

Module 0 : Central Administration Questionnaire Education

Section 0: Preliminary information

		Name	Code		
1.	Enumerator		_ _ _		
2.	Supervisor		_ _ _		
4.					
Supervision		Day	Month	Result	
3.	Verification of questionnaire	_ _ _	_ _ _	_ _	

Survey Result
 Questionnaire completed = 1
 Incomplete questionnaire = 2
 Temporary Absence = 3
 Prolonged absence = 4
 Unavailability = 5
 Refusal to answer = 6

<i>From the Statistics Institute or Census Bureau</i>		
1.	What is the total number of children of primary school age (6 to 11 years) in the country ?	_ _ / _ _ / _ _ / _ _ / _ _ / _ _ / _ _ /
<i>From the Statistics Institute or Department or Census Bureau</i>		
2.	What is the total number of primary schools currently operating in the country ? (Grades 1-7) (Note: Current number. If the data available refer to a previous year, please update)	_ _ / _ _ / _ _ / _ _ / _ _ /
	Public	_ _ / _ _ / _ _ / _ _ / _ _ /
	Private for profit	_ _ / _ _ / _ _ / _ _ / _ _ /
	Private not for profit (NGO)	_ _ / _ _ / _ _ / _ _ / _ _ /
	Private not for profit (Faith-based)	_ _ / _ _ / _ _ / _ _ / _ _ /
<i>From the Financial Directorate</i>		
3.	What is the total government budget for FY08-09?	(millions) _ _ / _ _ / _ _ / _ _ / _ _ / _ _ / _ _ /
4.	What is the total government budget for FY08-09 in Education?	(millions) _ _ / _ _ / _ _ / _ _ / _ _ / _ _ / _ _ /
	Total recurrent expenditure	(millions) _ _ / _ _ / _ _ / _ _ / _ _ / _ _ / _ _ /
	Non-wage recurrent expenditure	(millions) _ _ / _ _ / _ _ / _ _ / _ _ / _ _ / _ _ /
	Investments	(millions) _ _ / _ _ / _ _ / _ _ / _ _ / _ _ / _ _ /
<i>From the Material Directorate</i>		
5.	Could you please provide us with a form that is used by the Ministry to send material to schools? (FY2008-09) (if applicable)	
6.	Could you please provide us with the list (and value) of material sent by the Ministry to schools? (FY2008-09) (if applicable)	

Module 1: School Facility Questionnaire

Section 0: Preliminary information

		Name			Code
1.	Enumerator				_ _ _
2.	District				_ _ _
3.	School				_ _ _ _
4.	Date	Day/Month (e.g. 15 04)			_ _ _ _
Supervision		Result	Signature	Date	
5.	Questionnaire Verification	Head of team	_ _	_ _ _ _ _	<i>Survey results codes</i> Questionnaire completed = 1 Incomplete questionnaire = 2
		Supervisor	_ _	_ _ _ _ _	

6.	At what time did you arrive at the health facility?	Time in 24 hr. format (e.g. 07 30)	_ _ _ _
7.	At what time did you leave the health facility?	Time in 24 hr. format (e.g. 13 30)	_ _ _ _

Introduction: Jina langu nina nimetoka katika asasi isiyo ya Kiserikali inayoitwa REPOA (Research on Poverty Alleviation). REPOA inakusanya takwimu za masuala ya huduma za jamii kwenye sekta ya **elimu** katika jumuiya zilizochaguliwa Tanzania ili kutambua matatizo na vikwazo katika sekta ya **elimu**. Mahojiano yote yatakuwa ya siri, hivyo hakuna muhusika atakayetabuliwa. Kama hujisikii huru kujibu maswali yetu, tafadhali naomba utuambie. Mahojiano yetu yanachukua kiasi cha dakika 30. Naweza kukuuliza maswali machache kukusu nilivyokueleza? Ndiyo=1, Hapana=2

Section I: General Information on the Facility

Enumerator: Search for the school principal, head teacher or most senior teacher in the school

