of the research project.

1.2.1 The World Bank

The World Bank is an international development institution that focuses on economic and social development across the globe. The SABER Service Delivery Survey is part of a larger initiative carried out by the World Bank to assess primary education across a number of countries. The World Bank is overseeing the SABER Service Delivery Survey, providing the sample, and participating in the survey training session. World Bank representatives will also be observing the pre-test and main data collection.

1.2.2 Implementing Firm

Since 1995, Indochina Research Ltd (IRL) has been providing unique strategic consulting to a range of multi-national companies, NGOs as well as government, donor and UN agencies. Over the last 10 years IRL has established offices in Vietnam in 1995, Cambodia in 1996 and Lao PDR in 1999. IRL has more than 350 full-time and project staff located across the region. IRL has supervisory level staff in each country to facilitate project implementation and comprehensive support services to our clients. IRL's staff members have backgrounds in social and market survey methodologies, data validation, data processing, project reporting and management, social and rural development, monitoring and evaluation, statistics and database development and combine local technical knowledge with expatriate experience and management. Typically, all IRL projects require elements of client liaison, project and survey design, project implementation, quality control, data entry, analysis and reporting.

1.3 SABER Service Delivery Overview

1.3.1 Number of Schools

The SABER Service Delivery Survey is a survey of approximately 200 primary schools in Lao PDR. The interviews will occur at the schools, and will collect a variety of information about the school, its management, teachers, students, resources, and facilities.

1.3.2 Questionnaires

The survey will be administered in-person by teams of enumerators. For most of the survey, enumerators will read questions to the respondent and record answers on the electronic questionnaires. In some parts of the survey, respondents may write down their own answers on paper, which will be transferred later to the electronic questionnaires. All questionnaires are in Lao. Most of the interview is expected to be in Lao, but there may be times where local languages are needed to explain instructions.

There are six modules in the SABER Service Delivery Survey:

- Module 1: School Characteristics
- Module 2: Teacher Roster
- Module 3: School Governance, Management, and Finances
- Module 4: Classroom Observation
- Module 5: Student Assessment
- Module 6: Teacher Assessment

1.3.3 Enumerators and Visits to School

There are different tasks for enumerators in the SABER Service Delivery Survey. Some enumerators may focus on collecting information about school characteristics, management, and finance. They will collect data for **Modules 1-3**. Other enumerators may focus on observing classrooms, assessing students learning outcomes and teachers skills at performing their job. They will collect data for **Modules 4-6**.

Each team will consist of 1 Team Leader and 2 enumerators for a total of 3 team members. In each district, there will be 10 teams collecting data. The team will travel together throughout the data collection period in order to complete assessments at the assigned schools. The team will stay together each night and be transported to the sampled schools to begin each day's assignment.

In addition, 8 auditors will follow behind the team to conduct the unannounced second visit. The auditors will arrive at the schools several days after the first visit in order to complete **Module 2** and any other incomplete information from the first visit.

The SABER Service Delivery Survey will consist of two visits to the school.

- **Announced visit**: Most of the data will be collected during the first, or "announced" visit. All modules will be completed during the first visit, except for a small portion of **Module 2**. This visit will last for most of the school day. Schools have been informed both by the government education authorities, as well as Indochina Research Ltd about the survey.

- **Unannounced Visit**: The unannounced visit will occur shortly after the announced visit. The unannounced visit will be conducted by the auditors to complete **Module 2B** and gather any information that was not collected during the announced visit. We call this visit “unannounced” because we are not informing the school about this visit. **When you conduct the announced visit, do not tell the school that you will be returning for the unannounced visit.**

1.3.4 Sample

A scientific sample of 200 primary schools has been selected for inclusion in this survey. To create the sample, we took a list of all complete primary schools in the country and randomly selected schools to participate in our survey. The selection of schools was purely by chance: there is not a reason why one school was selected compared to another school. For example, we did not intentionally select good schools or schools that need improvement. Everything was done by chance.

The schools in the sample are a mixture of the types of schools found across Lao PDR. The sample includes urban and rural schools, as well as public and private schools.

It is important for every school to be included in the survey. Each school in the sample represents many other schools. If we do not include a sampled school in the survey, then our results may be biased or inaccurate. **We should make every effort to complete all the questionnaires in every school in the sample.** One the other hand, we can only interview schools that are selected in the sample. If we interview schools that are not included in the sample, then our results will also be biased or inaccurate. **We can only interview schools in the sample.**

In addition to sampling schools, we will also sample individuals within the school. For example, we will randomly select teachers in **Module 2** and students in **Module 5**. We will also sample a classroom in **Module 4**. More information about this sampling is contained in the module-by-module information in this manual.

1.4 Roles and Responsibilities of Field Staff

1.4.1 Enumerator

Enumerators are on the “front lines” of the SABER Service Delivery Survey: enumerators administer the modules and are the primary contact with respondents. As an enumerator, you are expected to be knowledgeable about the survey, including its purpose, how people are selected, and the interview process. You are also expected to be able to communicate this information effectively to respondents.

As an enumerator, you must always maintain the highest ethical standards. You must collect data with objectivity and treat all of the information you observe or gather with complete confidentiality. Furthermore, you must follow all questionnaire administration procedures. By doing so, you ensure that a respondent’s confidentiality is preserved and that you have obtained high-quality data, that is, a respondent’s truthful responses.

Your specific responsibilities include:

- Traveling to the sampled schools with your Team Leader and the field team
- Completing all modules that are assigned to you at each school
- Checking all completed survey forms to ensure that all questions were asked and all responses were recorded in a clear way
- Communicating with your Team Leader whenever you complete interviews or encounter problems
- Before, during, and after data collection, you must maintain high ethical standards and maintain confidentiality

Each of these tasks will be described in more detail throughout this manual and during training.

1.4.2 Team Leader

The Team Leader must refer to the manual for the technical conduct of work during any phase of the fieldwork. Instructions have been prepared to provide information needed to effectively carry out your tasks. You should carefully study these instructions because it is essential for you to fully understand the questionnaires and how to fill them. It is also important that you check the questionnaires filled by the other, correct and codify them.

The Team Leader is responsible for the well-being and safety of team members, as well as the completion of the assigned workload and the maintenance of data quality for that team. Each Team Leader receives assignments from and reports to the field coordinator. The specific responsibilities of the Team Leader include:

General responsibilities

- The first step is to make courtesy visits to the District Education Service Bureau (DESB). During the visit, explain to them the objectives of the survey as they could help you in many ways.
- Establish contact with the schools to be visited. Contacts have already been established by the DESB and Indochina Research Ltd prior to your arrival. It is your responsibility to present the team and organize the work in schools.
- Arrange for housing for team members.
- Check the list of schools that was given to you and verify it with the district officer.
- Spread the work to enumerators in accordance with the instructions you were given during training.
- On-site, run the electronic device’s quality control program to ensure that work is proceeding normally and no school has been omitted. Also run the quality control program on Modules 1-4 to ensure that no questions have been left blank without proper notation.
- Check Module 5 (Student Assessment) and Module 6 (Teacher Assessment) on-site and proceed to the codification of Module 5 if they are deemed complete and properly filled. Module 6 will be marked at a later time by trained markers in the capital city.
- Sort Modules 5 and 6 by the method that was described to you during training and deliver them to the field supervisor or Indochina Research Ltd during supervision visits.
- Communicate any problems that may arise in the field to the Field Supervisor.
- You are responsible for the management of the vehicle and all other materials that you have been given for the work. Make sure they are used only for work and not for other purposes.
- As a Team Leader, you should try to develop a team spirit, maintain a harmonious working atmosphere and good organizational activities in the field.

Preparation for the fieldwork

To prepare for the fieldwork, each Team Leader—with the support of the field supervisor—must:

- Become familiar with the area where the team will be working and determine best arrangements for travel and accommodations. Lodging should be reasonably comfortable, located as close as possible to the interview area, and provide secure space to store survey materials. The Team Leader is also responsible for figuring out how and where the team is going to take its meals.
- Contact the Director of the local DESB to inform them about the survey and gain their support and cooperation. Letters of Introduction will be provided, but tact and sensitivity in explaining the purpose of the survey will help win the cooperation needed to carry out the survey.
- Obtain all monetary advances, supplies, and equipment necessary for the team to complete its assigned interviews. Careful preparation by the Team Leader is important for facilitating the work of the team in the field, for maintaining enumerator morale, and for ensuring contact with the central office throughout the fieldwork.
- Ensure that the travel plan is discussed with all team members.

Executing the fieldwork

During the fieldwork, each Team Leader will:

- Locate the school facility that has been selected for inclusion in the survey.
- Introduce the team to the Principal/Assistant Principal and then explain the requirements, i.e.
    - Some records from the Principal –financial (e.g., budget and expenditure) for year 2015/2016
    - Minutes of official meetings held by the school (e.g. Village Education Development Committee (VEDC), Parent Association, etc.)
    - Establish when Grade 4 are having a Lao language or Mathematics lesson
    - Also inform the Principal to request all of the following teachers to assemble in a suitable room (i.e. staff room or any other empty classroom) at lunch time:
        - Grade 4 Lao language and/or Mathematics teachers,
        - Teachers who taught Grade 3 Lao language and/or Mathematics in the previous year (2015/2016), and
        - All Grade 5 Lao language and/or Mathematics teachers
- Assign work to enumerators and deploy them to sites.
- Make sure that assignments are carried out.
- Carry out quality control work.
- Regularly send/communicate progress reports and information about the team's location with every destination change to the central office.
- Communicate any problems to the field coordinator on a periodic basis.
- Assume responsibility for upkeep of the communication equipment.
- Take charge of any vehicle hired in the field, ensuring that it is kept in good repair and that it is used only for project work.
- Arrange lodging and food for the team.
- Maintain a positive team spirit. A congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of the survey.
- Run the quality control program on the electronic device for all modules before leaving the school to ensure that they are filled out correctly.

Monitoring performance of Enumerators

The Team Leaders are to monitor enumerator performance with the aim of improving and maintaining the quality of the data collected. Close supervision of enumerators are essential to ensure that accurate and complete data are collected. By checking the enumerators' work regularly, the Team Leader can ensure that the quality of the data collection remains high throughout the survey.

It is necessary to observe the enumerators more frequently at the beginning of the survey and again toward the end. In the beginning, the enumerators may make errors due to lack of experience or lack of familiarity with the questionnaire; these can be corrected with additional training as the survey progresses. It is also crucial during this initial phase of fieldwork to eliminate any enumerator error patterns before they become habits. Toward the end of the survey, enumerators may become bored or tired; lack of attention to detail may result in carelessness with the data. To maintain the quality of data, the Team Leader should check the performance of enumerators thoroughly at these times.

Motivation and maintaining morale

The Team Leader plays a vital role in creating and maintaining motivation and morale among the enumerators—two elements that are essential to good-quality work. To achieve this, Team Leaders must ensure that the enumerators:

- Understand clearly what is expected of them
- Are properly guided and supervised in their work
- Receive recognition for good work
- Are stimulated to improve their work
- Work in tranquil and secure conditions.

In working with the enumerators it may be useful to adhere to the following principles:

- Rather than giving direct orders, try to gain voluntary compliance before demanding it.
- Without losing a sense of authority, try to involve the enumerators in making decisions, and at the same time, see to it that the decision remains firm.
- When pointing out an error, do so in private, in a tactful and friendly manner. Listen to the enumerator's explanation, show him/her that you are trying to help him/her, examine the causes of the problem together and finally explain your plan for improvement and correction.
- When enumerators voice complaints, listen with patience and try to resolve them.
- Try to foster team spirit and group work.
- Under no circumstances show preference for one or another of the enumerators.
- Try to develop a friendly and informal atmosphere.

Finally, it is important to *demonstrate* punctuality, enthusiasm, and dedication in order to demand the same of other team members. An ill-prepared supervisor will not be able to demand high-quality work from enumerators and will soon lose credibility and authority. The collective conduct, morale and motivation of enumerators depend directly on the personal conduct, morale and motivation of their supervisor.

Observing the enumerators during interviews

The purpose of the observation is to evaluate and improve enumerator performance and to look for errors and misconceptions that cannot be detected by simply running the quality control program on your electronic device. It is common for a completed questionnaire to be technically free of errors but for the enumerator to have asked a number of questions inaccurately. Each

Team Leader, in addition to paying attention to how the enumerators words questions, can detect a great deal from watching how the enumerators conduct themselves, how they treat the respondent, and how they fill out the questionnaire.

When observing enumerators, the Team Leader should sit close enough to see what the enumerator is selecting as the response. This way, she/he can see whether the enumerator interprets the respondent correctly. It is important to note all problem areas and issues to be discussed later in review session with the enumerator. The Team Leader should not intervene during the course of the interview and should try to conduct himself/herself in such a manner that prevents the enumerator from feeling nervous or uneasy.

After each observation, the Team Leader and enumerator should discuss the enumerator's performance in a review session. The questionnaire should be reviewed, and the Team Leader should mention things that the enumerator did correctly, as well as any problems or mistakes. The Team Leader should also listen to any feedback that the enumerator has to offer. Always acknowledge good work done by enumerators; positive feedback can help build morale.

