QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

MIDLINE SCHOOL SURVEY

MANUAL FOR CHILD ASSESSORS

MAY/JUNE 2016

CONTENTS

LIST OF TABLES

LIST OF FIGURES

1 GENERAL INTRODUCTION

1.1 About the Manual

The Midline Survey manual for Child Assessors provides information on the data collection protocols and guideline for administering the IDELA. The protocols outlined in this manual are intended to ensure uniformity in the overall fieldwork and data collection processes and structures during the Midline Survey. It integrates both IPA research protocols and the QP4G guideline regarding the child assessment. Trainees who successfully complete the training will work as a team to conduct the child direct assessment in the selected schools. Well-trained Child Assessors are, therefore, essential to the success of the child direct assessment. The data will be collected and stored using Samsung tablets. Your participation as a trainee is expected to build your capacity in using the IDELA instrument. Your attention to details and adherence to the protocols in this manual will help ensure that IPA/NYU has access to good data to measure the effectiveness of the KG teacher-training program. We hope you will take as much pride in your work as we take in our hard-working employees. Welcome to the Child Assessor training for the *Quality Preschool for Ghana (QP4G) Study*! Welcome to IPA!

1.2 Introduction to IPA

Innovations for Poverty Action (IPA) is a US-based non-profit research organization dedicated to creating, evaluating and replicating innovative solutions to poverty and policy problems worldwide. IPA specializes in using the randomized controlled trail methodology to evaluate the impact of development programs. IPA works with development partners and academic researchers to design and rigorously evaluate approaches to solving development problems, and to refine these solutions and their applications together with decision-makers to ensure that the evidence created is used to improve opportunities for the world's poor. IPA works in a variety of fields, including microfinance, agriculture, education, and health.

1.3 Training Objectives

By the end of this training, participants will be able to:

a. Understand the QP4G Study.

b. Introduce enumerators to the purpose of the QP4G study.

c. Introduce and train enumerators on the use of a measurement tool (IDELA) that assess early childhood development across projects and countries.

d. Make sure enumerators feel fully comfortable and fluent in administering the child assessment tools.

e. Make sure enumerators are aware of any challenges that may be encountered while administering the assessment tool and how to competently handle them.

f. State roles, responsibilities, and expectations for their involvement in the survey.

g. Carry out the survey in the field, following the correct protocols prescribed during the training.

1.4   Ground Rules for Training

The following rules are to be adhered to during the training:

a. *Attendance*: Attend all training sessions punctually. Attendance will be taken at the beginning of each day.

b. *Follow the instructions of the trainer*.

c. Guard the training materials and/or equipment given to you with utmost care.

d. *Mobile phones*: Switch mobile phones off, to silent or vibration modes.

e. *Participation*: You are expected to fully participate in all training sessions. Be attentive and take everything you are learning seriously; your participation is key.

f. *Eating*: Do not eat when training is in session.

g. Respect one another.

h. *Ask questions*: Ask questions when you are not clear on something.

1.5   Assessing Learning and Performance

Trainees' learning and performance will be evaluated regularly during training. This is important to gauge the progress of the trainees; provide performance feedback to both the trainers and the trainees; as well as help in determining the best candidates for the fieldwork. A number of methods will be used in this training to support and assess learning and to evaluate performance. These are outlined below.

a. *Quiz:* The quiz helps to review content. The quiz can take any format such as true/false quiz or open-ended questions.

b. *Performance on interviews*: Data from role-plays and field practice(s) per trainee during classroom sessions and field practice, respectively, will be evaluated.

c. *Classroom practice*: A number of classroom practices involving video recordings will be conducted during the training. This gives the opportunity to apply what the trainee has learned during the training, and for the trainers to provide specific and constructive feedback to the trainees. Classroom practices will form the basis for evaluating the performance of video coders.

d. *Observations*: The behavior of trainees will also be evaluated during the training.

e. *Field practice*: Field practices will be conducted from 10th to 11th May 2016 for all Child Assessors. This gives the opportunity to apply what the trainees have learned during the training, and for the trainers to provide specific and constructive feedback to the trainees. The practice session and the feedback help to ensure the transfer of learning to the field survey.

1.6   Administrative Issues

To ensure the full attention of all trainees during this training workshop, some questions or issues need to be addressed so that everyone can concentrate more easily.

a. *Training schedule*: The training will be conducted from 9th to 12th May 2016 at the Jack and Jill School, Ridge. All training start at 9 am and close at 5 pm each day.

b. *Things to know before starting with IPA*

   a. *Hard work*: You are expected to work full days; 5 days a week from 8.30 am to 5.30 pm.

   b. *Accountability*: IPA will hold you accountable. IPA protocols include observing and checking the quality of your work. Take reasonable steps to communicate absences due to sickness, family event, etc. with Team Leader. Multiple unexcused absences or failure to communicate absences can result in dismissal.

c. *Employment details*: For issues relating to your job at IPA, please note that:

   a. Your participation in this training is <u>not a definite job offer</u> but provides the basis for determining whether you are qualified for this project. An employment contract will be offered to you only after successfully passing performance assessments during this training. Details of your employment will be provided in your contract if hired.

   b. You are required to have the following before working with IPA.