Please write the name and position of the respondent. (The person being interviewed)

	Question	Unit	Response
1.	Can I please ask your name?	<i>First and last names</i>	
2.	Which position do you occupy in this facility?	<i>School Principal = 1 Head Teacher = 2 Teacher = 3 Other (please specify) = 4</i>	_ _____
3.	Please, can we have your cell phone number?	<i>Number</i>	_____
4.	What is this school's ownership type?	<i>Public = 1 Private not for profit / NGO = 2 Private for profit = 3 Faith based = 4 Other (specify) = 5</i>	_ _____ (if 2,3,4,5 → stop and thank the respondent)
5.	Is the school rural or urban?	<i>Urban = 1 Rural = 2 Semi-urban / semi-rural =3</i>	_
6.	When did this school begin operating?	<i>Year (Don't Know= 9999)</i>	_ _ _ _
7.	How much time does it take to drive from the school to the district office?	<i>Time in hours/minutes (e,g, 01:30)</i>	_ _ _ _

Please allow me to ask few questions about the utilities access in this school

	Question	Unit	Response
8a.	Does the school have any access to <u>electricity</u> ?	Yes = 1; No =2 (if 2 →Go to question 9)	
8b.	Do the <u>classrooms</u> have access to electricity?	Yes = 1; No =2, Some = 3 (if 2 →Go to question 9)	
8c.	What is the main source of electricity?	State Electric Company =1, Facility Generator =2, Solar System = 3, Other (specify): = 4	_____
8d.	How many hours of electricity does the school have access to per day?	Number (0-24) (e.g. 07)	
9a.	Does the school have any access to <u>water</u> ?	Yes = 1; No =2 (if 2 →go to question 10)	
9b.	What is the main source of water?	Piped water from city into dwelling = 1, Piped water from own system into dwelling =2, Piped water to yard/plot = 3, Public tap/standpipe = 4, Water from Borehole = 5, Water from Open or Protected Well = 6, Surface Water (River/Dam/Rain/Etc) = 7, Tanker Truck, Vendor = 8, Other (please specify) = 9	_____
9c.	What is the distance to main source of water	Number (In meters) (If = 0, then go to 10)	
9d.	Average Time to go and come back to the main source of water (including average waiting time)	Number (in minutes)	
10a.	Does the school have toilets for students?	Yes = 1 No =2 (if 2 →go to question 11)	
10b.	What is the main means of sanitation?	Sewerage = 1, Septic Tank = 2, VIP Latrine = 3, Covered Pit Latrine = 4, Uncovered pit latrine = 5, Other (please specify) = 6	_____
11a.	Does the school have any access to a <u>telephone</u> ? (including staff phone)	Yes = 1; No =2 (If 2 → go to question 12)	
11b.	What is the main source of telephone service?	Landline = 1, Mobile phone (facility) = 2, Mobile phone (staff) = 3	

12.	How many rooms are available in this school of these various types?	
	Room types	Number
(i)	Classrooms	_ _
(ii)	Computer room	_ _
(iii)	Library	_ _
(iv)	Staff room	_ _
(v)	Stock room	_ _
(vi)	Cafeteria/ Cantene	_ _
(vii)	School Principal Office	_ _
(viii)	Other (specify) : _____	_ _

(Note: a room is defined as an enclosed room with walls and roof. Other rooms exclude housing units for teachers)

Could you please tell us more about the facility and the number of students in this school?

Grade	13. How many classes/groups per grade are there?	14. How many students are currently enrolled in each grade?		
		a. Boys	b. Girls	c. Total
1	_	_ _ _ _	_ _ _ _	_ _ _ _
2	_	_ _ _ _	_ _ _ _	_ _ _ _
3	_	_ _ _ _	_ _ _ _	_ _ _ _
4	_	_ _ _ _	_ _ _ _	_ _ _ _
5	_	_ _ _ _	_ _ _ _	_ _ _ _
6	_	_ _ _ _	_ _ _ _	_ _ _ _
7	_	_ _ _ _	_ _ _ _	_ _ _ _

15.	a. Are there any multi-grade (or multi-groups) classes in your school? (Yes = 1, No = 2) (if 2→go to question 16)	_
	b. If yes, which grades are grouped together? (ex: 1,2,3 or 3A, 3B)	First grouping: _ _ _ _ _
		Second grouping: _ _ _ _ _
		Third grouping: _ _ _ _ _

Could you please tell us more about the number of teaching hours per day?