Each enumerator should be observed closely during the first two days of fieldwork so that any errors made consistently are caught immediately. Additional observations of each enumerator's performance should be made throughout the team's time in the field.

<u>Conducting team meetings</u>

In addition, each Team Leader is responsible for arranging and conducting daily team meetings to discuss common errors and provide a forum to address any issues the teams may encounter during the day. These team meetings should be held daily for the first week then at least every other day thereafter. At team meetings, the Team Leader should point out mistakes discovered during observation of interviews or noticed during questionnaire editing. She/he should discuss examples of actual mistakes, being careful not to embarrass individual enumerators. Re-reading relevant sections from the manual together with the team can help resolve problems. The Team Leader can also encourage the enumerators to talk about any situations they encountered in the field that were not covered in training. The group should discuss whether or not the situation was handled properly and how similar situations should be handled in the future. Team members can learn a lot from one another in these meetings and should feel free to discuss their own mistakes without fear of embarrassment. Review sessions are an opportunity to teach and improve performance. They are also an invaluable opportunity for the Team Leader to listen to and learn from enumerators.

The discussion points of team meetings should be summarized and submitted with the weekly progress reports to the field and project managers.

Reviewing questionnaires

The Team Leader must ensure that questionnaires are checked and corrected for completeness, and consistency. *Every* questionnaire must be completely checked in the field. This is necessary because even a small error can create much bigger problems after the information has been entered into the computer and tabulations have been run. Often, small errors can be corrected just by asking the enumerator. For example, if an answer of ‘02 MONTHS’ is inconsistent with another response, the enumerator may recall that the respondent said ‘2 years,’ and the error can easily be corrected. In other cases, the enumerator will have to go back to the respondent to get the correct information.

TIMELY REVIEWING PERMITS CORRECTION OF QUESTIONNAIRES IN THE FIELD.

If the errors are major ones, an entire questionnaire may be omitted from the analysis. As you are reviewing questionnaires in the field, it may help to try imagining how the questionnaire would look to a clerk in the office. Would he or she be able to understand the responses? Are the answers consistent? Since reviewing is such an important task, we have prepared a set of instructions that describe the procedures for reviewing data and the questionnaire responses.

Instructions for reviewing electronic questionnaires

The following should be done before leaving the facility surveyed. Whenever possible, the Team Leader should check and correct the questionnaires as soon as they have been completed by the enumerator:

- As you go through the questionnaires, if a response is missing (that is, there is no answer recorded because the question was not asked) or the response is inconsistent with other information in the questionnaire and you cannot determine the correct response, write the module number, section and question number on a paper or electronic review sheet designated for the school; this way, you can quickly remember later what problems you found. When you have completed reviewing, discuss with each enumerator, individually, the observations you found. Any errors that you find frequently should be discussed with the whole team.
- For every mistake or inconsistent answer found, the enumerator should go back to the respondent to clarify his or her response to the question.
- NOTE: UNDER NO CIRCUMSTANCES SHOULD YOU MAKE UP AN ANSWER
- If it is not possible to return to the respondent to resolve inconsistencies or missing information, the Team Leader should make a note of this in the school’s review sheet and in the comments section of the instrument. It is then up to the analysis team to decide how to use this data.
- In checking each questionnaire, make certain that the respondent was asked all questions appropriate for him or her. You will need to look for:
    - Questions for which no response is recorded when it appears there should be a response (in this case, try to find the correct response as described in bullet points 1 and 2 above or leave blank).
- Check the ranges for all variables that are not pre-coded (e.g., it is unlikely that a woman has 24 sons living with her) and carry out the other consistency checks that are listed. Record any inconsistencies on the school review sheet.

Once the Team Leader has checked and corrected the questionnaire, she/he should electronically sign their name on the space provided on the front page.

1.4.3 Quality Control Officer

The firm's Quality Control Officer will travel independently of the field teams and be responsible for performing random in-person observations of field work. They will appear unannounced at schools and observe teams conducting the interviews.

The Quality Control Officer also conducts "back-checks" on recently completed schools. This means that they will return to schools where teams have completed data collection. During these return visits, the Quality Control Officer will verify that the interviews were completed and ask the respondents about the quality of data collection. They will report this information to the survey management, field coordinator, team leaders, and enumerators.

1.4.4 Field Coordinator

The Field Coordinator will supervise the data collection process of the surveys as well as monitor the quality control of the survey. The Field Coordinator works as a liaison between the survey firm and the World Bank project teams (including the SABER Service Delivery team and the Laos Education team). The field coordinator also monitors Team Leader and enumerator performance in the field, works with the Quality Control Officer to set the schedule for quality control visits, reviews data, and is responsible for arranging the placement and movement of field teams in order to complete the survey process in an efficient and timely manner.

1.4.5 Survey Management

Survey management from Indochina Research Ltd will closely monitor fieldwork. Survey management will observe interviews in-person, conduct "back checks" described above, and monitor reports about fieldwork progress. Survey management's main concern is to ensure that interviews are administered strictly according to the instructions provided – for example, ensuring that the correct codes are used in the questionnaire and all applicable questions have been administered. In addition, survey management will also closely monitor fieldwork progress to ensure that field teams are efficiently collecting data. Finally, survey management will also ensure that confidentiality is being maintained and ethical principles of the SABER Service Delivery Survey are being respected.

1.4.6 Data Entry and Monitoring Staff

Data Entry Clerks will be responsible for entering data from **Module 6: Teacher Assessment**, which is a paper assessment and will not appear on your electronic device. The data will be inputted after the assessments are marked and scored by trained evaluators. Similarly, for **Module 5: Student Assessment**, the Data Entry Clerks will verify data inputted in the field and enter the remaining data from the written sections of the module. The work of the Data Entry Clerks will be overseen by the Data Monitoring Supervisor.

Data Monitoring Supervisors will be responsible for checking and verifying data collected on the electronic devices from the field and supervising the work of Data Entry Clerks.

Data Processing Manager will oversee the entire data entry team and be responsible for coordination between the field team and the data entry team in order to ensure rapid and accurate processing of **Module 5 and 6** as they arrive from the field. The Data Processing Manager will be responsible for conducting the data processing training for all Data Processing Supervisors and Data Entry Clerks.

2. Interviewing Skills

This section provides general instructions for Team Leaders and enumerators to follow during data collection in the field. Successful interviewing is an art and is not a mechanical process. The art of interviewing develops with practice, but there are certain basic principles, which, if followed, will help you become a successful enumerator.

2.1 Building 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. Be sure that your manner is friendly as you introduce yourself. Show the respondent the Letter of Introduction that you have been given. The following principles help to build rapport:

- *Make a good impression.* When first approaching a respondent, do your best to make him/her feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greeting such as "good morning" and then proceed with your introduction.

- *Always have a positive approach.* Never adopt an apologetic manner, and do not use words 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 for a few minutes."

- *Stress confidentiality of responses.* If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for <u>any</u> purpose, and all information will be grouped together to write a report. You should never mention other interviews or show completed questionnaires to other team members in front of a respondent or any other person who not part of the SABER Service Delivery Survey Team.

- *Answer all questions from the respondent frankly*. Before agreeing to be interviewed, the respondent may ask you some questions about the survey or why he/she was selected to be interviewed. Be direct and pleasant when you answer.

- *Minimize distractions as much as possible.* The presence of other people or on-going activities during an interview can prevent you from getting frank, honest answers from a respondent. Many respondents change what they say, or simply say less, when other people are present. It is, therefore, very important that interviews be conducted in a setting that is as private as possible and that all questions be answered by the respondent without being influenced by the presence of others. If other people are present, explain to the respondent that some of the questions are private and ask to move the interview to a more private setting.

- *Reassure staff* that interviews are not being used for administrative purposes. During the introduction, reassure them that the data is not being used for promotions or sanctions, and no individuals will be identified in the study (stress confidentiality). Individual staff is not being graded, but the government is looking for overall areas of strengths and weaknesses in schools.

- *Minimize interference* with the day's work. Make sure that the work that needs to be done at the facility is not unduly interrupted because of the interviews or observations.

The table below summarizes some characteristics that you should try to master, as well as things to avoid.

YOU SHOULD BE …	AVOID BEING …
Polite	Aggressive
Courteous	Disrespectful
Businesslike, professional	Passive
Confident	Disinterested
Sensitive to respondent	Nervous
Respectful	Overly casual
Enthusiastic	
Engaging	

2.2 Asking Questions

Every **enumerator must administer** ***every*** **question in the questionnaire to** ***every*** **respondent** ***in the same way*****.** This consistency helps to eliminate variability and interviewer bias, two factors that can seriously undermine the validity of the data gathered from a survey. Follow the guidelines listed below to ensure that you are administering the questionnaire in a nonbiased, standardized manner.

The following is a list of protocols to which you must adhere when administering the questionnaires:

1. *Ask and repeat, if necessary.* When asking a question, be sure to speak slowly and clearly, so that the respondent will have no difficulty hearing and understanding the question. At times you may need to repeat the question to be sure that the respondent understands it. In such cases, do not change the wording of the question but repeat it exactly as it is written. After you have repeated a question and the respondent still does not understand it, you may ask probing and clarifying questions to help the respondent understand what is being asked. (Also if appropriate, make a note in the questionnaire that this question requires additional pilot testing in order to clarify wording.) **Enumerators can only reword questions during interviews after a minimum of two attempts to repeat the question exactly as written have failed to elicit a response. Enumerators must be very careful when rewording a question so that the meaning of the question is not lost.**

2. *Be neutral throughout the interview*. Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that he/she has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies. For interviews with and observations of providers, it is especially important to ensure that they understand that you are not there to judge them personally and that their identities will not be revealed in any way.

3. *Never suggest answers to the respondent*. If a respondent's answer is not relevant to a question, do not prompt him/her by saying something like "I suppose you mean that….Is that right?" In many cases, respondents will agree with your interpretation of their answer, even when that is not what they meant. You should probe in such a manner that the respondent comes up with the relevant answer themselves, in their own words.

4. *Do not change the wording or sequence of questions*. The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has not understood the question, you should repeat the question slowly and clearly. Only if the respondent still does not understand at that point, may you reword the question, being careful not to alter the meaning of the original question.

5. *Follow instructions in the instrument carefully*. For some questions on the survey instruments, it is required that you read the list of possible responses to the respondent. Such questions are accompanied by the instruction "**Enumerator Note**: ***Read Response Options***."

   When no such instruction accompanies the question, you should NOT read the list of possible responses out loud or show them to the respondent. Listen to the respondent reply in his/her own words, and then circle the relevant response(s) on the form without reading the responses out loud.

6. *Handle hesitant respondents tactfully*. If the respondent gives irrelevant or elaborate answers, do not stop him/her abruptly or rudely, but listen to what he/she has to say and then try to steer him/her back to the original question. If the respondent is reluctant or unwilling to answer a question, try to overcome his/her reluctance with tact and patience. If the respondent still refuses, simply record "REFUSED" and proceed as if nothing happened. Remember, the respondent cannot be forced to give an answer.

7. *Do not form expectations*. You must not form expectations of the ability and knowledge of the respondent.

8. *Do not hurry the interview*. Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not

allowed to formulate his/her own opinion, he/she may respond with 'I don't know" or give an inaccurate answer. Remind the respondent that there is no hurry and that his/her opinion is important.

9. *Do not interfere with teaching*. During observations, you should stay out of the way of the teacher and the students. Find a place to sit or stand that is not in the direct view of either the teacher or the students. Do not offer advice to the teacher and the students, or respond with sounds or body movements that might be interpreted as approving or disapproving of anything happening in the classroom. You must maintain neutrality, and not get in the way of the teacher and the students.

2.3 Probing

In some cases, you may have to ask additional questions to obtain a complete answer from a respondent. This is called *probing*. If you do this, you must be careful that your probes are "neutral" and that they do not suggest an answer to the respondent. Probing requires both tact and skill; it is one of the most challenging aspects of conducting an interview. When specific instructions regarding how questions should be asked are required, they are always indicated on the survey forms. Probing is a technique used to help ensure that the answers given by a respondent are as accurate and as complete as possible. Effective probes serve two purposes: 1) they encourage a respondent to express him/herself completely, and 2) they help the respondent focus on the specific requirements of the question.

To know when to use a probe, you must be thoroughly familiar with the questionnaire and know the objectives of each question; that is, you must know what is being measured and what constitutes an acceptable response. Otherwise, you will have difficulty judging the adequacy of a response.

Only neutral or nondirective probes (those that do not influence the respondent) should be used. The following table provides some examples of probes.

