Uganda Service Delivery Indicators Survey

EDUCATION FIELD MANUAL

UGANDA

Contents

Introduction

The purpose of the Field Manual is to provide guidance to team leaders and enumerators. The Field Manual contains detailed information on procedures for carrying out fieldwork. All team members should prepare for fieldwork by familiarizing 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 supervisors and enumerators are encouraged to give feedback and recommendations that will enhance the quality and utility of the manual.[1]

The manual contains three sections. The first section provides a general introduction to the survey instrument, background information, the team composition, roles and responsibilities, and materials required for fieldwork. The second section 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, tips for conducting interviews, asking questions, recording responses, following skip patterns, correcting mistakes, checking completed survey forms and reducing non-response. Second section also contains a module targeted specifically at Team leaders, which contains extra information on the role and responsibilities of Team leaders. The third section presents instructions for implementing key elements of each of the Modules of the survey instrument. The annexes offer a rich set of resources for survey preparation and implementation.

SDI Survey Team

Enumerator: The responsibilities of the enumerators include the following: (i) Completing all required interviews, observations and assessments/tests; and (ii) Checking completed survey forms to ensure that all questions were asked and all responses legibly recorded. This should be done at the end of the first visit to enable the enumerator to ask any questions that were inadvertently skipped or for which responses were recorded illegibly.

Team Leader: The team leader is the senior member of each field team. He/she 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 his/her assignments from and reports to the Survey supervisor. The specific responsibilities of the team leader are to make the necessary preparations for fieldwork, to organize and direct the fieldwork, and to carry out data quality maintenance activities. Satisfactory completion of work at all schools has to be certified by both the Team leader and submitted to the Survey supervisor for review and approval. Without approval at these two levels, the team's work will be deemed incomplete.

Survey Supervisor: The Survey Supervisor is responsible for ensuring that all Quality Assurance Standards set and required during enumeration are met. During the first few days of the survey, the survey supervisor works very closely with all teams by accompanying the field teams randomly, observing part/full interviews and ensures that enumerators follow the right protocol, interviews are administered as per the set instructions and ensures quality control measures are being followed e.g. use of correct codes in questionnaire, skip patterns are being followed, all questions applicable have been administered, there is no contradictory information etc. In addition any frequently made errors observed are promptly communicated to all team leaders so that they can be amended and are not repeated for rest of the survey.

[1] Feedback should be provided to: gmartin2@worldbank.org.

In addition the survey supervisor continues to make random spot checks in the field to ensure that the enumeration process is being carried out correctly and provides additional guidance to the field teams.

Organizing the fieldwork: You are a team of 3 people. Every team member has a specific task to carry out. It's up to the team to organize themselves at the beginning of each visit. When you arrive at the facility, after making contact and introducing yourself, tell the school principal of your objectives and organize the work with his help.

At any time, make sure that you have enough questionnaires and that you have properly revised the questionnaires already completed. Save all work performed daily using the notebook control. All assignments and work performed by each enumerator for each study area must be carefully controlled to ensure that work is done completely and accurately.

Before leaving the school, make sure that the questionnaires were properly filled out: check missing answers and check whether they have been by omission or because of questions to skip. Indeed, missing answers to questions are a serious problem for surveys. They can be a source of bias and therefore it is important that the supervisor ensures that questionnaires are filled properly. Once you have checked the questionnaire, you can give them to the controller when he stops for supervisory visits.

Instrument Composition

The survey instrument consists of the following 6 modules, as shown in **Error! Reference source not found.**. Instructions for implementing key elements of the various instruments are presented in Section 3.

Table 1. Suggested Survey Instrument Composition

Module of Instrument	Module Title	Data Collector	Interviewee	Description
Module 1	School Information	Enumerator 1	Principal/Head Teacher	Administered to the head of the school to collect information about school type, facilities, school governance, student numbers and school hours.
Module 2A	Teacher Roster for the current school year	Team Leader	2A: Head Teacher	2A: Administered to head teacher to obtain a list of all school teachers.
Module 2B	Teacher Roster	Team Leader	2B: selected teachers (plus staff member as guide)	2B: Administered to selected teachers to measure absence rates and to collect information about teacher characteristics.
Module 3	School Finances	Enumerator 1	Principal/Head Teacher	Administered to the head of the school to collect information about school finances.
Module 4	Classroom Observation	Enumerator 2	Observation (Teacher, pupils)	An observation module to assess teaching activities and classroom conditions.
Module 5	Pupil Test	Enumerator 2 and Team Leader	Pupils	A test of students to have a measure of student learning outcomes in mathematics and language in grade four.
Module 6	Teacher Assessment	Enumerator 2	Teachers	A test of teachers covering mathematics and English subject knowledge and teaching skills.

Breakdown of School Visit

Each of the schools in the sample will be visited twice. A relatively broad survey period will have been announced in a letter (Permission Letter) forwarded by the necessary authority during which these two visits should occur.

The first visit is a pre-announced visit, i.e., the survey team of 3 members (Team Leader and 2 Enumerators) 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, the survey team will carry out a rapid attendance check of ten pre-sampled teachers and a count of unstaffed classrooms (module 2B to be fully completed). Any information that was not collected in the first visits can be collected during this visit.