      ▪ *Health insurance*: You are required to have a valid National Health Insurance card. Present a photocopy of your NHIS card for evidence.

      ▪ *An active bank account*: If you are hired, IPA will pay you by bank transfer into your account. Make sure your account is active. No field staff will be paid through the accounts of another person! You are, therefore, required to provide your bank account details to project management by the end of this training.

2   BASICS OF THE QUALITY PRESCHOOL FOR GHANA STUDY

2.1   The Context of the QP4G Study

Recent years has seen a marked increase in both the demand for and the supply of early childhood education services in Ghana. An exploratory study conducted by IPA in 2013 in the Ashaiman neighborhood revealed two key findings: (a) the quality of classroom instruction in preschools was generally low and developmentally inappropriate, and (b) parents' subjective assessment of preschool quality focused on developmentally inappropriate instruction and on classroom materials and infrastructure. Low quality of classroom instructions in preschools in Ghana has mostly been attributed to the fact that most preschool teachers are

untrained or inexperienced, as well as a lack of/inadequate in-service training for preschool teachers. In fact, the results of the scoping study revealed that 69% of teachers have no training in education or childhood development. Moreover, even though governmental systems exist to provide feedback to teachers, such systems are rarely used. Parents' subjective assessment of preschool is visible in their evaluation of quality in terms of material infrastructure and perceived "serious lessons" through repetition of letters and numbers. Collectively, the low quality of preschool classroom instruction has led to inadequate preparation of children to be ready for progression into the primary school system.

2.2   The QP4G Project

In order to address the above policy concerns, IPA, in partnership with researchers from New York University in the United States, seek to improve the quality of kindergarten education through teachers and parents. Specifically, the Project involves

a. An 8-day in-service teacher training delivered by the National Nursery Teacher Training Center with monitoring and feedback visits;

b. A 3-part video and discussion intervention delivered to parents through school Parent-Teacher Association meetings focused on early childhood development and learning;

c. Evaluating the effectiveness of (a) improving the supply of teacher training, and (b) improving the supply and changing the demand for parental intervention.

2.3   Objectives of the QP4G Study

The primary objectives of the evaluation part of the QP4G Study are to:

a. test the efficacy of a low-cost in-service kindergarten teacher training intervention on the quality of kindergarten teachers' classroom practices and interactions; children's development, school readiness and learning in preschools in the Greater Accra Region.

b. test the efficacy of a low-cost parental awareness intervention on changing the parental perceptions and expectations of high-quality kindergarten education.

c. test the added value of combining a scalable (low-cost) parental awareness intervention with teacher in-service training.

2.4   Main Features of the QP4G Study

The QP4G Study has the following main features:

a. It is the only such study to be conducted in Ghana by IPA in partnership with researchers from NYU.

b. It includes standardized instruments (*KG Teacher Survey, Classroom Observation, Child Direct Assessment,* and *Caregiver Survey*).

c. Data will be collected using a Samsung tablet based on the SurveyCTO platform.

d. It includes innovative field protocols (tracking, monitoring, etc.) to support high-quality data collection.

e. The instruments are designed to be aligned with global Early Childhood Development indicators.

2.5   Midline Work Plan and Survey Schedule

The overall work plan for the survey is shown in Table 1. The Midline Survey will be conducted from Monday to Friday during normal school hours. The survey will have an added "mop-up" period of 4 days.

Table 1. Overall Work Plan for the Survey

Key Activities	Responsibilities	Key Dates	
		From	To
Training of Midline survey	PI/FM/RA/FM	4th May 2016	11th May 2016
Midline School Surveys	Survey Team	16th May 2016	22nd June 2016
Mop up	Survey Team	TBD	

3   PROTOCOLS FOR CONDUCTING FIELDWORK

3.1   General Guidelines

3.1.1   Obtaining informed consent

Ethical practices and respect for persons require that people are given adequate information to allow them to make an informed and voluntary decision whether or not to participate in this survey. Informed consent is intended to inform a potential respondent about the purpose, risks, potential benefits, confidentiality, compensation, contact information for questions, and conditions of participation in the study. Because children cannot provide informed consent, children provide assent to participate in research, to the extent that they are able, and caregivers give permission for a child to participate in research. NO permission will be sought from the caregivers for the old children who were sampled at baseline. Before assessing a child, obtain the child's assent [i.e., the agreement of the child to participate in the study].

| Consent Form Statement – KG Children |
|---|
| Hello, my name is [**NAME OF ASSESSORS**]. What is your name? How are you doing today? I am here to learn about how children like you learn things and if they know how to play some games and do different activities. Is it okay if we do some activities together for the next 40 minutes or so? |
| You can stop and take a break if you need to - just let me know. If you decide at any point that you'd like to stop, or that you don't want to do a particular activity, that's okay too. |

3.1.2 Replacement strategy

No school or teachers who participated in the Baseline II will be replaced. However, new KG children who will be sampled can be replaced if the sampled child is absent and there is another available child <u>within the sampling frame</u> in the class. Every attempt should, therefore, be made to interview/assess the original survey respondents. On no accounts should any other person be interviewed. If a particular KG respondent is not available for an interview, the interviewer should make three attempts before considering the child/teacher as missing.