Probe Examples		
Probe Type	When to Use	Example of What to Say

Neutral questions or statements	These probes encourage a respondent to explain further or elaborate on a response – without leading or directing the respondent to a particular answer. These use a soft, neutral tone.	"What do you mean?" "Could you please explain that?" "Which would you say is closest?"
The silent probe	A timely pause is the easiest and often the most useful type of probe. This pause lets your respondent know that you are expecting or waiting for additional information.	Do not say anything. Pause.
Probe Examples (continued)		
Clarification	Use clarification probes when you judge the respondent's answer to be unclear, inconsistent, ambiguous, or contradictory. Do not challenge the respondent. Instead, tactfully express concern over not completely understanding the nature of the response.	"I'm not quite sure I understand what you mean by that. Could you tell me a little more?"
Encouragement	This technique involves conveying to the respondent that you understand what he or she has said, and you would like to hear more. Nonverbal probes of this nature include a nod of the head or an expectant expression.	"I see." "That's interesting…"
Repetition	Repeating the question is useful when it appears that the respondent may have misunderstood the question or has deviated from the topic at hand. Repeating the response may produce additional comments or explanation from the respondent, especially if you say it in the form of a question.	Repeat question

When you probe a respondent, please take care not to change the meaning of the question or direct a respondent toward a particular answer. Remember, the most important thing is for every respondent to hear the question in the same way. This is important for making sure interviews are standardized.

2.4 "Don't Know" and "Refuse"

One major threat to data quality is a high rate of non-response. When potential respondents refuse to participate at a high rate, bias is often introduced. People who refuse tend to be different than people who consent to participate. It is therefore important that the team reduce the non-response rate as much as possible. If the respondent refuses to be interviewed, a reasonable and polite effort should be made to elicit consent from the respondent to participate in the study. Refusals may stem from misconceptions about the survey or other prejudices. The enumerator must consider the respondent's point of view, adapt to it, and reassure him/her. In some cases, the Team Leader may have a better chance of carrying out the interview. Linguistic and ethnic barriers between the respondent and the enumerator can sometimes lead to refusal – it is best to limit this possibility by ensuring that enumerators have the same linguistic and ethnic background as the surveyed community members.

When the respondent says, "I don't know," it can mean two things: (1) either he or she is not sure of an answer and needs more time to think, or (2) he or she actually does not know how to answer the question. You must be prepared to distinguish between the two.

A respondent may say, "I don't know," when asked to offer an opinion or attitude. He or she may find it difficult to put feelings into words. If you suspect this is the case, you should put him or her at ease by saying, "There is no right or wrong answer. Just tell me how *you* feel about this." Similarly, if a respondent is unsure about an answer choice, you should encourage him or her to provide a best estimate.

When a respondent is uncomfortable answering such questions, he or she may respond, "I don't know," in an effort to avoid the question. If this appears to be the case, you again must make every effort to put your respondent at ease, reassuring him or her that the answers are confidential and are very important to the survey.

In the end, the respondent may insist that he or she does not know how to answer a particular question. **Once you have properly probed for an answer, you should accept the response** in the interest of not alienating the respondent, even if you believe he or she may be avoiding the question. Remember that there may be times when a respondent actually does not know the answer to one or more specific questions.

Many of the same rules apply when a respondent says, "I don't want to answer that question—I refuse." When a respondent is uncomfortable answering such questions, he or she may respond, 'I don't want to answer that question,' or 'I'm uncomfortable answering that,' in an effort to avoid the question. If this appears to be the case, you should make every effort to put your respondent at ease, reassuring him or her that the answers are confidential and are very important to the survey.

Despite your efforts to assure the respondent, he or she has the right to refuse to answer any question. You should not bully or harass the respondent to answer a question. Rather, you should accept the response in the interest of not alienating the respondent, even if you believe he or she may be avoiding the question.

3. School Visits

Each of the schools in the sample will be visited twice. The first visit is a pre-announced visit, i.e., the survey team will visit the school on an agreed appointment day and the school will be requested to have the necessary financial information and records available. During this first visit, all the survey modules are administered, except Module 2B, which will be partially completed.

The second visit is unannounced. During this visit, a rapid attendance check of ten pre-sampled teachers and a count of unstaffed classrooms are carried out (Module 2B to be fully completed). Any information that was not collected in the first visits can be collected during this visit.

You will be working as a member of a field team. The team will travel together to areas with sampled schools. A suggested breakdown of team member tasks is shown in Table 1 below.

3.1 Breakdown of Team Member Tasks

Table 1.

<table>
<tr><th colspan="3">First Visit</th></tr>
<tr><th>Enumerator 1</th><th>Enumerator 2</th><th>Team Leader</th></tr>
<tr><td colspan="3">Arrival at the school in the morning</td></tr>
<tr><td colspan="3">Meet with the Principal (or Assistant Principal or most senior teacher present in the school) for introduction, purpose and permission</td></tr>
<tr><td>Completes the school information module with the Principal (Module 1).</td><td>Observes a grade four Mathematics or Lao language lesson (Module 4).</td><td>1) Collects list of all teachers (Module 2A).
2) Walks around the school (with a member of staff) to find and interview the 10 randomly selected teachers and the Principal and Assistant Principal to collect absence rate and personal information (Module 2B and 2C).</td></tr>
<tr><td></td><td>Selects a random sample of ten students from the Grade Four lesson observed (using attendance sheet, if available, or enrollment record).</td><td></td></tr>
<tr><td></td><td>*Co-administers student test to ten Grade Four students (Module 5)</td><td>*Co-administers student test to ten Grade Four students (Module 5)</td></tr>
<tr><td>Completes Module 3 (school management and finances)</td><td>Administers the teacher test (Module 6) en masse during the lunch break to:
• All Grade Four & Grade Five Maths & Lao language teachers
• The previous year’s Grade Three Maths & Lao language teacher(s)</td><td></td></tr>
<tr><th colspan="3">Second Visit</th></tr>
<tr><th colspan="3">Auditors</th></tr>
<tr><td colspan="3">Arrival at the school in the morning.</td></tr>
<tr><td colspan="3">Meet with the Principal for permission to complete survey.</td></tr>
<tr><td colspan="3">Walks around the school (with a member of staff) to record the attendance of ten pre-selected teachers and interviews the teachers that were not present during the first visit to collect personal information (Module 2B and 2C).</td></tr>
</table>

Counts number of unstaffed classrooms.
Collects any outstanding information or uncompleted modules.

3.2 Supply checklist

Before leaving for the field, the Team Leader is responsible for collecting from the survey supervisor adequate supplies and all materials the team will need in the field. These items are listed below:

Table 2.

Fieldwork documents		
	• Paper versions of all survey modules (a set of backup copies of Modules 1-5 in case the laptop or electronic forms fail, and Modules 5 and 6 – student and teacher tests, which are always recorded on paper).	
	• Copy of Letter of Permission & Introduction that was previously sent by the education authorities to the school	
	• Field Manual (one for each member of the team)	
	• Team Leader's School Review Sheets • Team Leader's Enumerator Control Sheet	
Supplies		
	• [*For Paper Modules*] Pens (blue/black pens for enumerators; red pens for the Team Leader; pencils for students; blue/black pens for teachers)	
	• Clipboards; notepads; blank paper; rubbers (erasers); staplers, stapler remover and staples; plastic folders and rubber bands for completed paper questionnaires; carrying bags	
	• Spare chargers for electronic devices • Surge protectors • Petrol/jerry can for extra fuel • Stopwatch/digital clock or watch (battery powered) • Spare batteries • Flashlight and batteries • Cell-phone with charger and top-up cards	
Other		
	• Fuel cards for transport arrangements • Log for car mileage	

The Team Leaders will be in control of these items and will provide most materials to the enumerators.

4. The SABER Service Delivery Questionnaires

The SABER Service Delivery Survey is comprised of six different modules. Each module has its own questionnaire. The table below summarizes the different modules, including the data collector, interviewee, and description of module.

Module of Instrument	Module Title	Data Collector	Interviewee	Description
Module 1	School Information	Enumerator 1	Principal	Administered to the Principal to collect information about school type, facilities, student numbers and school hours.
Module 2A, 2B, and 2C	Teacher Roster	Team Leader	2A: Teacher Roster 2B: Principal Questionnaire 2C: Teacher Questionnaire	2A: Administered to Principal to obtain a list of all school teachers. 2B: Administered to Principal to collect information. 2C: Administered to select teachers to collect information about teacher characteristics.
Module 3	Governance, Management and Finance	Enumerator 1	Principal	Administered to the head of the school to collect information about school governance, management and finances.
Module 4 A-E	Classroom Observation	Enumerator 2	4A: Time on Task (observation) 4B: Classroom Environment (observation) 4C: Teaching (observation) 4D: Questions to Teachers (interview) 4E: Students (observation)	An observation module to assess teaching activities and classroom conditions.
Module 5	Student Assessment	Enumerator 2 (and Team Leader & Enumerator 1, as soon as available)	Students	A test of students to have a measure of student learning outcomes in mathematics and Lao language in grade four.
Module 6	Teacher Assessment	Enumerator 2 (and Team Leader & Enumerator 1, as soon as available)	Teachers	A test of teachers covering mathematics and Lao language subject knowledge and teaching skills.

The remainder of this section describes how to fill out the questionnaires in the SABER Service Delivery Survey.

4.1 Recording Responses

To administer the survey, ask the question, read the response options **only where applicable**, and then record the answer. Some sections have additional instructions regarding how they should be asked. Possible responses to some questions should be read aloud to the respondent, while others should not be. In the latter case, the enumerator should ask the question and then listen to the respondent's spontaneous response without reading the list of replies on the survey form.

When reviewing the written responses of **Module 5: Student Assessment**, all team members will use pens with blue ink to mark these responses. Team Leaders will ONLY use pens with red ink to make all corrections and notes while reviewing completed student assessments.

NEVER LEAVE A RESPONSE BLANK! A BLANK IS RECORDED AS "MISSING INFORMATION" BECAUSE IT IS NOT KNOWN WHETHER YOU ASKED THE QUESTION OR NOT. IF A RESPONSE IS NEGATIVE, THE NEGATIVE RESPONSE MUST BE INDICATED.

Most of the questions have responses that are in the form of number codes. To record a respondent's answer, you merely record the number code that corresponds to the reply in the space provided. For many questions, a numeric response is appropriate and should be entered in the available boxes.

4.1.2 "Select One Answer" Questions

Example where only one response is correct

What is your position at this school?	*Principal = 1* *Assistant Principal = 2* *Senior teacher = 3* *Teacher = 4* *Other (specify) = 9*	|_4_| __________

4.1.3 Multiple Response Questions

Sometimes a question might require more than one response:

In which classes do you teach? *(multiple responses accepted)*	*Grade 1 =1* *Grade 2 = 2* *Grade 3 = 3* *Grade 4 = 4* *Grade 5 = 5* *Pre-school = 6* *Kindergarten = 7* *Special needs = 8* ***Please enter one number for each class taught, up to 4 classes***	| 6 || 1 || 2||__|

In the example above, the respondent teaches in Pre-school, Grade 1, and Grade 2. The fourth box is left empty because the respondent only provided three answers.

4.1.4 Numeric Entry Questions

Responses for "numeric entry" questions where the response is not pre-coded should also be recorded in the space provided. For example, this question is asking about the number of teachers who work at the school. Enter the number below.

How many teachers (paid and volunteer) work in this school? (Including the Principal, if he/ she teaches)	|___| |___|

4.1.5 "Other" Responses

In some cases, responses include an "Other" category. The "Other" code should be recorded when the respondent's answer is different from any of the pre-coded responses listed for the question. Record the respondents' answer on the space provided. Before using the "Other" code, make sure that the answer does not fit in any of the other categories.

What is the highest level of teacher education that you have completed?	*Diploma (fill this in) = 1* *Advanced diploma (fill this in) = 2 Bachelors in Education = 3* *Graduate degree in Education = 4* *Special needs education = 5* *None = 6* *Other (specify) = 9*	|9| DOCTORATE IN EDUCATION

4.1.6 Reference period

Sometimes questions ask respondents about a specific period in the past. That is, some questions with a reference period that asks whether or how often a particular activity was conducted during a given time period. This is called the "reference period" or "recall period." This survey instrument uses the following reference periods:

Reference Period	Interpretation
This year	Current academic year – Sept 2016 to June 2017
Last year	Previous academic year – Sept 2015 to June 2016
12 months preceding the interview	Self-explanatory
Last fiscal year (government budget year)	Jan 2016 to Dec 2016
This fiscal year	Jan 2017 to Dec 2017

4.1.7 Skip Patterns

As you are administering the questionnaires, you will notice that some respondents may be asked different questions than others. The reason for this is that a particular response may make subsequent questions irrelevant. Your electronic device has been programmed to skip over irrelevant questions and to automatically jump to the next relevant question.

For example, in **Section C** of **Module 1, Question 1c** would appear on the screen, as shown below:

1c.	Does the school conduct supervised library reading as part of the Lao language curriculum?	*Yes = 1* *No = 2*	|____|

If the respondent answers "Yes", a follow-up question would appear:

1d.	Do teachers have notes on library sessions?	*Yes, observed = 1* *Yes, not observed = 2* *No = 3*	|____|

However, if the respondent answers "No", your electronic device would automatically skip the above question because it is now irrelevant and a different question would appear next:

2a.	Is there a teacher attendance register?	*Yes, observed = 1* *Yes, not observed = 2*	|____|

Skipping over irrelevant questions is very important. If irrelevant questions are asked, the respondent may become irritated or disinterested. Every question that appears on your electronic survey must be answered unless the respondent refuses to answer the question. Enumerators should be aware of all the possible survey questions that could be asked during an interview, but should not be alarmed if different questions are asked of some respondents.