Table 2. Suggested Breakdown of School Visits

<table>
<tr><th colspan="6">First Visit</th></tr>
<tr><th colspan="2">Enumerator 1</th><th colspan="2">Enumerator 2</th><th colspan="2">Team Leader</th></tr>
<tr><td colspan="6">Arrival at the school in the morning</td></tr>
<tr><td colspan="6">Meet with the principal/ head teacher (or most senior teacher present in the school) for introduction, purpose and permission</td></tr>
<tr><td colspan="2">Completes the school information module with the principal/ head teacher (modules 1).</td><td colspan="2">Observes a grade four Mathematics or English lesson (module 4).</td><td colspan="2">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 to collect absence and personal information (module 2B).</td></tr>
<tr><td colspan="2"></td><td colspan="2">Selects a random sample of ten pupils from the grade four lesson observed (using attendance sheet, if available, or enrollment record).</td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td colspan="2">*Co-administers pupil test to ten grade four pupils (module 5) [can be done simultaneously]</td><td colspan="2">*Co-administers pupil test to ten grade four pupils (module 5) [can be done simultaneously]</td></tr>
<tr><td colspan="2">**Completes Module 3 (school finances), if interviewing the principal/ head teacher.</td><td colspan="2">Administers the teacher test (module 6) en masse during the lunch break to:
• all the grade four teachers;
• the previous year's grade three class teacher
• 3 – 5 teachers that teach only grade five and above.</td><td colspan="2">**Completes Module 3 (school finances) if interviewing school accountant/ treasurer.</td></tr>
<tr><th colspan="6">Second Visit</th></tr>
<tr><th colspan="3">Team Leader</th><th colspan="3">Enumerator One & Two</th></tr>
<tr><td colspan="6">Arrival at the school in the morning.</td></tr>
<tr><td colspan="6">Meet with the principal/ head teacher for permission to complete survey.</td></tr>
<tr><td colspan="6">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).</td></tr>
<tr><td colspan="6">Counts number of unstaffed classrooms.</td></tr>
<tr><td colspan="6">Collects any outstanding information or uncompleted modules.</td></tr>
</table>

Materials required for fieldwork

Before leaving for the field, the team leader is responsible for collecting adequate supplies from the Survey supervisor of all materials the team will need in the field. These items are listed below:

Table 3.

Fieldwork documents		
	Survey instruments and tools	
	Letter of Introduction to school authorities (from the districts) Copy of Letter of Permission that was previously sent by the education authorities to the school	
	Maps showing the location of all sampled facilities [if available]	
	Field Manual (one for the team leader, two each for the enumerators)	
	Team leader's Tracking Sheets: One "Team leader's Tracking Form - Log of Team Activity" per geographic area One "Log of Facility Assessment Work" per geographic area One "Facility Coversheet" for each facility being assessed	
Supplies		
	Pens (Blue pens for enumerators; red pens for the team leader; green pens for edits by any other team member; pencils for pupils)	
	Clipboards; notepads; blank paper; staplers, stapler remover and staple pins; plastic folders and rubber bands for completed questionnaires; carrying bags; backpacks	
	Stopwatch/digital clock or watch (battery powered) Spare batteries Lux meter Flashlight and batteries Cell-phone with charger and top-up cards Global Positioning System (GPS) device (including charger)	
Other		
	Fuel cards for transport arrangements Log for car mileage	

Survey Implementation

General Instructions for Enumerators and Team leaders

This section provides general instructions for enumerators and team leaders to follow during the data collection process. Successful interviewing is an art and should not be treated as 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.

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 enumerators or Team leaders in front of a respondent or any other person not part of the SDI 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 individuals 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.

Tips for conducting the interview

- *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.

- *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.
- *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.
- *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 an instruction to "Read List." When no such instruction accompanies the question, it is necessary that you refrain from reading the list of possible responses out loud or showing 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.
- *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.
- *Do not form expectations*. You must not form expectations of the ability and knowledge of the respondent.
- *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.
- *Do not interfere with teaching*. During observations, you should stay out of the way of the students and the teacher. Find a place to stand that is not in the direct view of either the students or the teacher. Do not offer advice to the teacher or the student, or respond with sounds or body movements that might be interpreted as approving or disapproving of the lesson taking place. You must maintain neutrality, and not get in the way of the teacher or the student.

Asking questions

Ask each question exactly as it is written in the instrument. 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. If, after you have repeated a question, the respondent still does not understand it, make a note in the questionnaire that this question requires additional pilot testing in order to clarify wording. Enumerators are not responsible for rewording questions during interviews.

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. 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.

Recording responses

All enumerators will use pens with blue ink to complete all questionnaires. Team leaders will do all their work using pens with red ink. 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 CIRCLED**.**

Most of the questions have responses that are in 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.

Example where only one response is correct

What is your position at this school?	*Owner/ Director = 1* *Head teacher/ principal = 2* *Deputy head teacher = 3* *Senior Woman/Man = 4* *Teacher (government) = 5* *Teacher (paid contract) = 6* *Teacher (volunteer) = 7* *Head of Department =8* *Director of studies=9* *Other (specify) =10*	|____||____| _________

Example where more than one option might require a response:

If yes, what did you have for breakfast this morning? (list all relevant responses)	a) *Bread, pancake, cake or doughnut (e.g. chapati, mandazi)* b) *Posho* c) *Rice* d) *Cassava, sweet potato or yams* e) *Beans* f) *Fruit/ vegetable* g) *Eggs* h) *Meat, chicken or fish* i) *Milk or yogurt* j) *Tea, coffee or chocolate* k) *Other = (specify)*	|__||__||__||__|

Responses for questions where the reply is not pre-coded should also be recorded in the space provided.

How many teachers work in this school? (Including the head teacher if he/ she teaches)(Note: paid and non-paid teachers)	|___| |___|

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 and the respondents answer should be specified on the line provided. Before using the OTHER code, make sure that the answer does not fit in any of the other categories.

Reference period

Questions with a reference period that asks whether or how often a particular activity was conducted during a given time period: "the reference period" or "recall period". This survey instrument uses the following reference periods:

Table 5.

Reference Period	Interpretation
This year	Current academic year – Jan to Dec 2013
Last year	Previous academic year – Jan to Dec 2012
12 months preceding the interview	Self-explanatory
Last fiscal year	July 2011 to June 2012
This fiscal year	July 2012 to June 2013

Following Skip Patterns

In cases where a particular response makes subsequent questions irrelevant, an instruction is provided and the " → " symbol will be found, followed by the number of the question that the data collector should jump to.