3.1.3 Arriving at school and preparation

a. Arriving at the school:

a. The Team Leader should ensure that the team members arrive at the school at least 30 minutes before the official start of the first lesson period to adequate set up for the assessment.

b. Meet with the school head/proprietor and KG teachers to introduce yourselves and explain the survey and its objectives to them. Also, explain the modalities of the assessment process to them. Cooperate with them throughout the process.

c. Never go directly to the KG children or teacher's classroom! Follow any school protocol, for example, sign the visitor's log book.

d. The Team Leader should discuss with the school head and identify a suitable location for the assessment.

b. Setting up:

a. Before beginning the assessment:

a. Arrange the setting for assessments. You will be seated adjacent to the child.
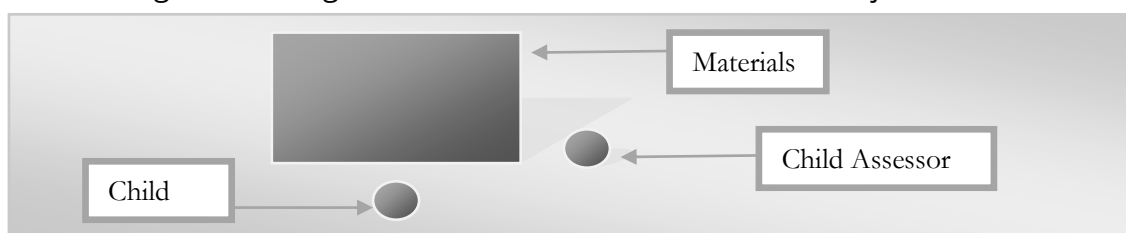
    b. The assessment kit should be prepared sorted and organized so you can find them easily during the assessment.

    c. Material not in use should be placed away from the child, out of his/her reach.

b. Key to success

    a. Identify a place as quiet as possible

        a. Away from things that will distract children

        b. Facing away from distractions

    b. Comfortable for assessor and child

        a. Able to lay out materials in an organized way;

        b. Easy for assessor and child to access materials and interact with each other;

        c. Out of direct sunlight/wind.

3.2 Guidelines for Administering the IDELA

Every Child Assessor must follow three key processes and guidelines when administering the IDELA. These processes are establishing rapport, obtaining consent, and administering the items. The processes must be strictly adhered to. Field Supervisors and Team Leaders must enforce adherence to these guidelines.

3.2.1 Establish rapport with the child

Before beginning any assessment, it is important to establish a _relaxed and playful rapport_ with the child.

a. At the team level:

    i. The assessment team should visit each of the KG classes to build a rapport with the children. The team should engage the children in singing a song or playing a short game before starting the assessment.

    ii. Be mindful with your dressing. Avoid fancy dresses that could draw the child's attention and prevents the child from concentrating on the assessment.

b. At the assessor level:

    i. Ask the child a few questions about subjects of interest to them.

    ii. You must always make sure that the child is comfortable and has warmed up to you before beginning the assessment.

    iii. Ensure privacy for the child. Do not allow any other child to be present during the assessment.

iv. Throughout the assessment, emphasize that these are "games" and not an exam. Your tone should be upbeat and enthusiastic.

3.2.2 Obtain consent from the child

Every child has the right to refuse participation in the assessment. Before conducting an assessment, it is essential to obtain the child's consent.

i. Never begin an interview without obtaining a child's consent! Never force or unduly coerce the child to participate in the assessment.

ii. Do not begin assessment without asking the child for consent.

iii. Ensure that the child understands that s/he can stop at any time.

3.2.3 Administering the items in the IDELA

You must remember key guidelines when assessing a child. Among these guidelines, establishing rapport, prompting, and scoring are very essential.

a. *Always establish rapport first* (see above):

   a. Remember that establishing rapport is <u>a continuous process</u> throughout the assessment.

b. *Asking questions*:

   a. We want to ensure that all children are answering the same questions. The way you administer these questions is critical to that!

   b. Do not rephrase questions in your own words or add explanations to the questions. YOU MUST THE SCRIPT EXACTLY AS WRITTEN.

   c. All tasks must be administered to children in the same way so that tasks are standardized as much as possible.

c. *Provide prompts*:

   a. For all items, you can repeat the instructions ONCE, when the child:

      i. Asks: "Can you repeat" or says "I don't understand".

      ii. Remains silent (at least 5 seconds).

      iii. Immediately answers "I don't know".

   b. However, some specific items require an additional prompt. For example, items that require the child to name a number of things: "Can you name some more?".

   c. Do NOT repeat instructions more than the allocated prompts. Once for every question if needed. Twice of specific questions that clearly state in the instruction.

d. Where you have to give additional prompt on a question/item that a child hesitates, wait **at least** 5 seconds.

    i. Remember that the same prompting rules do not apply for the letter or number grids. Assessors should wait 5 seconds per letter/number and then just move on the next if the child cannot identify it.

d. *Timing of activities:*

    a. There are no time limits to the activities. However, there are some activities that are timed. Timed activities have a clock beside them. The maximum time for a timed activity is 2 minutes. Do not exceed this time limit!

    b. When do you terminate and move on to the next item?