4.1.8 Correcting mistakes

It is very important that you record all answers. For open-ended responses, the reply should be typed as succinctly as possible in the space provided. If you made a mistake in entering a respondent's answer or the respondent changes his/her mind, be sure that you go back to the relevant question immediately to change the response. Remember to carefully go through each following question, as a new question may appear because of the changed response.

4.1.9 Checking completed survey forms

It is the responsibility of the enumerator to review each module when finished with an interview, observation, or assessment. This review should be done before the respondent leaves to ensure that every appropriate question was asked and all answers are clear and reasonable. Minor corrections can be made, but any serious error should be clarified by the respondent. Simply explain to the respondent that you made an error and ask the question again.

Notes and Comments: Anything out of the ordinary should be explained in the comment box provided for each question. These comments are very helpful to those responsible for checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.

SABER Service Delivery

FIELD MANUAL: PART 2

Education

Lao PDR

2017

MINISTRY OF EDUCATION AND SPORTS
Lao PDR

THE WORLD BANK
IBRD • IDA

5. Specific Instructions for Survey Instrument Modules

As mentioned, during the First Visit, the following modules are administered: **Module 1, 2A, 2B, 2C, 3, 4, 5 and 6. Module 2B** is only partially completed during the first visit.

During the (unannounced) Second Visit, **Module 2B** is completed. Also during the second visit, any information that was not collected in the other modules during the first visit should be obtained.

5.1 School Information Questions

<u>TEAM LEADER</u>: Before arrival at the school, check the following:

- <u>Questions 1-2</u>: Ensure the enumerator IDs have been inputted. If not, manually input the appropriate code contained in the list of codes given to you by the firm.
- <u>Questions 3-6</u>: Ensure the geographic and school code information has been inputted. If not, manually input the appropriate code contained in the list of codes given to you by the firm.

<u>UPON ARRIVAL AT THE SCHOOL</u>:

- <u>Question 7</u>: Team Leader should record GPS coordinates. These coordinates should be completed when you are physically present at the school.
- <u>Questions 8-9</u>: Team Leader should also record the dates
- <u>Questions 11-14</u>: Team Leader should also record arrival and departure times

5.1.2 Arrival

- Plan to arrive at the school at 7:30 am.
- Introduce yourself and your colleague and explain the objectives of the visit. Use the script on page 2 of **Module 1**. Show the letters of introduction from the national education authorities.

- Team Leader should ask the Principal for permission to let the enumerators start the classroom observations and testing while he/she asks the principal a few questions.
- If the Principal is not present, ask the Assistant Principal or most senior teacher for permission and request that he/she assist in completing the survey
- If none of the senior staff is present and there is no suitable person to assist in completing the survey, call your supervisor.
- If the respondent does not agree to be interviewed, inquire the reason, and address any questions that the person may have. If the respondent still refuses, call the supervisor.

5.2 Module 1: School Information

This module is administered to the School Principal (or the Assistant Principal or most senior teacher present at the school).

Introduction

- Read the introductory paragraph verbatim to the Principal. It is important that each Principal hears this introduction in the same way.
- *"May I begin the interview now?"* – You must ask this question and record his/her responses to Q1 and Q2 (if applicable).
    - If the respondent does not agree to be interviewed, inquire the reason, and address any questions that the person may have. If the respondent still refuses, call the supervisor.

Section A: Contact information and school type

- Question 7*"When did this school begin operating?"* This is referring to when the facility began working as a functioning school, not necessarily when the school was officially registered with the government.

Section B: School Environment, Education, and Learning Materials

- In this section, the enumerator is responsible for observing whether or not each of the following items mentioned is available or functioning at the school. This section requires observation, and may require asking a teacher or principal.
- Several questions in this section has the options *"Yes, observed = 1"* and *"Yes, not observed = 2"*. If the respondent is able to show you the document requested, select *"Yes, observed = 1"*. If the respondent answers *"Yes"* to one of these questions, but is not able to show you the document, simply select *"Yes, not observed = 2"* and move on to the next question.

Section C: Enrollment and Classes

- Question 2, *"What is the total number of students currently enrolled in each grade?"* The question is asking for the number of students enrolled, not the number of students in attendance on the day of the visit. Ensure that the updated school register is used as the source of the numbers. If the school register has not been updated (at least at the start of the academic year), then request that the respondent confirms the student numbers with the teaching staff.
  - Question 2, Column 4: *Within Total, number of Special Needs Students (boys + girls)*: Ask the respondent how many total students with special needs or disabilities are there in each grade?

- Question 1, *"How many sections per grade (e.g., 4A, 4B)?"*
  - Q1(j) Special Needs/Disability Classes: If there are no designated Special Needs Classes and students with special needs are enrolled in the regular classrooms, put "0" for the number of sections of Special Needs Classes.

- Question 8: *"What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for primary grades at your school?"* – Record the normal daily teaching schedule at the school. If the schedule on the day of your visit is different from the normal schedule, briefly record the start and end times in the Comment box at the bottom of that page. For example, if the school's official reporting time is usually at 8:30am, but on the day of your visit, the school starts at 8am, record this information in the comment box, but record the official starting time in Q8.
  - Music and Physical Education classes will count as instructional time as long as they occur during normal school hours, but break time for playing will count as a break.

- Question 9, *"What was the actual number of days during which school was in session in the previous school year (2015-2016)?"* – Count total number of school days including days with special events. Do not include days when the school is closed due to a strike or other event and when the school is closed due to holidays.

Section D, Sanitation and Accessibility

- Question 1-13: You will need to physically inspect school toilets. Note if they are clean, functioning, private (i.e. with a door) and whether they are accessible to students (e.g. unlocked) at that time. **If the school toilets are in different conditions, report on the condition of the majority of the toilets.**
- Questions 9-11: Terms are defined below:
  - Clean: the floors and walls of the toilet are clean and free of fecal matter
  - Private: the toilets have doors that can be closed. If there is no door, the toilet blocks have a wall that shields the user from sight and that separates the girls' toilets from the boys' toilets.
  - Accessible: the doors of the toilets are not locked. In addition, the toilets are functioning and if pit-based, the toilets are not overflowing.
- Question 13, *"What type of student toilet facilities is used at the school?"*
  - Flush toilet uses a cistern or holding tank for flushing water, and a water seal (which is a U-shaped pipe below the seat or squatting pan) that prevents the passage of flies and odors. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).
  - Dry latrine is a toilet that operates without flush water and may be a raised pedestal on which the user can sit. The excreta (both urine and feces) falls through a drop hole.

  - Bucket refers to the use of a bucket or other container for the retention of feces (and sometimes urine and anal cleaning material), which are periodically removed for treatment, disposal, or use as fertilizer.
  - No facilities; Use bush or field
- Question 14, *"What kind of drinking water source is used at this school?"*
  - Piped water into dwelling or household connection is a water service pipe connected with in-house plumbing to one or more taps (e.g. in the kitchen and bathroom). It can also be a piped water connection to a tap placed in the yard or plot outside the house.
  - Borehole is a deep hole that has been driven, bored or drilled, with the purpose of reaching groundwater supplies. It is constructed with casing, or pipes, which prevent the small diameter hole from caving in and protects the water source from infiltration by run-off water. Water is delivered through a pump.
  - Well is a shaft sunk into the ground to obtain water and may or may not be protected from runoff water, animal droppings, and to prevent animals from falling in.
  - Rainwater refers to rain that is collected or harvested from surfaces (by roof or ground catchment) and stored in a container until used.
  - Surface (fresh) water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels.
  - Gravity-fed water system is a water supply system that uses the earth's gravity to move water without the use of a pump.
  - Bottled water is purchased and provided to students and staff at the school as the only source of drinking water.
  - Tank/drum is a container for storing water which can be potable, if treated. The container can often be made from plastic, steel, fiberglass, concrete, clay, or stone.

5.3 Module 2A: Teacher Roster

This module is administered to the Principal (or most senior teacher present in the school).

- Question 1: *"How many teachers work in this school (starting with the Principal and Assistant Principal)?"*
    - In this table, start by noting down the total number of teaching staff employed in the school. All the teaching staff for the current school year working in this school including the Principal and Assistant Principal should be listed. Include pre-school and special needs class teachers.
    - In the table, list only those teachers who are teaching during the current academic year (2016-2017). If they are not actively teaching in 2016-2017 (because they are on extended leave or study leave, or because they are about to be transferred and so are not coming to school) then they should NOT be listed.
    - Please note that the Principal and Assistant Principal must be assigned Teacher ID 01 and 02, respectively. These codes are designated as the first two names to be inputted. If a school does not have an Assistant Principal, then Teacher ID 02 should not be assigned to anyone and the line in the tablet for Teacher ID 02 should be left blank.
- Question 5, **Contract Status** definitions
    - Government teacher/civil servant: teacher under a MOES public service contract
    - Permanent private school teacher: teacher hired by a private school as a full-time permanent member of the teaching staff.
    - Volunteer teacher: teacher who has completed training and is waiting for a permanent teacher position, but currently teaching as a "paid" volunteer.
    - Contract teacher: teacher hired directly by the school, the parents, or the local government. The teacher may work on contract at more than one school during the academic year.
    - Intern teacher: a pre-service teacher who is assigned to the school as part of their teaching practicum.
- **Question 8a-c**, "*Taught Math or Lao language to…."*
    - This question is asked to ensure that all required teachers are chosen to take **Module 6: Teacher Assessment**. **Module 6** is given to the current Grade 4 and Grade 5 Lao language and mathematics teachers and last year's Grade 3 Lao language and mathematics teachers.
- Question 9, "*Teacher sampled for Module 2C?"* This question is asked to help you verify and identify that 10 teachers have been randomly selected from the teacher roster to answer **Module 2C**. More information on this is in the section on **Module 2C** below.

5.4 Module 2B: Principal Questionnaire (First Visit)

This module is administered to the Principal and the Assistant Principal.

Section 1: Principal Roster

All these questions must be asked to the Principal and the Assistant Principal. **Questions 1-6** are asked at the First Visit; **Questions 7-9** must be recorded during the Second Visit.

- Questions 1-3: Verify that the Principal and Assistant Principal's names, row number, and gender match with the information in **Module 2A**.
- Question 4, *"What was the principal doing when you located him/ her on the first visit?"* – To record what the Principal and Assistant Principal were doing at the time you complete this section, you will need to walk around the school with a member of staff that can identify these individuals. Note down each individual's activity based on your direct observation. If you do not see the individual, record him/her as absent and ask the Principal (or individual who was left in charge) the reason for the individual's absence.
  - **Options 1-3** are intended for Principals and Assistant Principals who do NOT teach. Observe what they are doing and record the answer.
  - **Options 4-7** are intended for Principals and Assistant Principals who also teach, and are currently teaching at the time you are completing this section.
- Question 5, "*Reasons for absence"* – If the Principal or Assistant Principal is absent, ask the individual who was left in charge about the reason for absence. **Do not offer the respondent a list of possible reasons for absence. Simply record the response that best matches their answer to your question**.
  - If the Principal or Assistant Principal is absent during the First Visit, do NOT complete **Sect. 2: Remuneration**. This section should be left blank and will be completed during the Second Visit by interviewing the Principal or Assistant Principal at that time. If the individual is absent during the Second Visit, as well, then the questions should be answered by the individual left in charge.
- Question 6, *"Is someone else in charge of the school?"* – If the Principal or Assistant Principal is absent, ask if someone else has been left in charge of the school. **Do not offer the respondent a list of possible answers. Simply record the response that best matches their answer to your question**.
- Questions 7-9 (Second Visit Only): These questions will not appear on the tablet during the First Visit. They will appear and are to be completed during the Second Visit. Follow the same directions as **Questions 4-6** above.

5.5 Module 2C: Teacher Questionnaire (First Visit)

Module 2C has 4 sections. It is only for the **10 teachers selected from Module 2A** and for **the teacher selected for Module 4 – Classroom Observation** *(if this teacher was not already selected for **Module 2B**)*. After recording the individuals' activity or absence, interview each teacher on the list <u>that is present</u> to collect the information required to complete the rest of **Module 2C**. (<u>Any absent teachers will be asked these questions during the Second Visit</u>.)

Introduce yourself by saying:

> WE ARE CONDUCTING A SURVEY ON SERVICE DELIVERY ISSUES IN PRIMARY EDUCATION WITH THE SUPPORT OF THE GOVERNMENT IN SELECTED COMMUNITIES IN THE COUNTRY IN ORDER TO IMPROVE EDUCATION IN LAO PDR. WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR BACKGROUND AND EXPERIENCE IN THE SCHOOL SYSTEM. YOUR RESPONSES TO THESE QUESTIONS ARE CONFIDENTIAL. YOUR PRINCIPAL AND OTHER TEACHERS WILL NOT SEE YOUR RESPONSES.