It is important to follow skip patterns carefully. If, on the one hand, irrelevant questions are asked, the respondent may become irritated or disinterested. If, on the other hand, the field surveyor inadvertently skips over a relevant question when following a skip pattern incorrectly, valuable information is lost. Every question on a survey form must be answered unless a skip is indicated by a skip pattern or the respondent refuses to the answer the question. It is imperative that all Enumerators be very conscientious when following skip patterns.

Correcting mistakes

It is very important that you record all answers neatly. For pre-coded responses, be sure that you write the code for correct response carefully. For open-ended responses, the reply should be written legibly so that it can be easily read. If you made a mistake in entering a respondent's answer or the respondent changes his/her mind, be sure that you cross out the incorrect response and enter the right answer. **Do not try to erase the answer. Put two lines through the incorrect response and write down the new response next to the corrected one.**

Checking completed survey forms

It is the responsibility of the enumerator to review each survey form 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, that all answers are clear and reasonable, and that the handwriting is legible. Also check that the skip instructions were followed correctly. 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.

Do not recopy the questionnaires. As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat. Every time you transcribe the answer to a new question, you increase the chance of error. For this reason, using the work sheets to collect information is not allowed. Record ALL information on the survey forms that have been provided to you. Any calculations you make should be written in the margins or on the back of the questionnaires.

Anything out of the ordinary should be explained either in the margins near the relevant question or in the comments section at the end. Remember to number your comment appropriately for ease of reference. These comments are very helpful to the team leader and field editor in checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.

Team leader Responsibilities

The supervisor 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.

You are the most senior in the team. It is your duty to ensure the welfare and safety of your team, you must make sure that the workload that falls to the team is completed and you are also responsible for maintaining data quality. You are especially responsible for the management of fieldwork, as well as monitoring data collected.

General responsibilities

- The first step is to make courtesy visits of the authorities of the locality, even if the investigation concerns only schools. Go visit them, explain to them the objectives of the survey as they could help you in many ways.
- Establish contact with the facilities visited. Contacts have already been established prior to your arrival by the district and the EPRC team. It is your responsibility to present the team and organize the work in schools.
- If necessary, arrange for housing for team's members.
- Check the list of schools that was given to you and update it with the district officer.
- Spread the work to enumerators in accordance with the instructions you were given during training.
- Keep the notebook control to ensure that work is proceeding normally and no school has been omitted.
- Check questionnaires on-site, including yours and proceed to the codification if they are deemed complete and properly filled.
- Sort the questionnaires filled by the method that was shown to you and deliver them to the controller during his supervision visit.
- Communicate any problems that may arise on the field to the survey supervisors.
- 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 on the field.

Preparation for the fieldwork

To prepare for the fieldwork, each Team leader—with the support of the Survey supervisor—must:

- Obtain maps for each area in which his/her team will be working.
- 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 local authorities 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 in-charge i.e. Head/Deputy Teacher and then explain the requirements i.e.
    - Some records from the Head Teacher/ Deputy –financial e.g. budget and expenditure for year 2012
    - Minutes of official meetings held by school e.g. PTA, SMC etc.
    - Establish when Grade/Class 4 are having an English or Mathematics lesson
    - Also inform the Head Teacher/ Deputy to request for all Class 4 English and/or Mathematics teachers, teachers who taught Class 3 English and/or Mathematics in previous year(2012) and about 3-5 teachers who teach English and/or Mathematics to Class 5 onwards to assemble in a suitable room in the school at lunch time(i.e. staff room or any other empty class)
- 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 team coordinator on a periodic basis.
- Assume responsibility for upkeep of the communication equipment.
- Take charge of the team vehicle, 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.
- Check all facility forms before leaving the facility 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 and editing of completed interviews 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.

<u>Motivation and maintaining morale</u>

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.

<u>Observing the Enumerators during interviews</u>
The purpose of the observation is to evaluate and improve enumerator performance and to look for errors and misconceptions that cannot be detected through editing. 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 writing. This way, she/he can see whether the enumerator interprets the respondent correctly and follows the proper skip patterns. 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.

Conducting team meetings

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.

Editing questionnaires

The Team leader must ensure that questionnaires are checked and corrected for completeness, legibility, 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 EDITING 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 editing 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 read the responses? Are the answers consistent? Since editing is such an important task, we have prepared a set of instructions that describe the procedures for editing questionnaires.

Instructions for editing 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 surveyor:

- 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, put a question mark ('?') next to the item **WITH A RED PEN**. Write the page number or the question number on the front or back of the questionnaire; this way, you can quickly remember later what problems you found. When you have completed the editing, 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 surveyor and/or team leader 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 supervisor should make a note of this in the supervisor's log 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 through each questionnaire, be sure that the numbers entered in boxes are readable.
- In checking each questionnaire, make certain that the respondent was asked all questions appropriate for him or her (check that the enumerator followed the skip instructions). You will need to look for:
    - Questions for which a response is recorded when it appears there should be no response (in this case, cross out the response by drawing two lines through the code with your red pen).
    - 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).
- **ALWAYS USE A RED PEN TO MAKE CORRECTIONS**
- Check the ranges for all variables that are not pre-coded (e.g., a woman cannot have 24 sons living with her) and carry out the other consistency checks that are listed. Mark any inconsistencies with a red pen.

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

Data Quality

Before leaving the facility, the field editor must check each completed interview and observation form for completeness, legibility and consistency. If the forms have not been filled out in a complete and legible manner, the surveyor should go back to the respondent to collect the missing or illegible data. To ensure excellent data quality, the team leader will also check the forms for quality. It is especially important for the team leader to conduct a careful review of all survey forms at the initial stages of fieldwork.

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 surveyors have the same linguistic and ethnic background as the surveyed community members.

Specific Instructions for Survey Instrument Modules

As mentioned, during this first visit, the following sections/modules are administered: Coversheet Module 1, 2A, 2B, 3, 4, 5 and 6. During the second (unannounced) visit Module 2B is completed.