    c. You can terminate a task or activity (i.e., move to the next one without completing it) when:

        i. The child doesn't respond after you gave the one prompt and waited at least an additional 5 seconds;

        ii. After your prompt and the child still says "I don't know" or doesn't respond.

        iii. If a child is spending a long time on any of the timed activities.

    d. In all cases, thank the child and move on. If a child completes the task before 2 minutes, move on to the next item.

e. *Provide adequate breaks:*

    a. Always read the child and ensure that you are providing adequate breaks throughout. Keep the breaks fun and engaged.

    b. Plan 1-2 breaks during administration, if possible (e.g. "Get up, take three deep breaths, shake your arms, shake your legs, roll your head, take three more deep breaths"; or "do you want some water?").

    c. Be patient with the child!

    d. Make sure that you understand visual and verbal cues if the child is feeling discomfort or appears to want to end the assessment.

    e. When a child shows *any sign of distress*, observe the following protocols:

        i. Stop the assessment.

        ii. Calm the child down.

        iii. If that doesn't work, notify your Team Leader to inform the KG teacher and headteacher.

iv. If the child is distressed even after a few hours, inform the parents after consulting with the head teacher.

v. Offer support in terms of helping to provide counseling support and connect the parents with the Research Associate.

f. *Offer neutral encouragement throughout the assessment*:

    a. Praise the child for his/her EFFORT and HARD WORK, and not based on correct/incorrect answers.

    b. Give encouragement in between (at the end of) questions and test sections, rather than in the middle of questions or test sections.

    c. Do not give hints to questions or make facial expressions while the child is completing tasks. If you express surprise, approval or disapproval through facial expression, it could potentially affect the child's responses and participation in the rest of the assessment.

g. *Provide feedback to the child:*

    a. Do not give praise or feedback during test trails.

    b. You can praise on effort during practice trails and in between games:

        i. "Great job!"

        ii. "You're doing fantastic!"

        iii. "Excellent work!"

        iv. "I'm having so much fun playing with you!"

h. *Scoring:*

    a. Listen attentively to the child's response and score the child, based on the scoring options provided.

    b. Score as you administer each item. Do not wait until you finish a few items before scoring them.

        i. If a child refuses to answer a question (after the required prompts), move on and select "no response". Do not force children to answer a question but do encourage them by saying "try your best".

        ii. If it's obvious to you that the child is guessing, you should take the child's final response and continue the assessment. <u>Do not give the child extra chances</u>.

    c. Complete all scoring while you are still with the child. Give the child a pencil to draw or the storybook to read while you fill out the overall observation questions.

d. Strictly follow the specific instructions for each item/question in the IDELA.

e. Never, never makeup data. No data is better than bad data!

    i. This will always result in immediate dismissal when established.

    ii. If you notice something that might be important to data quality, bring it to our attention. We appreciate the feedback, and it shows initiative!

i. *Take care of yourself:*

a. Child assessment could be stressful and you need to take care of yourself. To manage your stress:

    i. *Take care of your emotional self.* Get support by talking with someone – your colleague or team leader - after a particularly troublesome interview.

    ii. *Take care of your physical self.* Get enough rest and exercise, and eat properly.

    iii. *Take care of your intellectual self.* Think about the goals of the survey. Keep this balanced with your emotional self so one is not overpowering the other.

    iv. *Take care of your spiritual self.* Seek spiritual help according to your beliefs.

4 THE IDELA TOOL

4.1 Overview of the IDELA

The IDELA is a play-based assessment tool designed for children in the 3-6 age group. It takes about 40 minutes per child. IDELA includes 28 core items that cover five developmental domains and learning approaches and aspects of executive function. The five domains are physical well-being and motor development; social and emotional development; language/literacy skills and development; early numeracy skills; and approaches to learning. IDELA also include the child assessor's overall assessment of the child's approaches to learning.

We expect to administer the IDELA to 3,600 KG children from selected schools in the Greater Accra Region of Ghana. During Baseline II, we assessed 3,435 KG children. However, we expect to increase this number to 3,600 assuming that new KG children were enrolled in schools that recorded less than 15 assessments at the time of the Baseline II. IDELA will be administered through direct assessment of the child.

4.2 Features of the IDELA

The features of the IDELA are:

a. *Cover page*: The cover page of the IDEAL contain information about the child's ID, date of interview, district code and name, locality, school ID and name, and time interview started. This information must be filled completely before starting the actual questions. While some of the fields will be auto-populated, the assessor will be required to fill the rest.

b. *Child assent*: Every Child Assessor MUST obtain *a child's assent* [i.e., the agreement of the child to participate in the study] before assessing the child. If the child refuses to participate, then the program will automatically skip to the end of the questionnaire and the Child Assessor's time with the child is over. You will then proceed to the next child. Remember that some children will refuse initially due to fear or discomfort with the assessor. Hence, be professional in approaching the child!

c. *Item labels*: The IDELA tool has items with labels. The labels are a kind of a heading/section and are not meant to be asked or spoken aloud during the assessment. However, introduce the section to the child.