Section 1: Teacher Sample

- <u>Questions 1-3</u>: Verify that the selected teachers' names, row number, and gender match with the information in **Module 2A**. Also verify that the teachers' names appear in the same order as they were randomly selected.

- <u>Question 4</u>, *"What was the teacher doing when you located him/ her on the <u>first</u> visit?"* – To record what the teachers were doing at the time when you complete this module, you will need to walk around the school with a member of staff that can identify these individuals. Note down each individual's activity based on your direct observation. If you do not see the individual, record him/her as absent and ask the Principal (or individual who was left in charge) the reason for the individual's absence.

    - Record the teacher as *"In classroom – not teaching = 2"* if, while in the classroom, neither the teacher nor the students are engaged in a learning activity.

- <u>Question 5</u>, *"Reasons for absence"* if the individual is absent, ask the Principal (or the individual who was left in charge) about the reason for absence. **<u>Do not offer the respondent a list of possible reasons for absence.</u>** **<u>Simply record the response that best matches their answer to your question</u>**.

- <u>Question 6</u>, *"What is happening with the absent teacher's class?"* – If the individual is absent, ask the Principal (or the individual who was left in charge) what has been done with the teacher's class because he/she is absent. **<u>Do not offer the respondent a list of possible answers.</u>** **<u>Simply record the response that best matches their answer to your question</u>**.

- <u>Questions 7-9 (Second Visit Only)</u>: These questions will not appear in the electronic survey during the First Visit. They will appear and are to be completed in the Second Visit. Follow the same directions as **Questions 4-6** above.

<u>Section 2: Teacher background information</u>

- <u>Question 3</u>, *"What is the highest level of education that you have completed?"* – This question refers to the teacher's level of <u>academic education</u>, meaning basic and higher educational qualifications that are not specific to the profession of teaching (e.g. general schooling, non-vocational diploma, or university degree).

- <u>Question 4</u>, *"What is the highest level of teacher training that you have completed?"* – This question refers to the teacher's level of <u>professional training</u>, meaning education or training that prepares individuals for jobs and careers in teaching (e.g. teacher training certificates or diplomas).

- <u>Question 5</u>, *"What year did you begin teaching?"* – If an individual started teaching before being officially posted, use the first year of teaching, not the first year of being posted.

<u>Section 3: Remuneration</u>

- <u>Question 5</u>, *"Approximately, what percentage of your total earnings come from your remuneration as a teacher at this school?"*
    - <u>This question is seeking to find out if the teacher has any other form of earnings besides employment as a teacher.</u> Examples of other earnings: more than one job; a second teaching job at another school; owning a small business; farming income; etc.
    - The teachers should give their best estimate to answer this question. If a teacher's only earnings come from teaching at the school, then select "76 to 100% = 4".

<u>Section 4: Professional Development and Use of Time</u>

- <u>Question 7</u>, *"Enumerator: Was the information from Module 2C collected directly from the teacher?"* – If you are unable to collect the information for Module 2C from a specific teacher during the First OR Second Visit, choose "No = *2*". At this point, attempt to collection the information from the Principal, Assistant Principal, or individual who was left in charge.

5.5 Second Visit: Module 2B and 2C - Principal Questionnaire and Teacher Questionnaire

These modules are administered during the Second Visit to the Principal and Assistant Principal (Module 2B) and to the same 10 teachers randomly selected during the First Visit (Module 2C). Start **Module 2B and 2C** as soon as possible after arrival at the school.

- A second unannounced visit is to be made to each school by a team of Auditors after the First Visit and on a different day.
- The Auditors must not arrive at the school after the official closing time. It is recommended that the Auditors do not plan to arrive at the school for the Second Visit later than 2pm.
- It is important for the Auditors to accurately note the start and the end time of the Second Visit.
- Upon arrival, the Auditors should search for the Principal (or the individual left in charge).
- <u>Meeting with the Principal</u>: Introduce yourself to the Principal. Explain that you have returned to complete the survey that started a few days before because you did not complete some of the questions in the survey.

Attendance

- **Module 2B** should be administered to the Principal and Assistant Principal, and **Module 2C** to the same 10 teachers randomly selected during the first visit, as soon as possible after arrival at the school.

- Locate the 10 teachers and the Principal and Assistant Principal. Ask for assistance from a member of staff to identify them.

- Question 7, *"What was the principal/teacher doing when you located him/ her on the second visit?"* – To record what the teacher, Principal, and Assistant Principal were doing at the time when you complete this module, you will need to walk around the school with a member of staff that can identify these individuals. Note down each individual's activity based on your direct observation. If you do not see the individual, record him/her as absent and ask the Principal (or individual who was left in charge) the reason for the individual's absence. If you cannot find them after inquiring within the school premise, chose "*Absent from school = 9*".
    - Mark the teacher as "In classroom – not teaching" if, while in the classroom, neither the teacher nor the students are engaged in a learning activity.

- Question 8, *"Reasons for absence*" – if the individual is absent, ask the Principal (or the individual who was left in charge) about the reason for absence. **Do not offer the respondent a list of possible reasons for absence. Simply record the response that best matches their answer to your question**.

- Question 9 (Module 2B), *"Is someone else in charge of the school?"* – If the Principal or Assistant Principal is absent, ask if someone else has been left in charge of the school. **Do not offer the respondent a list of possible answers. Simply record the response that best matches their answer to your question**.

- Question 9 (Module 2C), *"What is happening with the absent teacher's class?"* – If the individual is absent, ask the Principal (or the individual who was left in charge) what has been done with the teacher's class because he/she is absent. **Do not offer the respondent a list of possible answers. Simply record the response that best matches their answer to your question**.

- Some of the individuals on your list who were absent during the First Visit could now be present. Meet those people that were absent during the First Visit individually. Ask each of them all the questions in **Module 2B** (Principals and Assistant Principals only) and **2C** (teachers only).

- **If an individual on the list is absent both on the First and the Second Visit**, collect the information about them by asking the Principal (or the individual who was left in charge). Note in **Module 2C, Q7** that the information was not collected directly from the individual.

Classroom Count (Second Visit)

Carry out the classroom count after completing **Module 2B and 2C.** You will not normally need to request information from any member of staff to complete the classroom count as it is based on observation.

- Question 1, *"How many classrooms does the school have?"* – Walk around the school premises and count the total number of classrooms.

- Classroom count should include library (if it is used to hold library classes), science lab, computer lab, or any other specialized classroom.
- If a classroom is stacked w/ furniture and clearly is not used for teaching, it should still be listed as a classroom.

- Question 2, *"How many classrooms contained students?"*
  - Count only classrooms that have several students in them (i.e., rooms that should have a lesson ongoing). Do not include classrooms with one or two students only (e.g., one or a few students that are in the room because they are being disciplined, not because a lesson is planned to take place there, etc.).

- Question 4, *"How many of the classrooms are…."* – Count the number of classrooms that are:

  a) *Permanent* (concrete block, brick with plaster walls, timber, etc.)
  b) *Semi-permanent* (incomplete, plastered without shutters or floors, etc.)
  c) *Temporary* (mud, thatch, under trees, etc.).

Completion of missing data

- If any part of the modules were not completed after the First Visit, the Auditor will collect the information in the Second Visit after completing **Module 2B and 2C** and the classroom count.

- It is especially important to give the Teacher Assessment (**Module 6**) to any teacher who is required to take the assessment but was absent during the First Visit. If any teachers need to be given **Module 6**, ask the Principal for a private space to administer the Teacher Assessment. Remember that the Teacher Assessment must only be given during a break time, lunch time, or during the teacher's free period, if any.

- Ask the Principal (or individual left in charge) for permission to complete the survey. Note in the comments field if information in any of the relevant modules was collected during the Second Visit.

End of the second school visit

- Thank the Principal for his or her cooperation and assistance for the visit. Let them know that if they are interested, the results will be available through the World Bank.

5.6 Module 3: Governance, Management, and Finance

Interviewee: School Principal or Assistant Principal (or the individual left in charge at the school).

Indicate to the Principal that it would be useful to have the school budget records to answer some of the quantitative questions:

"IT WOULD BE USEFUL IF YOU HAVE WITH YOU THE SCHOOL BUDGET RECORDS AND SCHOOL BOOK RECORDS TO HELP ANSWER SOME OF THE QUESTIONS"

- Government includes here all levels of administration (except the local community).

<u>Section I: General Information on School Leadership</u>

A. Principal Experience

<u>Question 4</u>, "*What is the highest diploma you have obtained?"*
- Teacher Certificate or Diploma = 8+3 or 11+1
- Advanced Diploma = 11+ 3 or 12+2
- BA = Bachelor of Arts
- MA = Master of Arts
- PhD = Doctorate Degree

B. Principal's Use of Time

<u>Question 16</u>, "*During a normal week, what percentage of time do you spend on each activity?"*
- Please show the respondent the laminated card (*Module 3, Section 1B, Q16*) with answer options to help facilitate answering this question.
- If necessary, help them to break down tasks. Give example, "For example, last week how many days did you spend on each task (e.g., managing school administration, teaching, attending meetings, etc.)"
- Ensure that the percentages given equal to 100%.

<u>Question 17</u>, *"In your opinion, what are the* ***three main constraints*** *to the functioning of the school?"* – For this question, do not read the options listed. Simply listen to the response(s) given and code them appropriately.

<u>Section II: School Governance</u>

A. Personnel Management

<u>Question 4</u>, *"How many teachers were absent yesterday (the last school day)?"* This question refers to the last day that school was open. For example, if the question is asked on a Monday, the last school day would refer to Friday.

<u>Question 7,</u> *"In 2015-2016, what percentage of teachers have you met with to evaluate their individual performance?"* – Ensure that the respondent understands that this question is asking about individual (or one-to-one) evaluation of teacher performance (not general or group evaluations).

<u>Question 8</u>, *"What are the factors that influence your assessment of teacher performance?*" – For this question, do not read the options listed. Simply ask the question and on the tablet select any option the respondent stated in his/her answer.

B. Decision-making Roles and Responsibilities

<u>Question 9,</u> *"What level primarily makes the following decisions/ takes action:"*

- Please show the respondent the laminated card (*Module 3, Section 2B, Q9*) with answer options to help facilitate answering this question.
- Be sure the respondent understands that the purpose of this question is not to test whether the respondent knows the rules. The purpose is to find out what happens in reality, despite what the official rules say.
- **Question 9m**., *"Hiring non-teaching staff"* – If there is no non-teaching staff in the school, ask the respondent, "What if you have non-teaching staff, who would make the decision on this?"

Section III: External Governance

A. School Assessment/Inspection and Supervision

Questions 1-9: These questions deal with visits to the school by the District Education Service Bureau (DESB). These visits usually include meeting with the Principal and reviewing the school's records and development plans. It may also include observing a classroom session, meeting with teachers, parents, etc.

B. Pedagogical Supervision Visits

Questions 10-19: These questions are concerned with visits to the school from the District Pedagogical Advisor. These visits include observing and evaluating teachers' performance in the classroom.

Question 16, *"What are the criteria used by the Pedagogical Advisor to evaluate teacher performance?"*

- For this question, do not read the options listed. Simply ask the question and on the tablet, select any option the respondent stated in his/her answer.
- If the respondent is not sure how to answer and needs prompting to better understand the question, be sure to record in the comment box what kind of prompting was given.

C. School-Self Assessment

Question 20-23: These questions refer to any formal process that the school has to assess its own performance and to make a plan for improvement. It could be led by the Principal, Assistant Principal, VEDC, or other school decision-making body.

D. Student Assessment

The section refers to *standardized tests*. A "standardized test" is a test that is the same for all students across the nation, province, or district (whichever level it may be).

Question 24, *"What kind of standardized student testing does your school use to assess student performance?"*

- While a school or classroom exam is an answer choice for this question, tests at this level are not considered "standardized". Therefore, if the respondent gives "school or classroom exam" as the only response, the remaining questions in this section are skipped because they are not relevant.
- If the respondent chooses any combination of 1, 2, or 3 with "school/classroom exam" (4), the rest of the Part D should be completed. However, made clear to the respondent that the questions should be answered in reference to the district, provincial, or national exam, NOT the school/classroom level exam.

Section IV: Social Governance

A. Community involvement

Questions 1-23: These questions are concerned with the Village Education Development Committee (VEDC) or School Management Committee (SMC). If the school is private, they will not have a VEDC, but may have a School Management Committee or something equivalent (School Council, School Board, etc.).

Question 1a, *Does your school have a Parent Association?* – A Parent Association refers to ……

Question 11, 12, and 13: Ensure that the numerical answers given to these questions equals the answer to **Question 10**, "*The VEDC/SMC at your school is composed of how many members?*"

Question 19, *"Does your school's VEDC oversee learning inputs at your school?"* – Learning inputs refers to…….

Section V: Resources received

This section is concerned with the school block grant (SBG), which for schools in Laos, is equivalent to the school's operating budget.