Cover Sheet

Interviewee: School principal (or the head teacher or most senior teacher present in the school)

- Arrive at the school between 8.00 and 8.30am.
- Upon arrival, complete the Cover Sheet. Some of the information can be done ahead of arrival such as: Team codes (see **Error! Reference source not found.**)
  Geographic codes (see **Error! Reference source not found.**)
  School codes (see **Error! Reference source not found.**).
- Note your time of arrival and dates for first visit. Do not indicate the date of the second visit.
- **GPS Coordinates** have to be completed when you are physically at the school. Follow the instructions carefully as described in **Error! Reference source not found.**.
- **Introduction:** When you arrive, search for the school principal (or the head teacher or most senior teacher present in the school). Both enumerators meet with the school principal. Make sure you have the following handy: Letter of Introduction/ letter of Permission.
- Introduce yourself and your colleague(s) and explain the objectives of the visit:

  MY NAME IS ....AND MY COLLEAGUES' NAMES ARE ………… WE ARE FROM THE ECONOMIC POLICY RESEARCH CENTRE (EPRC).

  WE ARE CONDUCTING A SURVEY ON SERVICE DELIVERY ISSUES IN PRIMARY EDUCATION WITH THE SUPPORT OF THE GOVERNMENT IN SELECTED COMMUNITIES IN UGANDA IN ORDER TO IDENTIFY PROBLEMS AND CONSTRAINTS IN THE EDUCATION SECTOR.

  WE WILL BE HERE FOR MOST OF THE DAY GATHERING OUR INFORMATION

  WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT THE TEACHERS, THE SCHOOL INFRASTRUCTURE AND RESOURCES. ALSO WE WOULD LIKE TO INTERVIEW SOME OF YOUR TEACHERS AND OBSERVE TWO GRADE 4 CLASSES. IN ADDITION, WE WOULD LIKE TO TEST YOUR GRADE-4 TEACHERS AND A FEW OTHER INSTRUCTORS, AS WELL AS 10 GRADE-4 STUDENTS.

  ALL INTERVIEWS AND INFORMATION WILL BE TREATED WITH STRICT CONFIDENTIALITY SO THAT NO INDIVIDUAL CAN BE IDENTIFIED.

  WE WILL DO OUR BEST TO REDUCE THE EFFECT OF OUR SURVEY ON THE SCHOOL DAY.

- **Permission and refusal**: Ask the school principal the permission for your colleague to start the observations of and testing, while you ask him a few questions:

  I WOULD LIKE TO START BY ASKING YOU A FEW QUESTIONS ABOUT THE SCHOOL'S CHARACTERISTICS. I WOULD ALSO LIKE TO ASK YOU ABOUT THE TEACHERS AT THE SCHOOL AND TO CONFIRM THEIR PRESENCE.

DURING THIS TIME, IF YOU DON'T MIND, MY COLLEAGUE WILL SIT IN ONE GRADE 4 CLASS TO OBSERVE THE ACTIVITIES

- If the head teacher or school principal is not present, ask the deputy head teacher or most senior teacher for permission and request that he/ she assist in completing the survey.

- If none of the senior staff members are present and there is no suitable person to assist in completing the survey, inform the Team Leader, who will, in turn, call the Survey Supervisor.

- If the respondent does not agree to be interviewed, inquire the reason, and address any questions that the school principal or head teacher may have. If the respondent still refuses, call the Team Leader, who will call the Survey Supervisor.

Module 1: School Information

Interviewee: School principal (or the head teacher or most senior teacher present in the school)

- **Definition of urban and rural**: the SDI survey will seek to categorize rural and urban areas as defined by national statistical office (based on a calculation of the difference between total population and urban population). Generally, rural areas fall outside the boundaries of designated cities, municipalities, towns and urban centers.

- **School governance**: ask the respondent to show you the minutes of the meetings with the parent teacher association (PTA), school management committee or board of governors and confirm the dates. Note whether the minutes were seen.

- **Sanitation**: 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.
- 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
- Please note in the comments field if the school does not distinguish between boys and girls toilets.

- **Pupil numbers:** Note these are the numbers enrolled, not the number of pupils in attendance. 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 pupils numbers with the teaching staff.
- Q13: For the pre-primary and the special needs classes, record total combined number of class groupings (e.g. pre-unit, baby class, nursery) and streams in question 13 (how many streams are there per standard?).

- **School schedule** (Q17): record the schedule of the day of the visit if it is different from the usual school schedule.
- Music and Phys Ed 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.
- Total number of school days (Q18): Count total number of school days including games days. Do not include days when the school is closed (e.g. due to a strike or other event) and days when the school is closed due to holidays.

Module 2A: Teacher Roster

Interviewee: School principal or the head teacher (or most senior teacher present in the school)

- 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 respondent should be listed. Include the respondent if she/he is teaching in the current school year. Include pre-school and special needs class teachers.

- In the table, list only those teachers who are teaching during the current academic year (2013). If they are not actively teaching in 2013 (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 will not be listed.

- Teacher type definitions:

    - Civil service teacher: teacher under a government public service contract, paid by the teacher service commission.

    - Contract teacher: teacher hired under a non-service commission contract such as teachers in private schools or teachers in public schools that are contracted directly by the school, the parents or the local government.

    - Volunteer teacher: teacher that is not under a formal contract with the school, the parents or government. This type of teacher might occasionally receive some compensation or a stipend but not a formal salary.

- If there are more than 50 teachers working at the school, the first 50 should be listed.

- Once all the information is filled up for all the teaching staff, proceed to sample teachers to be interviewed with Module 2B using a random numbers table (see annex F). To do so, select randomly 10 teachers among all teaching staff from this teacher roster. Use the random number table to select the 10 teaching staff from the teacher roster. **Please see next page for instructions on use of random numbers.**

- Note that if the school employs 10 or less teaching staff members, all should be selected for module 2B interviews.