Grade	16. What is the starting and ending time and number of minutes of break during a normal teaching day for each grade						17. How many days of school last year (2009) (actual number of days of school in 2009)?
	1 st cohort			2 nd cohort (if applicable)			
	a.	b.	c.	d.	e.	f.	
	Starting time (e.g. 08: 00)	Ending time (e.g. 13: 00)	Number of minutes of break	Starting time (e.g. 13: 00)	Ending time (e.g. 17 :00)	Number of minutes of break	
1	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _
2	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _
3	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _
4	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _
5	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _
6	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _
7	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _

Section II: Teacher Roster

Please allow me to ask you few questions about the employees in this school

1.	How many <u>teachers and teaching assistants</u> work in this school? (Including the head teacher)(Note: paid and non paid teachers)						_ _ _ _ _
2.	How many <u>non-teaching staff</u> work in this school? (administrative/support staff, cleaning. etc)						_ _ _ _
<p>Teacher Roster for school year 2010 Please allow me to ask few questions about all <u>teaching staff</u> who are working in this school <u>starting with you</u>. Could you give me the name of the teachers in the various categories? (Instruction: ask the other questions about that individual (i.e gender, age, education, presence). Teachers and assistant teachers (ONLY)</p>							
	3.	4.	5.	6.	7.	8.	9.
	First and last names	Gender	Age	Position in the school	Level of academic and professional education (completed)	Is (_____) currently in the facility?	Reason of absence
		<i>Male = 1; Female =2</i>	<i>Number</i>	<i>(See Code)</i>	<i>(See code)</i>	<i>Yes = 1, No = 2 (If 1 → Next Line)</i>	<i>(See Code)</i>
Respondent		_	_ _ _	_	_	_	_
(1)		_	_ _ _	_	_	_	_
(2)		_	_ _ _	_	_	_	_
(3)		_	_ _ _	_	_	_	_
(4)		_	_ _ _	_	_	_	_

Position in the School	Codes: Level of Education	Reason of the absence	Absence
Head Teacher/Principal = 1 Teacher = 2 Teacher Assistant = 3 Other (specify) = 4 (_____)	Primary = 1 Certificate 3C =2 Lower Secondary complete = 3 Certificate3B=4 High School complete= 5 Certificate 3A= 6 Diploma in teaching= 7 University degree= 8	Sick/maternity = 1 In training = 2; Official mission = 3; Approved absence = 4 Not his/her shift = 5; Not approved Absence = 6 Gone to retrieve salary =7; On strike =8 Other (to specify) = 9	If absence (9) To specify: _____ _____

Teachers and assistant teachers ONLY (continued)

	3.	4.	5.	6.	7.	8.	9.
	First and last names	Gender	Age	Position in the school	Level of academic and professional education	Is (_____) currently in the facility?	Reason of absence
		Male = 1; Female =2	Number	(See Code)	(See code)	Yes = 1, No = 2 (If 1 → Next Line)	(See Code)
(5)		__	__ __	__	__	__	__
(6)		__	__ __	__	__	__	__
(7)		__	__ __	__	__	__	__
(8)		__	__ __	__	__	__	__
(9)		__	__ __	__	__	__	__
(10)		__	__ __	__	__	__	__

Position in the School	Codes: Level of Education	Reason of the absence	Absence
Head Teacher/Principal = 1 Teacher = 2 Teacher Assistant = 3 Other (specify) = 4 (_____)	Primary = 1 Certificate 3C =2 Lower Secondary complete = 3 Certificate3B=4 High School complete= 5 Certificate 3A= 6 Diploma in teaching= 7 University degree= 8	Sick/maternity = 1 In training = 2; Official mission = 3; Approved absence = 4 Not his/her shift = 5; Not approved Absence = 6 Gone to retrieve salary =7; On strike =8 Other (to specify) = 9	If absence (9), to specify: _____ _____