- Ask the respondent to make use of the record of grants received to answer these questions.
- If a school employee (accountant, etc.) or the School Committee keeps those written records of received resources, ask for these questions to be answered by the person most knowledgeable of these resource flows.

A. School Budget / Capacity building / Accountability

Questions 5, *"Are the general purpose school block grants received by this school earmarked by MOE for particular purposes?"* – "Earmarking" funds means that the school does not get to decide how to spend those funds; the external source providing the funds has stipulated how the funds are to be used. When thinking about earmarking, ask yourself who is making the decision about how to spend the money: is the decision made at the school level? If so, then the funds are not earmarked. "Discretionary" is the opposite of "earmarked".

B. Government Funding

Question 2, *"For the year 2015/2016, did the school receive financial resources for its operating budget (other than wages) from:….."*

- This table should NOT include any funds received from any level of the MoES meant for teacher salaries. This table should only include funds received by the school from the central or local government that the school itself used as part of its operating budget.
- For each item in this table, if the respondent answers "No", move down to the item on the next line.

Question 3 & 4: These questions refer to "in-kind" (or material resources) given last school year (2015-2016) from any level of the MoES. It should not include in-kind donations for any other source, such as local or international NGOs, private businesses (local and international), etc.

<u>Question 4</u>: For each item in this table, if the respondent answers “No”, move down to the item on the next line.

<u>C. Additional Funding</u>

<u>Question 3 & 4</u>: These questions are concerned with any monetary or in-kind (material) transfers received by the school last school year (2015-2016) from any organizations or individuals other than the government. This can include local and international NGOs, private businesses (local and international), community members, parents, etc.

<u>Question 4b & 4e</u>: Please use the corresponding list of codes at the bottom of the table to identify *(4b) the type of organization* and *(4e) the kind of support the organization provided to the school* during last school year (2015-2016).

<u>D. Financial payments (contributions) from parents (2015-2016)</u>

<u>Question 1</u>, *“What is the average annual amount that parents pay per student at your school for the following?”* – When considering this question, ensure that the answer given is the average amount *per student* and not a number representing the total parental contribution to the school.

5.7 Module 4: Classroom Observations

This module is administered by an enumerator who observes a Lao language or mathematics lesson in a Grade 4 classroom.

- In every school, observe a full lesson (until the class is dismissed) in Grade 4, either in Lao language or mathematics. If there is more than one section of Grade 4, choose the class that will start as soon as possible after you arrive. If more than one section starts at the same time, randomly select one class.

- **IMPORTANT - Class selection:** When you arrive at the school, inform the Principal or Assistant Principal that you will observe one class room session. Do not inform him/her immediately which grade or subject we will observe. To select the class, request to see the school timetable and select a Grade 4 Lao language or mathematics lesson.

- Introduce yourself to the teacher:

  GOOD MORNING/AFTERNOON, I AM A RESEARCHER AND WE ARE CONDUCTING A SURVEY TO LEARN ABOUT EDUCATION IN LAOS. I WOULD LIKE TO OBSERVE THE ACTIVITIES IN THE CLASS FOR THE NEXT HOUR. THE SCHOOL PRINCIPAL AND THE MINISTRY OF EDUCATION HAVE GIVEN US PERMISSION TO DO CLASSROOM OBSERVATIONS. I WILL SIT AT THE BACK OF THE CLASS. PLEASE CONDUCT THE LESSON AS YOU WOULD NORMALLY AND IGNORE MY PRESENCE. BUT I WOULD LIKE TO REQUEST THAT WHEN YOU HAVE COMPLETED

YOUR LESSON, YOU ASK THE STUDENTS TO REMAIN IN THEIR SEATS SO I CAN ASK THEM A FEW QUICK QUESTIONS.

- **Cover Sheet, Questions 1-10**: Ensure that these questions are completed before beginning the classroom observation.

Module 4A: Time on Task

See **Annex A** for definitions of terms in this section.

- Record your observations every minute (i.e. report a snapshot of activities in the class). There are 60 snapshots, under which there are boxes that you will select if the activity is performed. Sit in the back of the class and observe the class until the lesson has ended, with the first snapshot beginning after one minute.
- If you arrive late, start recording snapshots the same number of minutes plus one minute after the official starting time of the lesson based on the official timetable. For example, if you arrive 10 minutes late, then you should start recording at minute 11.
- For each minute, record what is happening at that instant i.e. every minute, select the activity that the teacher is performing at the time. It is intended to be a snapshot of what is happening. It is not intended to indicate what took place over the ENTIRE one minute interval.
- Options (1), (2), (3), (4), (5), and (6) are exclusive of each other: only one of them can be chosen per snapshot. You will not be able to choose more than one of these options at one time on the tablet.
- If option (1) is chosen, at least one of (1a) through (1l) should also be chosen. Options (1a) through (1l) are NOT exclusive of each other. You can choose more than one activity, as long as the teacher is teaching and the students are engaged in a learning activity.
- However, there are **Three Basic Rules** to follow:

    1. *It is OK to pick 1 or 2 teacher activities from **1a-1l** for the same snapshot*

    2. *If you pick 3 activities for same snapshot, you must be able to defend this decision during the review session with the Team Leader or Field Supervisor*

    3. *You should never pick 4 or more activities for the same snapshot*

- **Note:** Every 5 minutes, after recording your snapshot, you must also indicate in the space provided the total number of students not engaged in the task.
- You must be familiar with the definitions for each activity (in **Annex A**) and should carry a copy of the definitions with you in the field.

- At the end of the classroom observation session, ensure that the total number of snapshots for activities (1), (2), (3), (4), (5), and (6) (i.e., total number of selections per activity) has been indicated on the tablet.

- If the lesson observed is a double lesson (e.g. two mathematics lessons back-to-back), record information about the first lesson only and mark the lesson as ended when the next lesson begins. If the school bell rings before the end of the lesson, continue to record snapshots until the teacher stops the lesson (but not beyond 60 minutes).

Modules 4B, 4C and 4D

While completing the "Time on Task" matrix and before leaving the room, answer the questions in **Modules 4B** to **4D**. Complete these sections based on your own observations, except where there are specific instructions to ask students or the teacher the questions.

- You will answer the questions in **Module 4B and 4C** during the 60 second period between recording each snapshot (teacher activity).

- **Module 4B and 4C** will be recorded initially on paper. Immediately after the lesson has ended, you will need to input your answers into the tablet.

- After you have selected the appropriate snapshot in **Module 4A: Time on Task Chart** on the tablet, you should go to the questions in **Module 4B** and/or **4C** and answer a few questions in the 60 seconds before you record the next snapshot. Before 60 seconds has ended, move back to **Module 4A** on the tablet and record the next snapshot. Continue to move back and forth between **Module 4A** and **Modules 4B and 4C** until the lesson has ended and you have recorded the required number of snapshots.

- At this point, complete **Module 4B** including the questions that you must directly ask to the students. Then, move on to **Module 4D: Questions for Teacher**.

Module 4B: Classroom Environment

<u>Questions 4 – 6</u>: Ask the students to hold up their textbooks, pencils, and exercise books to respond to these questions <u>after the lesson has ended</u>.

<u>Question 4 (4a & 4b)</u>, *"How many total students have the textbook for the class (Lao language or mathematics)?"* – When counting books, do not include books that are not being used, such as books in a "library corner" or stacked on the floor or on a shelf.

Question 10, *"Does the classroom have a working electricity connection (e.g. electric light)?"* – If there are light fixtures in the room and they are not on, then before leaving the room ask the teacher if you can turn on the light switch to test if the lights are working. If there are not light fixtures, look for outlets in the room and test them by plugging in a mobile phone or other electrical device before leaving the room. If you don't see any lights or other electrical source, ask the teacher if there is any working electricity or electrical source in the classroom.

<u>Question 15</u>, *"Does the blackboard have sufficient contrast for reading what is written on the board?"* – This question is designed to assess the quality of the blackboard and specifically, if it is dark enough for chalk writing to be readable. To answer

this question, copy the text on the card printout in **Annex B** on the board <u>at the end of the lesson</u> (write the same text and in the same size). Go to the back of the classroom and answer "Yes" if you can read the text easily; otherwise, answer "No".

<u>Question 16 – 17</u>, *"Is there sufficient light for reading text from the FRONT/BACK of the classroom?"* – These questions are designed to measure whether the classroom has sufficient light to read text on the blackboard from the front and the back of the classroom. To answer this question, place the printout in **Annex B** on the board. Attempt to read it from the back and front of the classroom and answer "Yes" if you can read the text easily, otherwise, answer "No".

Module 4C: Teaching

<u>Questions 2, 5, 6, 10, and 12:</u> These questions require keeping track of how many times you observe certain activities happening in the classroom. Use the auxiliary page (*Module 4C Auxiliary Page: Counting Questions during Classroom Observation*) to help with recording answers for these questions.

<u>Question12</u>, *"How many students did the teacher call by name?"* – Count ONLY ONCE each student's name that is called out, regardless of the number of times a particular student may be repeatedly called on. This method of counting will emphasize the number of different students the teacher knows by name and involves in the lesson in some way.

<u>Question 24,</u> *"What was taught in the lesson (e.g. single digit division, spelling, reading, etc)?"* – This is an open-ended question. Give a short answer of only a few words that will describe as clearly as possible what was taught during the lesson you observed.

Module 4D: Questions for Teacher

<u>Question 5</u>, *"Do you have a work plan (planning book) for the term or year that covers the required curriculum?"* – A <u>work plan</u> is curriculum based plan, often found in a planning book that is used throughout the month, term, or year to define the content and flow of the teaching course. It typically maps out how resources, activities and assessments will be used over a series of lessons to ensure that the learning aims and objectives of the course are met successfully.

<u>Question 7</u>, *"Do you have a lesson plan for this lesson?"* – A <u>lesson plan</u> is a teacher's detailed description or outline of the contents, activities and learning objectives of one lesson.

<u>Question 12a-f,</u> *"What types of classroom assessment do you use in a month?"* – Read the options to the teacher and record "Yes" or "No" for each one.

<u>Question 16,</u> *"How have you handled the student's poor performance?"* – Do not read the listed options to the teacher. Simply listen to the responses given and select the best answer or answers. For this question, multiple answers (up to four) can be recorded.

Modules 4E: Roster of Randomly Sampled Grade Four Students

- You need to sample students taken from the Grade 4 classroom that was observed for the classroom observation module (**Module 4**) in order to administer **Module 5: Student Assessment.** If for logistical reasons, the student assessments are administered before the classroom observation, the enumerators must select the students from one Grade 4 class and observe a lesson that takes place in that same class later on. If this is not possible, the enumerator must answer the question at the bottom of **Module 4E** and in **Q7** of **Module 5A** by indicating that the students assessed were not from the classroom observed.
- Although you should ONLY administer **Module 5: Student Assessment** to 10 students, be sure to randomly select 13 students. The extra 3 students will be used as substitutes for any of the original 10 students who may become ill, disappear before being assessed, or be a child with special needs, etc. Substituting is particularly a concern if the student assessment is not completed for all 10 students before the lunch break.
- Obtain the list of all students in Grade 4 in the classroom. Preferably, the list should be the daily attendance sheet for that day. If this is not available, then use the class enrollment sheet.
- Next, use the random selection program on your tablet to select the students to be given the Student Assessment. If there are 13 or less students in the class, then select all the students.
- Using the daily attendance sheet (or class enrollment sheet), record the names of the 13 selected students (the first 10 students plus 3 substitutes) in **Module 4E** <u>listing the names in the order they were randomly selected</u>. Record the names, gender, and the row in which the names of the selected students were found in the daily attendance sheet.
- **NOTE:** If a special needs student is randomly selected, ask the teacher if he/she believes the Student Assessment is appropriate for the child's abilities. If the assessment is believed to be inappropriate, the child should be removed from the sample and one of the substitute students should be used as a replacement to ensure that 13 students have been selected.
- **Substituting Students for Assessment**: If a student becomes sick, is a special needs student and the assessment is not appropriate, or cannot be found when you need to assess them, you must replace the missing student with one of the 3 alternates (Student Codes 11-13) on **Module 4E: Roster of Randomly Sampled Grade Four Students**. The alternates are selected in order and take the missing student's place in **Module 5A: Enumerator Booklet**. A note must be recorded in **Module 4E** and **Module 5A**, indicating the name and student code of the removed student and the name and student code of the alternate student.
    - Ex. "*Student 11 (Phouvanh Phommalangsy) was included in the assessment because Student 05 (Boualamphan Phouthavisouk) became sick/did not return after break/is a special needs student and the teacher stated that the assessment would not be appropriate*."
- When you have finished assessing a student, take him or her back to the classroom and ask the teacher to send out the next selected student.
- **NOTE**: Remember on **Module 4E, Column 2** to enter the number of the row in the <u>Grade 4 Daily Attendance Sheet</u> in which each student's name originally appeared. However, in **Module 5A: Enumerator Booklet**, the selected students should be identified by the student code found in the **Student Code** column.

5.8 Module 5: Assessment of Grade 4 Students

The assessment will be administered to Grade 4 students on a one-to-one basis, after the classroom observation session. The assessment should be given in a quiet space, such as an empty classroom or outside in a shaded area, where desks and chairs have been provided.