Use of Table of Random Numbers to Select Sample

As per the requirements under module 2B, a sample of 10 teachers is to be selected randomly from the full list of all teachers in the school. **Use the same directions to randomly select 10 students from Primary 4 for Module 5.*

- If a school has 10 or less teachers, all of them need to be interviewed
- If a school has more than 10 teachers, list all of them up to a maximum of 50 teachers. Then select 10 teachers at random using the table of random numbers.
- Procedure for Using Random Number Table:

  -For a sample between 10-99 individuals, use two-digit numbers from the Random Number Table.
- The starting point for selection of random number is determined randomly. One can simply open the table to some arbitrary place and point to a position on the page with one's eye closed or one simply picks any row and column from the table as a starting point. Since the numbers in the Random Number Table are random, it makes no difference where one begins.
- Example:

		Column Nos. (↓)							
Row No.		1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32
1 ⟶		3125	8144	5454	6703	2444	1518	3387	8772
2		1496	9980	1454	3074	3889	9230	2398	1598
3		4905	4956	3551	6836	6512	8312	9283	6663
4		9967	5765	1446	9288	0555	2591	8307	5280
5		5414	9534	9318	7827	5558	8651	7679	9983
6		5750	3489	9914	5737	6677	8288	7957	0899

Suppose you require a sample of 15 children out of total of 83 children in a class. You pick only two-digit numbers contained in the above table. Suppose you start from first row, column 10/11. The random sample numbers generated are as follows: 45,46,70,32,44,41,51,83,38,78,77,21,49,69,98 and 01. However the number 98 is rejected as the class has only 83 children.
So remember to reject numbers picked which are outside the given range (the total number of students) and continue to select numbers until the desired number of selections within the given range has been found.

Note: For the survey, please use the Random Number table attached under Annex F

Module 2B: Teacher Questionnaire (First Visit)

Interviewee: To be administered individually to 10 teachers

- As mentioned above, the selection of the 10 teachers has to be done randomly based on Module 2A staff roster. The names of the selected staff should be copied to Module 2B.

- Please enter teachers' names in the same order as in the table of the Staff Roster list of Module 2A.

- To record what the teacher was 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 the teachers. Note down the teachers' activity based on your direct observation. If you do not see the teacher, mark them as absent and ask the principal/ head teacher the reason for their absence.

- Mark the teacher as in class but not teaching if while in the classroom, neither the teacher nor the pupils are engaged in a learning activity.

- Reasons for absence: if the teacher is absent, ask the head teacher or the deputy about the reason for absence. Do not offer the head teacher a list of possible reason. Simply note down their response to your question.

- Leave questions 6 and 7 blank to be completed in the second visit.

- After noting the teachers' activity or absence, interview each teacher on the list that is present to collect the information required to complete the rest of Module 2B. 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 UGANDA IN ORDER TO IDENTIFY PROBLEMS AND CONSTRAINTS IN THE EDUCATION SECTOR. WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR BACKGROUND.

- Definition of academic education (question 11): basic and higher educational qualifications that are not specific to the profession of teaching, e.g. general schooling, non-vocational diploma or university degree.

- Definition of professional training (question 12): education or training that prepares individuals for jobs and careers in teaching, e.g. teacher training certificates or diplomas.

  - ECD certificate: early childhood development qualification (diploma or certificate)
  - Primary 1 certificate: Basic primary teaching qualification. ATS (approved teacher service) should be listed as P1 certificate. Senior Approved Teacher (S1, S2, S3, etc.) are above P1 certification, but less than diploma.
  - Grade III: Graduates of primary teacher colleges (PTC) attended two years of teacher training.
  - Diploma (Grade V): Holder of diploma in education from any National Teacher's College (NTC)
  - Degree in Education:
  - Diploma in Teaching: Diploma in arts or sciences, etc. – must be specific for teaching.
  - Special Needs Education Certificate: special needs teaching qualification (diploma or certificate)

- Q13: if a teacher started teaching before being officially posted, we will use the first year of teaching, not the first year of being posted.

If a teacher on the list is absent then leave the corresponding row blank as this information will be collected during the second visit if the teacher in question is present at that time.

Module 2B: Teacher Questionnaire (Second Visit)

Interviewee: The same 10 teachers randomly selected during the first visit as soon as possible after arrival at the school

- A second visit is to be made to each school after the first visit and on a different day.
- The teams must not arrive at the school after the official closing time. It is recommended that the teams do not plan to arrive at the school for the second visit later than 3pm.
- It is important for the team to accurately note the start and the end time of the second visit.
- When you arrive, search for the school principal (or the head teacher or most senior teacher present in the school that was met during the first visit)
- Meeting with Head of the school: introduce yourself and your colleague. 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 same 10 teachers randomly selected during the first visit as soon as possible after arrival at the school.
- Locate the 10 teachers (ask for assistance from a member of staff to identify them).
- Note what the teacher was doing when you arrived or whether they are absent (if you cannot find them after inquiring within the school premise, write absent).
- Some of the teachers on your list who were absent during your first visit could now be present. Meet the teachers that were absent during the first visit individually
- Ask each of them all the questions in Module 2B.
- If a teacher on the list is absent both on the first and the second visit, collect the information about them by asking the head teacher or the most senior member of staff. Note in Q16 that the information was not collected directly from the teacher.

Classroom Count

- Carry out the classroom count as soon as possible after arrival at the school or whilst collecting information from the 10 randomly selected teachers for the teacher questionnaire.

- Walk around the school premises and count the total number of classrooms, the number of classrooms that contain pupils but no teacher and those that contain both pupils and a teacher.

- You will not normally need to request information from any member of staff to complete the classroom count as it is based on observation.

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

- Q17: if a classroom is stacked w/ furniture and clearly is not used for teaching, it should still be listed as a classroom but under Q18 (whether the classroom has pupils), enumerator will record "no".