d. *Questions/instructions for the child*: Each item (*except Items 1 and 29*) instruct the child to perform a particular task or game. Item 1 asks the child pertinent questions about his/her personal awareness. Item 29 relates to the Child Assessor's personal evaluation of the child based on the child's performance on each item and persistence/engagement during the whole assessment. Please pay attention and critically observe the child right from the beginning of the assessment to the end!

e. The question should be read clearly to the children. The responses are either text, requires specific values (such as numbers), or are completed by checking one of the possible response options.

f. *Instructions for Assessor:* Assessors must pay careful attention to the instructions and read all questions to children exactly as they appear. Instructions for assessors are in two forms of type: bold type and italic type. **Bold type in boxes indicates things you, the assessor, must say to the child out loud. Please read this type aloud to the child <u>completely</u> and <u>exactly as it appears</u>. This is important to ensure that the data will be collected in a standardized manner across all children.** *Italic type indicates instructions for you. Do not read these instructions aloud to the child.*

g. Refer to the child assessment tool for more details on the specific instructions for each item.

4.3 Coding System for the Child Assessment

Generally, the coding system for the selected children comprises of the district code and school code in addition to the KG child code. Each selected KG child has a unique ID – child ID. The child ID comprises the district code, school code, and child code. The child code consists of three digit numbers made up of the child's level and the child number. The child IDs for the old KG children who were assessed will be given to the Child Assessors.

# 5   USING THE SAMSUNG TABLET FOR DATA COLLECTION

5.1   Overview of the SurveyCTO

The IDELA will be administered using the Samsung tablet, based on a computerized program – SurveyCTO. SurveyCTO is a product that helps to capture, transport, and process data collected during personal interviews administered through Computer Assisted Personal Interviews (CAPI). SurveyCTO makes sophisticated, high-quality electronic data collection as simple as possible. It is based on open data kit, an open-source platform for electronic data collection used in thousands of surveys around the world. The tablet does not require an internet connection to input data into it. The questionnaires are stored directly into the tablet. Following data collection, the teams can send data to the SurveyCTO server once they have internet connectivity. Each Child Assessor will be given a Samsung tablet to use during Midline. You will use the tablet to enter and capture the data collected during the assessments. The use of the SurveyCTO to collect data reduces the time it takes to clean and download data and analyze the survey results. You are, therefore, required to know how to use the tablet for the assessment! It expected that by the end of the training, every Child Assessor would be fully able to use the tablet with confidence to administer the IDELA in the field and carry out effective assessments.

5.2   Getting Started with SurveyCTO on the Tablet

You are required to assess the children and record the responses directly into the tablet using SurveyCTO. You are allowed to use a paper backup if for some reason the tablet is not working. Notwithstanding, your Team Leader will have additional tablets as back up. The paper version of the IDELA will only be used when the backup tablets are non-functional. The following procedures provide the steps to using the SurveyCTO.