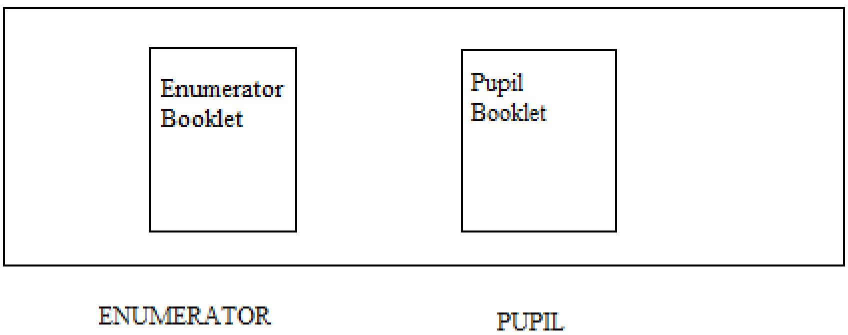
Protocol for interviewing Children and Young People

- According to ESOMAR guidelines for "Interviewing Children and young people" when a survey is being carried out within a "protected environment" - i.e. a location such as a school or leisure center where some person in authority has overall responsibility for the protection of the child - then the permission of the relevant adult overseeing that location (such as a teacher) must be obtained before conducting any interview. (ESOMAR is the world organization for enabling better research into markets).

Material and seating arrangement

- You should give out a student booklet to the student and ask the student to write his/her name on it. Remember to collect the booklet at the end of the assessment.
- Sit next to the student with the **Module 5A - Enumerator Booklet** open on your tablet, from which you will read the directions for each question and in which you will record the student's marks.
- The teacher should not be in the room. Make sure each student has a pencil and an eraser. It is best to arrange things so the student is sitting to your right side (or to your left side, if left-handed) as shown here:

FRONT OF ROOM



- Arranging yourself in this way will allow you to turn the pages in the student booklet without having to reach over the student and the student has enough space to write on the answer sheet.
- Verify that the correct SCHOOL CODE is shown at the beginning of the module on your tablet.
- Once you have randomly sampled the students in Grade 4, fill in their student codes in the **Module 5A: Enumerator Booklet.** Make sure you assess the students in the order in which they were selected.

Logistics for the assessment

- You will go through the assessment together with the student and simultaneously record his/her answers in the **Enumerator Booklet** on your tablet (which you should shield from the student's view).
- Before you begin the assessment, explain to the student what is about to happen. Below is an introduction that you should use verbatim for each student:

  "HELLO MY NAME IS _______________. WHAT'S YOUR NAME? I'M HERE TO FIND OUT ABOUT THE THINGS YOU ARE LEARNING AT SCHOOL, SO THANK YOU VERY MUCH FOR HELPING ME WITH THAT. FIRST I WILL ASK YOU SOME QUESTIONS TO GET SOME INFORMATION ABOUT YOU. THEN WE'LL SPEND 25 MINUTES TRYING TO FIGURE OUT THE ANSWERS TO SOME QUESTIONS TOGETHER. THERE ARE A FEW QUESTIONS IN LAO LANGUAGE. FOR MOST OF THE QUESTIONS YOU CAN JUST TELL ME THE ANSWERS IN LAO. FOR SOME QUESTIONS, I'LL ASK YOU TO WRITE DOWN THE ANSWER ON THIS ANSWER SHEET HERE. THERE ARE ALSO A FEW QUESTIONS IN MATHEMATICS AND A PICTURE PUZZLE. YOU CAN ANSWER THESE QUESTIONS IN ANY LANGUAGE YOU LIKE. FOR MOST OF THEM I'LL ASK YOU TO WRITE DOWN THE NUMBERS ON YOUR STUDENT BOOKLET HERE. CAN WE BEGIN?"

- The student has approximately 25 minutes to complete the assessment: 10 minutes for the Loa language section, 10 minutes for the Mathematics section and 5 minutes for the Non-Verbal Reasoning section. However, these times should be viewed as rough guidelines. For example, if it is clear that the student is still working and only needs a few more minutes to complete the Lao language section, then allow them to finish before moving on to the Mathematics section.
- For the written component of the Mathematics section (**Q3a-j**), inform the student that he/she can answer questions in any order. Please read the script carefully for this part of the Mathematics section. It is very important that the students know that they are free to answer the problems in any order they want. However, make sure to remind them to go back to any questions they may have skipped before they complete the assessment.
- For the **Non-Verbal Reasoning (Picture Puzzle)** section in **Module 5A: Enumerator Booklet**, please record the students' answers to this section carefully.
  - In **Q1a-4a**, record the actual response (options 1-6) selected by the student.
  - In **Q1b-4b**, you need to assess if the response was correct (1), incorrect (0), or the student did not respond (-4).
- Record the time at the beginning and end of the assessment. Start the assessment and read through the instructions for each question.
- When you have finished assessing a student, take him/her back to the classroom and ask the teacher to send out the next selected student.
- **DO NOT PROVIDE ANY HELP IN ADDITION TO THE SCRIPT.**
- **The enumerator can speak in any language familiar to the student.** This includes giving the instructions for each section to the student. However, the student has to speak in **Lao** in the **LAO LANGUAGE** section of the assessment, but can speak in **any language** in the **MATHEMATICS** and **NON-VERBAL REASONING** sections.

Enumerator Script and Marking Scheme

- **Module 5A: Enumerator Booklet** contains the questions that should be read out to the student and instructions on how to mark them. You should spend some time familiarizing yourself with the student assessment, the question prompts and the instructions, and how to mark the assessment before you begin. The correct responses can be found in **Annex C** of this manual and at the end of **Module 5A**.

- **Substituting Students for Assessment**: If a substitution is made, the alternates (Student Codes 11-13) are selected in order and take the missing student's row in **Module 5A**. A note must be recorded in **Module 4E** and **Module 5A**, indicating the name and student code of the removed student and the name and student code of the alternate. *For more information on substitution, see the earlier section on* **Module 4E: Roster of Randomly Sampled Grade Four Students**.
- **Q7,** *"If yes, what did you have for breakfast this morning?"* – Ask for and record a response for each option given, including "Other".
- **Q8a-12b,** *"What is the name of your <u>Lao language/Mathematics</u> teacher THIS YEAR/LAST YEAR? (Official first, middle and last name)"*
  - <u>If the student cannot remember the full name of the teacher</u>, record the name as given by the student and, in brackets, the full name should be recorded based on the teacher name given in **Module 2A**. A note should be recorded in the comment box for that question indicating that the official name is in brackets.
  - <u>If the teacher from last year is no longer teaching at the school</u>, record the teacher's name and put a note in the comment box for that question.
  - <u>If there is any doubt about the names given</u>, verify the teachers' names with the Principal and include in the corresponding note that verification was given.
- Q14 & 15: *Enumerator: Please record here the time the student <u>started/ended</u> the test.* – Be sure to record the starting and ending times of **Module 5B**.

Enumerator Conduct

- **The main thing to bear in mind is that taking the assessment should be a positive experience for the student.** To ensure that this is the case, you should speak in a calm and friendly manner and give lots of praise. If a student takes a long time over a question and gets very tense, instruct them to move on in a friendly manner. If a student finds the assessment difficult and scores very low marks, in the end you could spend a minute or so going through one of the easy questions together with them, and giving them some help so that they can answer it. Of course, you shouldn't mark this answer; it's merely intended to give the student some confidence.
- **You should give your full attention to the student when administering the assessment to ensure they understand the directions and are feeling at ease.**

Timing of the Assessment/ Unanswered Questions

- We have allocated approximately **25 minutes** for each student's assessment. <u>If a student is completing the test and it is clear that the student is still working out an answer, do not stop them from completing their work, even if the 25 minutes has ended</u>. <u>The child should be allowed to finish the work he or she is doing</u>.
- However, there will be some children who will find the assessment extremely difficult and will not manage to attempt all the questions in the allocated time. The questions are ordered from easiest to hardest. So if you realize that a child is struggling and takes a very long time on each question, it's up to you to decide when to wrap up the assessment in a nice manner.
- For example, if the child is struggling to answer even a few questions in the Lao language section, then after 10 minutes, mark all the remaining questions as incorrect (i.e., give zero points) and move on to the Mathematics section.

Similarly, if the child is struggling with most questions in the Mathematics section, then after 10 minutes, wrap up and mark all the remaining questions as incorrect (i.e., give zero points).

5.9 Module 6: Teachers Assessment

The teacher assessment will be administered to: **(i) all the Lao language and Mathematics teachers who are currently teaching Grade 4 and Grade 5**; and **(ii) all the teachers who taught Lao language and Mathematics in Grade 3 the previous year**. (This may include part-time teachers, if they meet these criteria.)

- Use **Directions For Administering Module 6: Teacher Assessment** document (see **Annex F**) to assist you in administering this module

- The teacher assessment is administered en masse. The best time to administer the teacher assessment is during the school lunch break.
  NOTE: *If the school runs in shifts, you must remember to assess the teachers during the break between shifts. Therefore, it is very important to remind the Principal to ensure that these teachers remain after the shift has ended so they can be assessed.*

- **Preparation of material and seating arrangement**: You should assess the teachers in a room that comfortably seats around 20 people (i.e., a designated class room or the school hall). Teachers should sit at least two arms' lengths apart.

- Make sure every teacher has a pen or pencil and an eraser (rubber) on their desk.

- **Sample Questions**: There are sample questions which should be given to the teachers to help them understand the structure of the assessment. Spend about 10-15 minutes going over the sample questions with the teachers before asking them to read the instructions and to start the assessment.
  NOTE: *Do not time the teachers as they work on the sample questions. Only begin timing the assessment after the teachers have read the instructions and you have told them to start the actual assessment.*

- You need to prepare some of the information on the assessment booklet before handing them out, such as the School Code, Teacher Code and Teacher Name. Read out the teachers' names one by one. They should raise their hands when they are called. Give them an assessment booklet, reminding them not to begin until they are directed to do so.

Logistics for the assessment:

- Teachers have **1 hour and 10 minutes** to complete the assessment. Inform the teachers of the time allotted for each part as shown here:
  - **Part A (35 minutes)**
    - Task 1: Assessing students' literacy
    - Task 2: Assessing students' numeracy
  - **Part B (35 minutes)**
    - Task 3: Preparing to teach
    - Task 4: Assessing differences in students' abilities
    - Task 5: Evaluating the learning achievements and progress of students

- The Teacher Assessment should be administered in two parts. First pass out the **Part A** assessment booklet. After time has expired, collect **Part A**. At this point, pass out **Part B** assessment booklet. After time has expired, collect **Part B**.

Instructions for the assessment:

- ○ Inform the teachers that they must not speak to each other or refer to any materials to complete the assessment.
- ○ Ask the teachers to read the instructions that are on the assessment paper. Re-emphasize the underlined instructions to the teachers.
- ○ Before the start of the assessment, the teachers should provide their personal information by answering **Q8a-18** in **Module 6**. Remind them that the assessment will be confidential and that they will not be identified in the data as individuals.

- Question 13, "*What subject(s) do you normally teach?"* – If a teacher normally teaches more than one subject, please indicate the appropriate codes leaving no space between numbers (see *Section 4.1- Recording Responses*).
- You should explain that there are five tasks in the assessment. The first two tasks require the teachers to correct a student paper and to provide the correct answers where necessary. The remaining three tasks will assess teaching skills that are relevant to everyday classroom activities.
- Check that teachers have all the necessary materials and ask if anyone has questions before they turn over the assessment paper. Once this is done, instruct the teachers to open the assessment and start. Teachers are not allowed to talk during the assessment or to use calculators or cell phones (which could also have a calculator).
- Record the beginning and ending times of the assessment on the blackboard.
- **After the first 35 minutes, collect the scripts for PART A and distribute PART B. Instruct the teachers to wait for your command to begin PART B.**
- While the teachers are completing the assessment, fill out the **Cover Page** titled "Module 6: Teacher Assessment" and note the number of teachers assessed.
- Provide clarifications to teachers when needed if they do not understand what they have to do. Do not provide the teachers with the responses.
- **NOTE:** 1) **Module 6** will be marked by experienced teacher trainers at a later time. Because of this, you must ensure that **Part A** and **Part B** of the assessment are collected from each teacher, clearly labeled with the teacher's identifying information, and kept in a safe place for easy retrieval!
  2) If any teacher who is required to take **Module 6** is absent, the assessment must be given to the teacher(s) during the second unannounced visit. **These plans to give the teacher assessment at a later dates should NOT be revealed to the Principal.**

End of the first school visit

- Thank the Principal for cooperating with the SABER Service Delivery Survey.