- Q18: we only count classrooms that contain pupils. If a classroom is empty because the pupils that normally use it are in a lesson that is being held outside, we do not count it. If a lesson is taking place outside, then we treat this as a classroom.

- Q18: classroom count should include library (if it is used to hold library classes), science labs, Islamic religious studies room, and computer lab. If nothing is done in a science lab other than a science club (after school), then it should not be included in the classroom count.

Completion of missing data

- If any part of the survey modules remained incomplete after the first visit to the school, the enumerators may collect the information in the second visit after completing module 2B and the classroom count.

- Ask the head teacher or most senior teacher present for permission to complete the survey. Note in the comments field if information in the relevant module was collect during the second visit.

End of the second school visit

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

Module 3: School Finances - PETS

<u>Interviewee</u>: School principal, head teacher or accountant

- Indicate to the school principal that it would be useful to have with him 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

- Ask if the school has received any financial support (in cash) in the form of a capitation grant from the government (other than staff salaries) in the last fiscal year (2011/12) and the current fiscal year (2012/13).

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

- Ask the respondent to make use of his written records for these figures

- 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 that person knowledgeable of these resource flows.

<u>Cover Sheet</u>
In most cases, the respondent for Module 3 should be the same as the respondent for Modules 1 and 2: the head teacher of the school. If so, fill out the cover sheet ***after*** completing the interview. In special cases where there is someone else at the school who has more information about the school finances, then the respondent might be a different person. If so, fill out the cover sheet ***before*** starting the interview.

<u>For all questions</u>: Do NOT read the responses aloud. Instead, listen to what the respondent says and then decide which response code fits best. Ensure that the interviewee does NOT include Pre-Primary in any calculations unless otherwise noted.

<u>Q203</u>: In the 2012 academic year, did this school receive a Free Primary Education (UPE) grant from the Ministry of Education (MOE)?
If the school receives a grant from the MOE, but is not aware that the grant is called a "Free Primary Education" Grant, you can still write response "1". *Suggestion*: Ask the respondent for a "confirmation book" in which all funds received are listed. You should probe to see if the school has this book.

<u>Q208-210:</u> Please record in the boxes provided the TUITION fees per pupil per term charged by a school for DAY and BOARDING pupils as it applies in a particular school.

<u>Q212-213</u>: Please record tuition and PTA fees charged per day and boarding pupils per term. Split these charges into different categories as indicated. PLEASE ASK FOR DETAILS TO FILL THE AMOUNT FOR EACH CATEGORY.

<u>Questions involving earmarking</u>
"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 there is a question 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". The following questions relate to this concept of "earmarking":

Q203 (Column 3): In the 2012 academic year, did this school receive a Free Primary Education (UPE) grant from the Ministry of Education (MOE)? Column 3: Purpose of transfer?
Q215 (Column 3): From which of the following **governmental** and **non-governmental** sources did this school receive **financial support (in cash)** in the last academic year (2012)? Column 3: Were these funds earmarked for particular purposes?
Q216: For the 2012 academic year, what was the total amount of discretionary or unearmarked funds available to the school (that is, funds that were not tied to any specific line item in the budget by an external source)?
Q305: In 2012, who gave the final approval in deciding how to allocate discretionary funds? By discretionary, I mean funds that were not tied to any line item in the budget by an external source.

Q301: What was the total annual planned budget for the 2012 academic year?
This question refers to whatever plans the school made about how to spend its funds at the start of the year. In this case, if the school had a written plan for a 5 million UGX budget, then that is the plan you should ask about. If the school was thinking it would get 5milion UGX, but didn't make an actual written plan until it received the funds, then you should ask about the budget it made after receiving the funds. If the school never made a written plan, then write "998" and follow the skip code.

Q306: In the 2012 academic year, which of the following expenses were paid for by this school?

- For all items, if the school gave money to another person (e.g., the PTA) to purchase the items, that should still be listed here since the school provided the money. If the PTA purchased certain items on their own (with separate resources) then those expenses should not be listed here.
- For instructional materials, please include all materials that the school purchased, even if the funds came from the UPE grant.

Q307: What was the total amount received for teachers' salaries in 2012 as per payroll?
Please ask for the wage bill of a school for the 2012 academic year. This might require the head teacher to ask for salaries (gross) from individual teachers.

Q313: Do you and/or other teachers regularly encounter delays in receiving your salary or monthly allowances?
Definition of "frequently": If the payment was late 10 or more times, list "1". If the payment was late between 6 and 9 times, list "2". If the payment was late between 1 and 5 times, list "3". If the payment was never late, list "4".

Q403-404: These questions refer to lunch only. If the school provides other food (e.g., breakfast, snack), please do not include these.
Note: if the response to Q403 is "1" (lunch provided by school as part of fees paid), then please confirm the responses to Q212, Q213, and Q220.

Q501: Who is responsible for monitoring the school's use of funds?
If the respondent says "Government Auditors", please ask whether the auditors were from MOE. If so, this can be captured under response "1". If the school is not sure, then list response "11" (other specify).

Q502: For each of the following, please indicate whether you regularly report on this data to the DEO and/ MOE.
List one response only:
1) Information not reported
2) Information submitted once per month

3) Information submitted once per term
4) Information once per academic year
5) Information is reported, but do not know how often it is submitted
6) Don't know whether or not information is reported to DEO or MOE

- If the information is submitted more than once a month, write response 2.
- If the information is submitted more than once per term, but less than once per month, write response 3.
- If the information is submitted more than once per academic year, but less than once per semester, write response 4.

Q503: At the end of the 2012 academic year, how many pupils successfully completed Primary 7 exams?
This question includes only exams that were completed and results published. If scores were cancelled, then the pupils should not be considered "successfully completed".

Q507: What were the 3 most common complaints received during the 2012 academic year?
For this question, you should either code "1", OR you should list up to 3 common complaints. Do not list code "1" and also list other codes.