Teachers and assistant teachers ONLY (continued)

	3.	4.	5.	6.	7.	8.	9.
	First and last names	Gender	Age	Position in the school	Level of academic and professional	Is (_____) currently in the facility?	Reason of absence

					education		
		<i>Male = 1; Female =2</i>	<i>Number</i>	<i>(See Code)</i>	<i>(See code)</i>	<i>Yes = 1, No = 2 (If 1 → Next Line)</i>	<i>(See Code)</i>
(11)		__	__ __	__	__	__	__
(12)		__	__ __	__	__	__	__
(13)		__	__ __	__	__	__	__
(14)		__	__ __	__	__	__	__
(15)		__	__ __	__	__	__	__
(16)		__	__ __	__	__	__	__
(17)		__	__ __	__	__	__	__
(18)		__	__ __	__	__	__	__

Position in the School	Codes: Level of Education	Reason of the absence	Absence
Head Teacher/Principal = 1 Teacher = 2 Teacher Assistant = 3 Other (specify) = 4 (_____)	Primary = 1 Certificate 3C =2 Lower Secondary complete = 3 Certificate3B=4 High School complete= 5 Certificate 3A= 6 Diploma in teaching= 7 University degree= 8	Sick/maternity = 1 In training = 2; Official mission = 3; Approved absence = 4 Not his/her shift = 5; Not approved Absence = 6 Gone to retrieve salary =7; On strike =8 Other (to specify) = 9	If absence (9), to specify: _____ _____

Teachers and assistant teachers ONLY (end)

	3.	4.	5.	6.	7.	8.	9.
	First and last names	Gender	Age	Position in the school	Level of academic and professional education	Is () currently in the facility?	Reason of Absence
		Male = 1; Female =2	Number	(See Code)	(See code)	Yes = 1, No = 2 (IF 1 → Next Line)	(See Code)
(19)		□	□□	□	□	□	□
(20)		□	□□	□	□	□	□
(21)		□	□□	□	□	□	□
(22)		□	□□	□	□	□	□
(23)		□	□□	□	□	□	□
(24)		□	□□	□	□	□	□
(25)		□	□□	□	□	□	□

Position in the School	Codes: Level of Education	Reason of the absence	Absence
Head Teacher/Principal = 1 Teacher = 2 Teacher Assistant = 3 Other (specify) = 4 ()	Primary = 1 Certificate 3C =2 Lower Secondary complete = 3 Certificate3B=4 High School complete= 5 Certificate 3A= 6 Diploma in teaching= 7 University degree= 8	Sick/maternity = 1 In training = 2; Official mission = 3; Approved absence = 4 Not his/her shift = 5; Not approved Absence = 6 Gone to retrieve salary =7; On strike =8 Other (to specify) = 9	If absence (9), to specify: _____ _____

Instruction: If there are more than 25 teachers working at the school, the first 25 should be listed in the table above and the following table should be filled. This following table presents an overall view of the staff in the school

Overall staff roster

Position in the school	10. Number of staff	11. Average Level of academic and professional education	12. Number of absents
Teachers			
Teacher assistants			
Others			

13. Reason of Absence	Number
Sick/maternity	
In training	
Official mission	
Approved absence	
Not his/her shift	
<i>Not approved Absence</i>	
<i>Gone to retrieve salary</i>	
<i>On strike</i>	

Instructions for the selection of the agents for Module 2: Once the teacher roster is established, it should be used to draw randomly the 10 teachers to be interviewed individually for module 2. For this purpose, in addition to the respondent who should also be interviewed in Module 2, select randomly 10 teachers among all teaching staff (except those “transferred” or “other shift”) (or all if less than 10 teaching staff are employed.)