1. Run SurveyCTO Collect on the Samsung tablet device. From the main menu, click your device's menu button, then click *General Settings*. Ensure that the server name is imp*preschool* and the username is "*manager*". Note that, no Child Assessor is permitted to modify these settings. Your only duty is to ensure that the server name and username are as stated above.
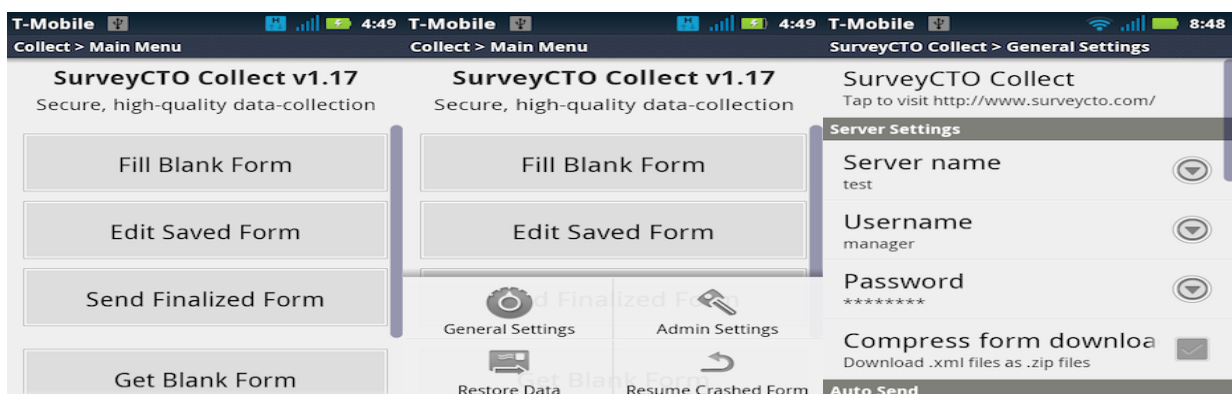
2. Go back to the main Collect menu, then choose *Get Blank Form*. Press OK when prompted to confirm the login information, select the checkbox next to *Sample – Basics,* and press *Get Selected*. The form you will see for the video coding is IDELA.
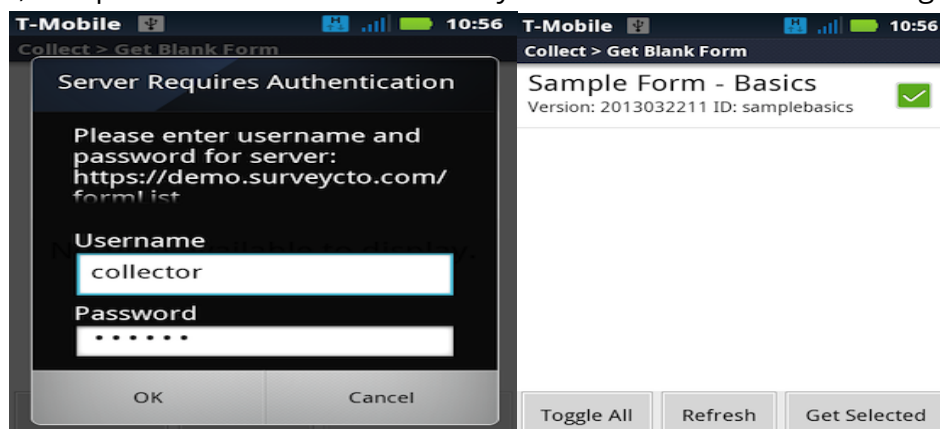
3. Go back to the main Collect menu, choose *Fill Blank Form*. Fill out the sample forms i.e., IDELA. To navigate through the forms, swipe the screen to go backward to previous and forward to next. Provide the record for each information or question following the *instructions* provided in the previous sections. Take note of error warnings (e.g., required fields, answers must be within a particular range, etc.). The team leader should edit the form before sending to the server.
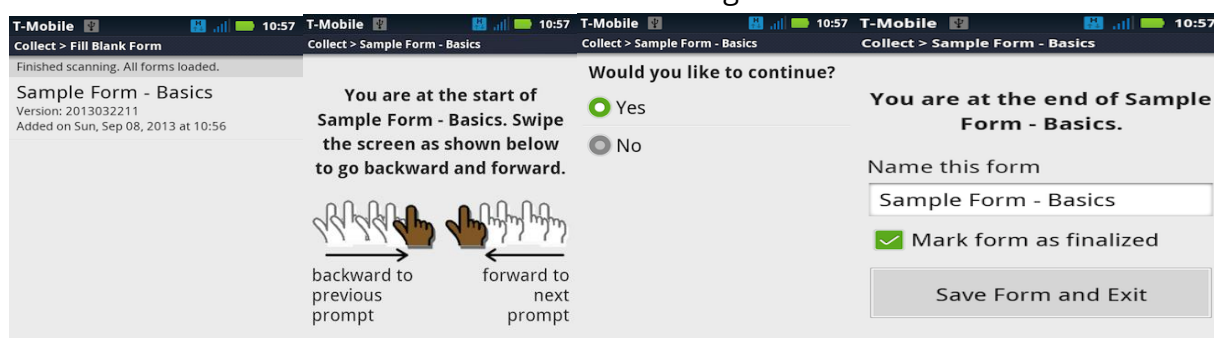
4. Back on the main Collect menu, choose *Send Finalized Form*. Check the listed form and click *Send Selected*.
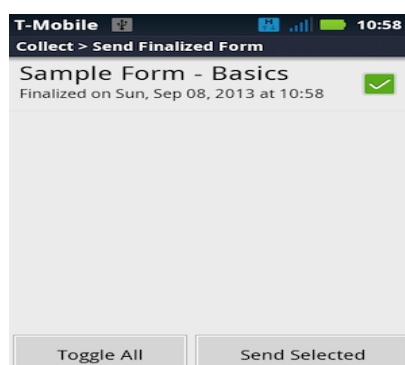
5.3 Routing Checks on the Tablets

Every team member will be given a Samsung tablet with a case and a charger. In order to ensure proper functioning of the tablet:

a. Always carry the charger for the tablet with you when in the field.

b. Remember to charge the battery every night. If you do not have access to electricity, give your tablet to your Team Leader or Field Manager to charge for you.

c. Ensure that the tablet has the correct version of the questionnaire for the survey.

d. The Bluetooth and GPS are turned off.

e. The internet is turned on before sending data to the server.

f. Always ensure the date and time on the phone are correct.

It is the responsibility of each survey team member to ensure that the tablet is maintained and is in good condition. You are therefore required to do the following:

a. Keep the phones in a safe place. Avoid keeping them close to liquids.

b. You should be careful where you place them. You will be charged with any damage caused to the tablet due to your negligence.

c. Report to your Team Leader immediately you find a fault with your tablet.

d. Make sure to switch your tablet off after usage at the end of the day.

e. Do not overcharge the tablet as this can weaken the battery.

6   CONDUCTING THE FIELDWORK

6.1   General Rules in the Field

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

a. *Be courteous, attentive, and professional*. Never yawn during the interview, refuse break when asked, use judgemental language, eat in front of the respondent, receive calls during interviewing (except urgent calls from TL, FS, FM or RA), ask questions that are not in the survey, be funny or sarcastic or try to hurry the respondent.

  a. The respondents are taking time out of their day to talk with you and it is important that you show them courtesy and respect.

b. *Be presentable*. Make a good impression by dressing appropriately and neatly.

c. *Punctuality*. Arrive at the stated time and value the respondent's time.

d. *Mannerism*. No eating in front of the child while conducting an assessment.