Section 6: Quality of Records

This section should be filled out after you have left the interview room and you are no longer in the presence of the respondent. Please do not discuss these questions with the respondent at any time.

Module 4: Classroom Observations

Interviewee: Classroom observation

- In every school, observe a full lesson in grade 4, either in English or mathematics. If there is more than one class of grade 4, randomly select one class.
- **IMPORTANT** Class selection: When you arrive at the school, inform the head teacher (or main respondent) 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 class four English or Mathematics lesson.
- Introduce yourself to the teacher:

  I AM A RESEARCHER. WE ARE CONDUCTING A SURVEY TO LEARN ABOUT EDUCATION IN UGANDA. I WOULD LIKE TO OBSERVE THE ACTIVITIES IN THE CLASS FOR A FEW MINUTES IF YOU DON'T MIND. I WILL SIT AT THE BACK OF THE CLASS. PLEASE CONDUCT THE LESSON AS YOU WOULD NORMALLY AND IGNORE MY PRESENCE.

- Fill out the cover page titled "Module 4: Classroom Observation" by the end of the observation session and remember to ask the headmaster or most senior teacher the scheduled class time prior to observing the lesson.

Module 4A: Time on Task (see annex for definitions table)

- Record your observations every minute (i.e. report a snapshot of activities in the class). There are 60 snapshots, under which there are boxes where you make a tick 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 arrived late, ask the teacher when the lesson started and start recording the same number of minutes afterwards.
- For each minute, record what is happening at that instant i.e. every minute, make a tick for the activity that the teacher is performing at the time. It is intended to be a snapshot of what is happening and not what took place over the one minute interval.
- Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen.
- If option (1) is chosen, at least one of (1a) through (1l) should also be indicated. Options (1a) through (1l) are not mutually exclusive so more than one can be ticked as long as the teacher is teaching and the pupils are engaged in a learning activity.
- The enumerators must be well familiarized with the definitions for each activity (in **Error! Reference source not found.**) and may carry a copy of the definitions with them in the field.
- At the end of the classroom observation session, add up the total number minutes spent on activities (1), (2), (3), (4), (5), and (6) - total number of ticks per row - and note the total down in the last column of the table.

- If the lesson observed is a double lesson (e.g. two maths lessons back to back), record information about the first lesson only and mark the lesson as ended when the next lesson begins.

Modules 4B, 4C and 4D

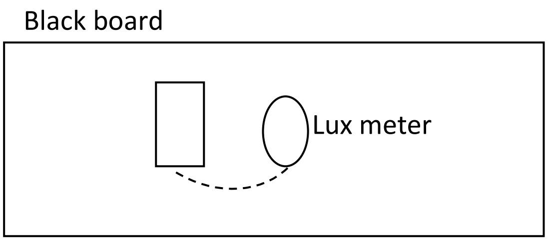
- After completing the time on task matrix and before leaving the room, answer the questions in sections 4B to 4D. Complete these sections based on your own observations except for questions where there is a specific instruction to ask pupils or the teacher some questions.

- Q11: 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 the annex on the board at the end of the lesson (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.

- Q 12 – 13: 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 G 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.

- Q14: To answer this question, you will need to use the Lux meter. A lux meter (or light meter) is a digital device used to measure the amount of light.

- Place the lux meter sensor at the middle of board with the sensor facing the classroom. Hold the sensor in place until the reading become stable and record.



- Q 15 – 18: Ask the students to hold up their textbooks, pencils and notebooks to respond to these questions at the end of the lesson.

- Q19-47: Self-explanatory (Module 4C, part of Module 4D)

- Q48: A scheme of work is curriculum based plan 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.

- Q49: A lesson plan is a teacher’s detailed description or outline of the contents, activities and learning objectives of one lesson.

Module 5: Test of Grade 4 Pupils

Interviewee: To pupils on a one-to-one basis, after the classroom observation session.

Protocol for interviewing Children and Young People

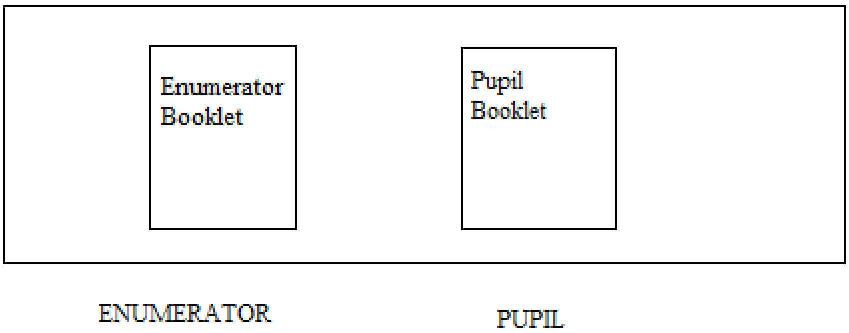
- According to **ESOMAR** guidelines for "Interviewing Children and Young People" when a survey is being carried out within a "protected environment" - i.e. a location such as **a school** or leisure centre where some person in authority has overall responsibility for the protection of the child - then 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).

Selection /Sampling of 10 pupils

- You need to sample 10 pupils taken from the grade 4 classroom that was observed for the classroom observation module. If for logistical reasons the pupil assessments are administered before the classroom observation, the enumerators must select the pupils from one grade 4 class and try to observe a lesson that takes place in that same class later on. If this is not possible, the enumerator must note in Q10 of module five the pupils assessed were not from the classroom observed.
- First 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, follow the directions on page 26 ("Use of Table of Random Numbers to Select Sample"). If there are 10 or less pupils in the class, then select all the pupils.
- Write down the names of the 10 selected pupils and ask their teacher to send them, one by one, every 25 minutes to the room where the assessment will be conducted. Alternatively, when you have finished assessing a pupil, take them back to the classroom and ask the teacher to send out the next selected pupil.