Section III: Books

Could you please tell us more about books currently available for students?

Enumerator: Only take into account books owned by the school (i.e. it should not include books personally owned by students or teachers)

1.	What is the total number of <u>books</u> available for students' use?	Grade	Math	English	Sciences	History	Geography	Other	Total		
		1	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	
		2	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
		3	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
		4	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
		5	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
		6	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
		7	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
		Total	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
2.	Number of books available at the library (formal and informal) ?	_ _ _ _ _ _ _ _ _									

Instruction: Only consider school books used with the current curriculum. It is not necessary to collect number of books per subject if totals per grades are available. Ask the respondent to use written records of the books available.

Material Resources Received

4.	In 2009 did the facility receive any <u>material support</u> (in kind) from the Government?	Yes = 1 No = 2 DK = 9	_ _	If No or Don't Know → Go to question 5	
5.	Material resources received for 2009 :	a.	b. Quantity	c. Value	d. Have you seen the full records?
		Yes = 1 No = 2	Number	Amounts, in Tsh	Yes = 1 No = 2
(i)	Textbooks	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(ii)	Notebooks (100 pages)	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(iii)	Notebooks (50 pages)	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(iv)	Notebooks (32 page)	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(v)	Pen (boxes of 20)	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(vi)	Chalk (boxes of 50)	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(vii)	Sponges	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(viii)	Slate boards	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(ix)	Rulers	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(x)	School cards	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(xi)	Printer ink	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(xii)	Pedagogic kits	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _
(xiii)	Other materials (to specify): _____	_ _	_ _ _ _	_ _ _ _ _ _ _ _ _ _ _	_ _

B. NON-GOVERNMENT DONORS

6.	For 2009 did the facility receive any support (financial or in kind) from any organizations other than the government?	Yes = 1 No = 2 DK = 9	_	If No or Don't Know →end	
7.	Financial and in kind support from organizations other than the Government				
	a.	b.	c.	d.	e.
	If yes, could you give us the name of the organization that has supported you financial or in kind in 2009?	What is the organization type? (See Codes)	Can you tell us the value of the financial support provided by this organization during 2009 (in Tsh)	Can you tell us the approximate value of the in kind support provided by this organization during 2009 (in Tsh)	What is the most important support in kind provided by this organization? (See Codes) (specify below)
(i)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _
(ii)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _
(iii)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _
(iv)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _
(v)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _
(vi)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _
(vii)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _
Code: organization type NGO = 1 International Donor = 2 Local community = 3 Private Donor = 4 School management committee = 5 Other (Specify) = 6			Code for in-kind resources Training / Technical Assistance = 1 Material and Equipments = 2 Renovations = 3 Other (Specify) = 4		

Section V: Parents contributions (2009)

1.	What is the annual amount of contributions paid by parents for _____?	Annual amount (average) (per pupil, in Tsh)
(i)	Parents-teachers association (PTA)	_ _ _ _ _ _ _
(ii)	Uniforms	_ _ _ _ _ _ _
(iii)	Security	_ _ _ _ _ _ _
(iv)	Sports	_ _ _ _ _ _ _
(v)	Electricity	_ _ _ _ _ _ _
(vi)	Books	_ _ _ _ _ _ _
(vii)	Food	_ _ _ _ _ _ _
(viii)	Others (to specify): _____	_ _ _ _ _ _ _

Thank you for your collaboration.

Module 2: Teacher Questionnaire (First Visit)

Section 0: Preliminary information

		Name				Code
1.	Enumerator					_ _ _
2.	District					_ _ _
3.	School					_ _ _ _
4.	Date	Day/Month (e.g. 15 04)				_ _ _ _
Supervision		Result	Signature	Date		
5.	Questionnaire Verification	Head of team	_ _		_ _ _ _	<i>Survey results codes</i> Questionnaire completed = 1 Incomplete questionnaire = 2
		Supervisor	_ _		_ _ _ _	

Instructions: The questionnaire should be administered to module 1's respondent and to 10 teachers in the school (or to all teachers if their number is less than 10).