6.2   Midline Team Size and Composition

The success of the Midline survey depends on many different people. The Midline Survey has a survey supervisory and monitoring team as well as the survey field team. The survey supervisory and monitoring team comprising the Research Associate (RA), Field Manager (FM), and Survey Coordinator (SC). The survey field team, in turn, comprise six (6) teams. The

total number of the field staff is 40; made up of child assessors, teacher interviewers, field supervisors, and team leaders. Each survey team will comprise of 3 KG child assessors, a teacher interviewer, and a team leader. The field supervisors and team leaders' positions are predetermined. However, the selection of child assessors and teacher interviewers will be based on performance during the training. Figure 1 shows the structure of the survey team.
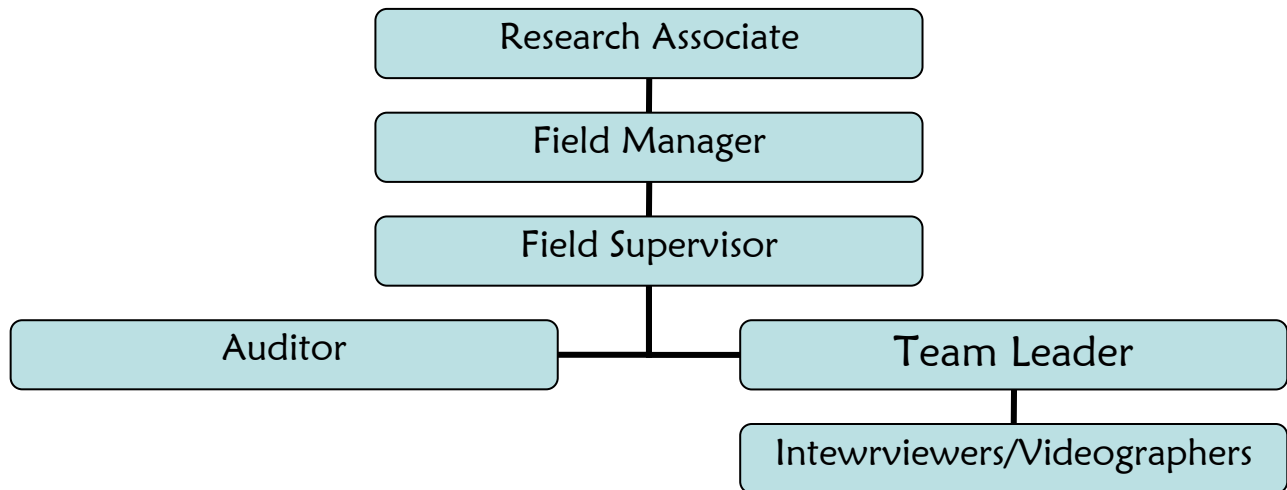

Figure 1. Organizational Chart for the Survey

6.3   Roles and Responsibilities of Survey Team Members

The success of the survey depends on each survey team member. The roles and responsibilities of the survey team members are presented in Table 2.

Table 2. Responsibilities of Survey Team Members

Position	Responsibilities/Tasks	Report To
Field Supervisor (FS)	The QP4G Field Supervisor will supervise the follow-up data collection activities involving *Kindergarten Teacher Surveys* and *Classroom Observations* as well as *Child Direct Assessments*. The Field Supervisor will manage four (4) survey teams; being responsible for the quality and progress of field activities in accordance with prescribed IPA and QP4G data collection protocols. In this role, you will: ▪ Plan, coordinate, and train survey teams in conducting follow-up survey activities; ▪ Monitor and assess the quality of the work of survey teams, team leaders, and interviewers; ▪ Monitor the condition of survey supplies and equipment among survey teams. ▪ Maintain team motivation and morale and foster team spirit; ▪ Manage field records such as survey tracking forms and surveyor attendance. ▪ Perform other duties, as assigned by the Field Manager or Research Associate.	Field Manager

Team Leader	The QP4G Team Leader is responsible for managing a survey team and maintaining high-quality data collection during the follow-up surveys. In this role, you will: ▪ Manage team-level field activities in accordance with IPA/QP4G survey protocols; ▪ Monitor and assess the quality of the work of interviewers; ▪ Ensure that field staff have sufficient field supplies and equipment; ▪ Solve and communicate all problems with team members; ▪ Edit all administered surveys for the surveyors; ▪ Manage field records such as survey tracking forms and surveyor attendance. ▪ Perform other duties, as assigned by the Field Manager or Research Associate.	Field Supervisor
Child Assessor	The QP4G Child Assessor is responsible for conducting learning assessments for kindergarten children in selected schools. In this role, you will: ▪ Conduct direct child learning assessments in line with IPA/QP4G survey protocols. ▪ Ensure that child learning assessments are conducted in an ethical, honest, rigorous and child-friendly manner; ▪ Maintains confidentiality of data gathered; ▪ Perform other duties, as assigned by the TL, FS, Field Manager or Research Associate.	TL

6.4 Relationship Between Child Assessors and FS/TLs

Child Assessors should always follow the advice given by the TL/FS. Your FS and TL are the links between the field survey team and IPA. Team members will receive instructions from the Team Leader and inform him/her of any difficulties or problems encounter on the field. To ensure a smooth team cohesion,

a. The FS/TL provides the Child Assessors with all the assistance needed during problems or difficulties in the field.

b. The FS/TL provides feedback. If the Child Assessor does not understand a procedure or the meaning of a question in the questionnaire, s/he should ask the TL for an explanation. The TL, in turn, consults the FS/FM for clarifications and feedback.

c. The TL takes care of the team. Any issues or disputes should be reported to the TL who will then inform the FS.

d. If a Child Assessor has to leave the field due to an emergency or health-related matter, inform the TL, who will then obtain permission from the FS or survey management team.