Material and seating arrangement

- You should give out a pupil booklet to the pupil and ask them to write their name on it. Remember to collect this booklet at the end of the assessment. Sit next to the pupil with your enumerator booklet, from which you will read the questions and in which you will record the pupil's marks.
- If the teacher is in the room, they should be seated at a separate work station, so they don't interfere with your testing. Make sure each pupil has a pencil and an eraser. It is best to arrange things in the following order:



- This way you can turn over the pages in the pupil booklet for the pupil without having to reach over them. Also, this will give the pupil enough space to write on the answer sheet.

- You need to prepare some of the information in the Enumerator Booklet the night before. That is, you need to fill in the school code of the school you are going to on all the answer sheets.
- Once you have sampled the student in Grade 4, fill in the pupil number for them on the Booklet.

Logistics for the test

- You will go through the test together with the pupil and simultaneously mark his/her answers in your Enumerator Booklet (which you should shield from the pupil's view).
- Before you begin the test, explain to the pupil what is about to happen. Below is an example introduction, which you can adapt as you like:

> **"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. WE'LL SPEND 25 MINUTES TRYING TO FIGURE OUT THE ANSWERS TO SOME QUESTIONS TOGETHER. THERE IS A SHORT TEST IN ENGLISH. FOR MOST OF THE QUESTIONS YOU CAN JUST TELL ME THE ANSWERS IN ENGLISH. FOR SOME QUESTIONS, I'LL ASK YOU TO WRITE DOWN THE ANSWER ON THIS ANSWER SHEET HERE. THERE IS ALSO A SHORT TEST 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 PUPIL BOOKLET HERE. IT'S OK?"**

- The pupil has 25 minutes to complete the test: 10 minutes for the English section, 10 minutes for Mathematics, and 5 minutes for non-verbal reasoning. If the pupil has not completed the English section after 10 minutes, then move on to Mathematics. If the pupil has not completed the Mathematics section after 10 minutes, then move on to non-verbal reasoning – allow only five minutes for this part.
- Take note of the time at the beginning of the test and make sure you stick to the time limits. Start the test and read through the instructions for each question, **DO NOT PROVIDE ANY HELP IN ADDITION TO THE SCRIPT.**
- Record the time at the end of the test.
- The enumerator could speak in any language familiar to the student. However, **the pupil has to speak in English in the ENGLISH section** of the test but can speak in **any language in the MATHEMATICS section of the test**.

Enumerator Script and Marking Scheme

- The enumerator booklet contains the questions that should be read out to the pupil and instructions on how to mark them. You should spend some time to familiarize yourself with the pupil test, the question prompts and the instructions and how to mark the test before you begin assessing pupils. The correct responses are listed in the annex.

Enumerator Conduct

- The main thing to bear in mind is that sitting the test 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 test really difficult and scores very low marks, then in the end you could spend a minute or so going through one of the very 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.

Timing of the Test/ Unanswered Questions

- 20-25 minutes have been allocated for the tests. For fairness and logistics, it is very important that you stick to the time limit. Of course, there will be some children who will find the test extremely hard and will not manage to attempt all the questions in the allocated time. The questions are ordered from easy to hard. So if you realize that a child is struggling and takes a very long time, it's up to you to decide when to wrap up the test in a nice manner. If the child is struggling on the English paper, then after 10 mins, 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 on the Mathematics section, then after 10 minutes, wrap up and mark all the remaining questions as incorrect, i.e. give zero points.

Module 6: Assessment of Grade 4 teachers

<u>Interviewee</u>: All the English and Mathematics teachers who are currently teaching Grade 4, and those who have taught English and Mathematics in Grade 3 the year before and 3 – 5 teachers who currently teach Mathematics and English to Grade 5 and above.

- The teacher assessment is administered en masse. The best time to administer the teacher assessment is during the school lunch break.

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

- You should give out an assessment booklet to each teacher, which will be collected at the end of the assessment. Make sure every teacher has a pencil and a rubber on their desk.

- There are optional Sample Questions which can be given to the teachers to better insure they understand the structure of the assessment. If you decide to use the sample questions, spend about 5 minutes going over the questions with the teachers before instructing them to read the instruction page and to start the assessment. 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 on your command.

- You need to prepare some of the information on the assessment booklet before handing them out, such as the school code and the teacher code and name. Read out the names one by one. They should raise their hands when they are called, go to their desk and give them an assessment booklet.

- **Logistics for the test:** Teachers have 1 hour and 10 minutes to complete the test. Allow only the allocated amount of time for each task by asking the teachers to move to the next task when the time is up:
  - Part A (35 minutes)
    - Task 1: Assessing Pupils' Literacy
    - Task 2: Assessing Pupils' Numeracy
  - Part B (35 minutes)
    - Task 3: Preparing to teach
    - Task 4: Assessing differences in pupils' abilities
    - Task 5: Evaluating the learning achievements and progress of students

- **Instructions for the test:** Inform the teachers that they must not speak to each other or refer to any materials to complete the test.

- Ask the teachers to silently read the instructions that are on the test paper. Re-emphasize the underlined instructions to the teachers.

- Before the start of the test, they should provide their personal information in the table at the start of the test booklet. Remind them that the tests will be confidential and that they will not be identified in the data as individuals.

- You should explain that there are seven tasks in the test. The first two tasks require the teachers to correct a student paper and to provide the correct answers where necessary. The next three tasks will assess teaching skills that are relevant to everyday classroom activities.

- Check that teachers have all the necessary material and ask if anyone has questions before they turn over the assessment paper. Once this is done, they are allowed to open the test and start. Teachers are not allowed to talk during the test or to use calculators or cell phones (which could also have calculators).

- Record the time at the beginning of the test and when the test will finish on the blackboard or white board.

- Whilst 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.

End of the first school visit

- Thank the school principal for his cooperation and assistance for the visit.