Selection of teachers: In addition to the respondent to module 1, select randomly 10 teachers among all the teachers (except those "transferred" or "other shift") or all if less than 10 teachers are employed (see Module 1 Staff roster).

Please enter teachers' names in the same order as in the table of the Staff Roster list of Module 1. The teachers should be interviewed individually.

Introduction: Jina langu nina nimetoka katika asasi isiyo ya Kiserikali inayoitwa REPOA (Research on Poverty Alleviation). REPOA inakusanya takwimu za masuala ya huduma za jamii kwenye sekta ya **elimu** katika jumuiya zilizochaguliwa Tanzania ili kutambua matatizo na vikwazo katika sekta ya **elimu**. Mahojiano yote yatakuwa ya siri, hivyo hakuna muhusika atakayetabuliwa. Kama hujisikii huru kujibu maswali yetu, tafadhali naomba utuambie. Mahojiano yetu yanachukua kiasi cha dakika 5. Naweza kukuuliza maswali machache kukusu nilivyokueleza? Ndiyo=1, Hapana=2

Section 1: Individual Teaching Staff Questionnaire

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
	First and last names	Agent number in Module 1 Roster	Is the teacher present?	Gender (Fill without asking the question)	Age	Position in the school	At which level do you teach?	What subject do you teach?	What is your highest level of level of education?	Since what year have you been teaching?	When did you join this school?
		Number	Yes= 1, No = 2	Male = 1 Female=2	Number	See Codes	Grade (1-7)	Math=1 English=2 Other=3	See codes	year (e.g. 1990)	year (e.g. 1998)
Respondent							_ _	_ _	_	_ _ _	_ _ _
(1)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(2)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(3)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(4)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(5)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(6)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(7)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(8)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(9)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _
(10)		_ _	_	_	_ _	_	_ _	_ _	_	_ _ _	_ _ _

Level of Education	Position in the School
Primary = 1 Certificate 3C =2 Lower Secondary complete = 3 Certificate3B=4 High School complete= 5 Certificate 3A= 6 Diploma in teaching= 7 University degree= 8	Head Teacher/Principal = 1 Teacher = 2; Teacher Assistant = 3 Other (specify) = 4 (_____)

	12.		13.		14.		15.		16.		17.		18.		19.		20
--	-----	--	-----	--	-----	--	-----	--	-----	--	-----	--	-----	--	-----	--	----

	Are you paid by the State/government?	What is your <u>net</u> monthly salary?	How is your salary paid?	Which day of the month are you supposed to receive your salary?	Last month, how many days has your salary been delayed?	Have you received it in totality?	The month before (i.e. 2 months ago), how many days has your salary been delayed?	Have you received it in totality?	Are these information filled up during the first or second visit? (Fill without asking the question)
	State=1 Local collectivities=2 Parents-Teachers Association =3 Other (to specify)=4	In Tsh	Direct transfer in personnel account = 1 By cheque=2 In cash = 3 Other = 4	Number (e.g. 08) DK=99	Number Not delayed=0 Not received=77 DK=99	Yes= 1 No = 2	Number Not delayed=0 Not received=77 DK=99	Yes= 1 No = 2	First=1 Second=2
Respondent	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(1)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(2)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(3)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(5)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(7)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(8)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(9)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(10)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Thank you for your collaboration.

Module 3: Teacher Questionnaire (Second visit)

Section 0: Preliminary information

		Name				Code
1.	Enumerator				_ _	
2.	District				_ _	
3.	School				_ _ _ _	
4.	Date	<i>Day/Month (e.g. 15 04)</i>			_ _ _ _	
Supervision		Result	Signature	Date		
5.	Questionnaire Verification	Head of team	_		_ _ _ _	<i>Survey results codes</i> Questionnaire completed = 1 Incomplete questionnaire = 2
		Supervisor	_		_ _ _ _	
Question			Unit		Value	
At what time did you arrive at the school facility?			<i>Time in 24 hr. format (e.g. 0930)</i>		_ _ _ _	
At what time did you leave the school facility?			<i>Time in 24 hr. format (e.g. 0930)</i>		_ _ _ _	

Instructions: The questionnaire should be administered to the same 10 teachers and respondent as the first visit (see module 2). Before the visit, write down the respondent and teachers' names in the following table, in the same order as in module 2.