List of Annexes

Annex A. Time on Task Definitions

1	Teacher in class – teaching	The teacher is in the classroom and is teaching the students. He/ she is performing one or more of the activities 1a – 1l below. While the teacher is doing this, most of the students are engaged in the activities performed by the teacher or the task that the teacher has set.
1a	Teacher interacts with all children as a group	The teacher is interacting with the whole class at once (interacting means that the students are expected to communicate with the teacher, not only listen or observe). For example, the teacher is leading an academic discussion, verbal exchange, or a question/answer session that takes place regarding the lesson material, assignments, or problems, requesting a round of applause.
1b	Teacher interacts with a small group of children	The teacher is interacting with a group of students, not the whole class (interacting means that the students are expected to communicate with the teacher, not only listen or observe). For example, the teacher is explaining a topic to a group of students, correcting their work, having a conversation with the group of students about the lesson or asking them questions. This includes times when the teacher is interacting with a group of students that are seated together at a desk or when the teacher has organized a group activity/ group based work for the class.
1c	Teacher interacts with children one-on-one	The teacher is interacting with an individual student on a one-to-one basis ("interacting" means that the student is expected to communicate with the teacher, not only listen or observe). For example, the teacher is explaining a topic to a student, correcting his/her work, having a conversation with the student about the lesson, or asking questions directly to the student. This does not include times when an individual student is discussing with the teacher or answering questions for the benefit of the whole class (i.e. out loud). In this case, mark as "teacher interacting with the all children as a group".
1d	Teacher reads, lectures, or demonstrates to the students (students only listen)	The teacher is reading from a text or is explaining an activity, demonstrating the procedures to be followed and the amount of work to be finished, explaining an assignment or using some form of media (e.g. radio) to inform students. While the teacher is doing this, the students are listening and observing the teacher. They are not required to interact with the teacher (e.g., ask or respond to questions, or to participate in any way).

1e	Teacher supervises student(s) writing on the board	The teacher supervises one or more students writing on the blackboard (or students writing on a flip-chart or paper that can be seen by the class).
1f	Teacher leads kinesthetic group learning activity	The teacher leads or observes a kinesthetic group activity. This is an activity where a group of students are carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. It is also referred to as tactile learning. This includes dancing, do-it-yourself, singing songs, etc. The physical activity must be for educational purposes.
1g	Teacher writing on blackboard	Self-explanatory.
1h	Teacher listening to students read/ recite	The teacher listens or observes one or more students while reciting times tables or passages that are memorized, reading from a text on the board, their own writing, or from reproduced material (book, periodical, reproduced text, etc.). When reading aloud, generally students take turns reading sections from the material or one student might be reading for the whole class.
1i	Teacher waiting for students to complete task	The teacher is not actively teaching or interacting with any student while he/she waits for the students to complete a learning activity. The teacher is not doing any paperwork.
1j	Teacher testing students in class	The teacher is administering a test to students. This is different from individual desk work because a test paper has been set.
1k	Teacher maintaining discipline in class	One or more students are being disruptive and the teacher is disciplining the class or reprimanding one or more students for their behavior. The students could be sent out of the room for disciplinary reasons. This may include corporal punishment.
1l	Teacher doing paperwork	The teacher is doing paperwork - typically at his or her desk - that is not related to the lesson taking place, while the students are engaged in a learning activity. The teacher is not interacting with the students.
2	Teacher in class – not teaching	The teacher is in the classroom but he/she is doing something that does not relate to learning and at the same time, the students are not engaged in any learning activity e.g.: • Teacher is interacting with students but on issues not related to educational activity (e.g., talking to students about various matters with no relation to the lesson or learning). • Teacher is doing something other than teaching (e.g., desk work, talking to other teachers, talking on the phone, sleeping, reading to him/herself, etc.) while the students are not engaged in any learning activity or task.

3	Teacher not in class – learning activity ongoing	The teacher is not in the classroom but most of the students are engaged in a learning activity. This applies in situations when the teacher is temporarily out of the classroom or has stepped-out and not when the teacher is absent for long periods of time (10 minutes or more). It includes instances when the teacher has stepped out of the classroom temporarily, but has given a task to engage the students in a learning activity (e.g., students do desk work, copy from the board or complete activity while the teacher is temporarily out of the classroom).
4	Teacher not in class – no learning activity ongoing	The teacher is not in the classroom and most of the students are not engaged in any learning activity. This includes instances when: • The teacher is not in the classroom (e.g., late arrival or early departure) and the students are not engaged in any learning activity while they sit in the classroom. • The teacher has stepped out of the classroom, but has not given a task to engage the students in any learning activity.
5	Break	Different from "no instructional activity" because it is official, the teacher said that this was a break.
	Number of students off task	In these boxes, you must record the approximate number of students that are doing something other than the ongoing learning activity (if any). This should include students that are: • Chatting or interacting with other students about issues not related to the lesson • Fighting, playing or having physical interaction unrelated to the lesson with other students • Being disciplined • Sleeping, day dreaming, or not paying attention • Distracted by an activity or event inside or outside the classroom If there is no instructional activity on-going, all students in the classroom are not engaged on task.
6	Class ended	Self-explanatory

Annex B. Text Card for Blackboard

	G	
Y	F	L
X	U	T

O J E S

Annex C. Module 5- Student Assessment Responses

Lao language	
1	Self-explanatory
2	Self-explanatory
3	Car - Bananas – Ball/Soccer Ball - Dog
4	Self-explanatory
5	Self-explanatory
6a	Thongdam and Thongdy
6b	Fishing
6c	(c) - Large crab

Non-verbal reasoning	
1	2
2	6
3	1
4	4

Mathematics	
1	Self-explanatory
2	2 - 17 - 55 - 117 - 123 - 987
3a	15
3b	55
3c	480
3d	3
3e	8
3f	56
3g	1480
3h	22256
3i	2
3j	15
4	(a) 81÷5
5	260
6	3

Annex D. Planning Sheet

The coordination team has contacted the district officials before your arrival. They have informed the schools about the survey and the up-coming visit. Once in the field, contact the district official and he/she will assist you in finalizing a school visitation schedule.

Use the planning sheet below to record all the appointments for the week. This will help you to make sure you are not scheduling too many appointments on one day or for the same time.

TEAM No.:____

Supervisor:________________________________ Code /______/

Date: from ____ to ____

SHEET OF PLANNING VISITS

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
07:00							
07:30							
08:00							
08:30							
09:00							
09:30							
10:00							
10:30							
11:00							
11:30							
12:00							
12:30							
13:00							
13:30							
14:00							
14:30							
15:00							
15:30							

Make your comments on the attached sheet.

Annex E. School Control Statement

This form is to be filled when you have finished the survey at the school. It is affixed to the back of the file containing all the paper questionnaires from the school.

Once all the modules are completed, complete the form, as follows:

- For Modules 1, 2A-C, and 3, confirm whether the corresponding module has been surveyed, completed, or delivered. Do not write in the "*Number*" box.
- But, for Modules 5 and 6, fill out all four columns (*Number, Surveyed, Completed, and Delivered*).

Team code: |___|___|

Supervisor: ………………………………………………………………………… **Code |___|___|**

Delegation: ………………………………………………………………………… **Code |___|___|**

District: ………………………………………………………………………… **Code |___|___|**

School name: ………………………………………………………………………… **Code |___|___|**

QUESTIONNAIRES LIST	Number	Interviewed	Completed	Delivered/ Uploaded
FIRST VISIT				
Module 1		☐	☐	☐
Module 2A		☐	☐	☐
Module 2B		☐	☐	☐
Module 2C		☐	☐	☐
Module 3		☐	☐	☐
Module 4		☐	☐	☐
Module 5 – Student Assessment	|___|___|	☐	☐	☐
Module 6 - Teacher Assessment	|___|___|	☐	☐	☐
SECOND VISIT				
Module 2B		☐	☐	☐

Delivered in: **Delivery date: ______/______/______**

Supervisor signature:________________________________ **Controller signature:________________________**

Annex F. Directions for Administering Module 6: Teacher Assessment

ENUMERATOR: *USE THE FOLLOWING STEPS TO COMPLETE THE TEACHER ASSESSMENT.*

1. Select teachers for **Module 6** (the needed information will be given to you). Verify with **Module 2A**, **Q6a-c**.
    a. All Grade 4 and Grade 5 Lao language and Mathematics teachers
    b. All Grade 3 Lao language and Mathematics teachers from LAST YEAR (2015-16).

2. Complete Cover Sheet information on each teacher assessment booklet (**Q1- Q7a**) including: <u>School Code</u> and <u>Teacher Code</u>

3. With the help of the Principal, find a room suitable for the assessment

4. Make sure that all teachers are sitting at least two arms lengths apart in the selected room

5. Make sure that each teacher has the following supplies:
    a. Pen/Pencil
    b. Eraser

6. Make sure the teachers do not have calculators.

7. Instruct teachers**: "Please turn off all mobile phones now."**

8. Instruct teachers: **"Do not open the assessment booklet until I have told you to do so."**

9. Call the teachers based on the names listed in **Module 2A** and distribute **Module 6: Part A**.

10. Instruct teachers**: "You may <u>not</u> speak to each other or refer to any outside material during the assessment."**

11. Instruct teachers: **"Please complete the information about yourself at the beginning of the booklet. DO NOT MOVE BEYOND THIS PAGE."**

12. Once all teachers have completed the teacher information section, say: **"Now please read the instructions on the page that says 'Part A'. DO NOT BEGIN THE ASSESSMENT."**

13. Say to the teachers: **"There are two parts to the assessment. In Part A, the two tasks require teachers to correct a student paper and to provide correct answers where necessary. In Part B, the three tasks will assess teaching skills that are relevant to everyday classroom activities."**

14. Spend about **10-15 minutes** reviewing the **Sample Question** section with teachers.

15. Ask the teachers: **"Does anyone have a question?"** Answer any questions the teachers may have.

16. Say to the teachers**: "You will have 35 minutes to complete Part A of the assessment. You may now begin the assessment."**

17. Write "35 minutes" on the board when the test begins.

18. **<u>Announce and Record</u>** on the board when there are **15 minutes** left, **5 minutes** left, and **1 minute** left.

19. After **35 minutes**, announce that **Part A** of the assessment has ended and that writing should stop. Collect **Part A** from all teachers.

20. Pass out **Part B**. Say to the teachers: **"You will have 35 minutes to complete Part B of the assessment. You may now begin the assessment."**

21. Follows steps **17-19** as teachers complete **Part B**.

22. After **35 minutes**, announce that **Part B** of the assessment has ended and that writing should stop. Collect **Part B** from all teachers.

23. REMEMBER:

- COMPLETE THE **MODULE 6** <u>SCHOOL COVER SHEET</u> WHILE TEACHERS ARE COMPLETING THE ASSESSMENT.
- DO NOT GIVE TEACHERS ANY ANSWERS WHILE THEY ARE COMPLETING THE ASSESSMENT
- DO NOT LEAVE THE ROOM WHILE TEACHERS ARE COMPLETING THE ASSESSMENT
- MAKE A NOTE IF ANY TEACHERS USE CELLPHONES OR OTHER DEVICES DURING THE ASSESSMENT OR LEAVE THE TESTING ROOM
- THANK THE TEACHERS FOR THEIR TIME AND HARD WORK AFTER THEY COMPLETE THE ASSESSMENT

Annex G. Enumerator Checklist

Enumerator Checklist

1. The night before:

- Prepare the following information on the Cover Sheets for **Modules 5B-Student Assessment** and **Module 6-Teacher Assessment**: *enumerator, province, district, village, school name and codes, and date*.

2. Before administering Module 5B – Student Assessment:

- Enter the student information in Module 5A – Enumerator Booklet on your tablet.
- Make sure you have a quiet place to evaluate the students.

3. Before administering Module 6 – Teacher Assessment:

- Ensure that the assessment area is arranged as indicated in *Section 5.9* of this manual.

4. Before leaving the school:

- Ensure that all selected students have completed the evaluation.
- Make sure you have all the modules and the correct number of student assessments and teacher assessments.
- Complete the table below.

5. In the evening:

- Clear up any information about the modules with the Team Leader.

Annex H. Team Leader Checklist

Team Leader Checklist

1. The night before:

- Ensure that all paper questionnaires for **Modules 5B-Student Assessment** and **Module 6-Teacher Assessment** are prepared, and, if not, make them ready.

2. Before administering Module 5B – Student Assessment:

- Prepare the assessment area with the enumerator as indicated in *Section 5.8* of this manual.

3. Before leaving the school:

- Collect all documents and check that nothing is missing.
- Ensure that all modules have been completed and there are no sections without information.

4. In the evening:

- Review the results of the quality control program and make comments on the Enumerator Control Sheet (see **Annex I**).
- Review all comments with the enumerator.
- Make a point to review all reoccurring problems with the team.
- Debrief the day with the team.

Annex I. Enumerator Control Sheet

		Name(s)	Code
1.	**Date**	*DD/MM/YY*	|___|___|/|___|___|/|___||___|
2.	**School**		|____|____|____|
3.	**Team Leader**		|____|____|____|____|
4.	**Enumerator 1**		|____|____|____|____|
5.	**Enumerator 2**		|____|____|____|____|

Enumerator 1	Assigned Modules	Lead or Assist	Completed?	Comments
Enumerator 2	**Assigned Modules**	**Lead or Assist**	**Completed?**	**Comments**