6.5 Expectations from Survey Field Teams and Team Members

a. The duration of the Midline is two months, i.e., 8 weeks or 40 working days.

b. Each school survey team will be tasked to complete 1 school/day; 5 schools/week and 40 schools by the end of the survey period.

c. Each Child Assessor will complete 5 child assessments per day, 25 per week and 200 by the end of the survey period.

6.6 Daily Procedures for Teams for Fieldwork

6.6.1 Before actual fieldwork

a. Team leaders make contacts with school heads to arrange for the assessment.

b. Team leader ensures that all necessary assessment kits and other survey logistics for the team are ready and in good conditions.

6.6.2 During fieldwork

a. Each team visits the assigned school under the leadership of the Team Leader.

b. Team leaders obtain data on all NEW sampled KG children to be assessed in a particular school and assign the children to the child assessors.

c. Child Assessors carry out the direct child assessment as assigned by the Team Leaders.

   o The Team Leader should give the list of sampled children to the KG teacher so that the KG teacher calls out the children in turns for assessment.

   o Every child assessor should verify the identity of the child before beginning the assessment.

6.6.3 After fieldwork

a. Team leader reviews/edits the works of the Child Assessors within the school after each day's work and send the data to the SurveyCTO server.

b. Teams meet at the end of each survey day to discuss the day's work, challenges, and way forward. The team leader addresses the concerns of the team members and direct issues beyond his/her scope to the Field Supervisor/Field Manager/Research Associate.

c. The Team Leader will manage all the forms required. All necessary field documentation should be submitted to the team leader for onward submission to the Field Manager. The Field Manager should keep track of all completed surveys and forms during the course of the survey.

6.7   Logistics for Field Work

Transport allowance is provided for as part of the per diem for your field activities. Where there is strong evidence that the transport allowance will be exceeded in an attempt to track a school, inform your Team Leader, who will also inform the FM before making such expenses. No allowance for accommodation will be provided for field staff. The security of the field survey teams should be ensured and not taken for granted. Your security is paramount to the success of this survey. Be safe! Adequate protection should be made to protect yourself and the data collection tools/equipment against the weather. Before leaving for the field, every survey team should be resourced with survey supplies and materials (Table 3). You are responsible for all items that IPA provides you for the fieldwork. You should treat such supplies/equipment as if they are your own! When you receive/return your supplies/equipment, you will sign an equipment/material sign-out sheet. Between the sign-in and sign-out times, you are fully responsible for any loss, damage, or theft that occurs to the items. This means you must pay for a replacement or provide a replacement if IPA determines that loss/damage has occurred.

Table 3. Field Supplies and Materials

Item	Number Required
Team Members	
Tablet, charger, and case	1 per team member
Letter to school authorities	1 per school
Identification card	1 per team member
Informed consent script	1 per respondent
FS/TL manual	1 per team
Field manual	1 per team member
Respondent's gifts (GHC 5 airtime) /Desktop calendar for school	1 airtime for each teacher and 1 desktop calendar per school
Bag for field supplies/materials	One per team member
Paper version of questionnaires (*in case of tablet malfunction*)	3 per survey team
First Aid box	I per survey team
Child assessment kit	I per child assessor
Netbook	1 per team
Team Leaders Only	
Survey movement plan/schedule	1 per survey team
List of districts/schools	1 per survey team
Field activity report template	1 per survey team

6.9   Frequently Asked Questions and Suggested Responses

The following presents frequently occurring questions and responses.

Question 1: *What if it is raining*? IPA works every workday, regardless of weather. Rainy days can be great for surveying because people are less busy. Find a sheltered spot during storms, and when the rain is lighter, continue. We advise you to carry a raincoat and wear clothing that can get a little wet, when in the field.

Question 2: **What is IPA?** Innovations for Poverty Action (IPA) is a non-profit organization that specializes in evaluating economic and social development programs. IPA has been working in Ghana for over 5 years and is registered as an NGO in the country.

Question 3: **What are you using these data for?** We are collecting these data as background for possible future research. It will also help us and the government to understand issues surrounding preschool [kindergartern] classroom instruction quality and how to support kindergarten teachers with effective training and support so they can best teach young children to learn.

Question 4: **Will we get anything from you?** Our organization is a research organization, and we are just collecting data. This study will not directly benefit you. However, the information you share with us will help us answer very important questions about teachers' and children's experiences in school and is expected to contribute to the improvement of education in Ghana.

Question 5: *Can I interview any teacher or child if the primary respondent is not around*? No. The respondent should ideally be a person who is knowledgeable about the information being collected in the survey. Only the primary respondent can complete the survey.