Financial and technical support provided by Hewlett Foundation and the World Bank.

Section 1: Individual Teaching Staff Questionnaire

	1.	2.	3.	4.	5.	6.	7.	8.
	First and last names	Is the teacher present in the school? (Fill without asking the question)	Was the teacher in a class when you arrived? (Fill without asking the question)	Was the teacher providing teaching activities when you arrived? (Fill without asking the question)	Gender (Fill without asking the question)	Are you married?	Were you born in this district?	Have you received a training in 2009?
	<i>(Write the names of the teachers in the same order as the module 2 for the first visit)</i>	Yes= 1, No = 2	Yes= 1, No = 2	Yes= 1, No = 2	Male = 1 Female = 2	Married = 1 Not married = 2 Widowed = 3 Divorced = 4	Yes= 1, No = 2	Yes= 1, No = 2
Respondent		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your collaboration.

Module 4: Classroom observation

		Name				Code
1.	Enumerator					_ _ _
2.	District					_ _ _
3.	Health facility					_ _ _ _
4.	Date	<i>Day/Month (e.g. 15 04)</i>				_ _ _ _
Supervision		Result	Signature	Date		
5.	Questionnaire Verification	Head of team	_ _		_ _ _ _	<i>Survey results codes</i> Questionnaire completed = 1 Incomplete questionnaire = 2
		Supervisor	_ _		_ _ _ _	

Question	Unit	Value
At what time did you start observation of the class?	<i>Time in 24 hr. format (e.g. 0930)</i>	_ _ _ _
At what time did you stop observation of the class?	<i>Time in 24 hr. format (e.g. 0930)</i>	_ _ _ _

Instructions

Observe two lessons per school for at least an hour both for grade 4 either in English or Math. During the first 25 minutes, the observation should be made from inside the classroom, without disturbing the lesson.

Sit in the back of the class and observe the class for 25 minutes. Every 5 minutes record a snapshot of what the teacher and class are doing. Make a tick in the appropriate box, i.e. if after 10 minutes, the pupils are doing class work and the teacher is filling out registers, then make a tick under snapshot 2 for both these activities. If none of the activities are applicable, then make no tick.

After 25 minutes, leave the room and observe the classroom from outside for 15 minutes without being seen by the teacher and without disturbing the lesson. Again, record your observations every five minutes (i.e. report a snapshot of activities in the class).

Pupil's test: Next step is to select randomly 10 pupils from the class you just observed using the class roster. Write the list of the 10 pupils on 2 sheets of paper. Leave one to the teacher

Section 1. Observation from inside

1.	a. Teacher's first and last name					
	b. Subject					
	c. Grade level of the class					
2.	During the time you observed the class, did the teacher engage in the following activities?	Snap shot 1	Snap shot 2	Snap shot 3	Snap shot 4	Snap shot 5
	a. Teaching activity in which teacher actively interacts with children (talking to them, discussions, question answer etc)	_	_	_	_	_
	b. Teacher correcting children's work	_	_	_	_	_
	c. Teacher writing on the blackboard	_	_	_	_	_
	d. Teacher filling out registers, formats or any other data	_	_	_	_	_
	e. Teacher doing other non-teaching work	_	_	_	_	_
	f. Teacher asking children to use blackboard	_	_	_	_	_
	g. Teacher using textbook or exercise book while teaching	_	_	_	_	_
	h. Teacher testing students in class (via oral or written tests)	_	_	_	_	_
	i. Pupils work on class work/exercises	_	_	_	_	_
	j. Pupils' class work/exercises are graded	_	_	_	_	_
	k. Pupils repeating after teacher or after other children (drill or memorization)	_	_	_	_	_
	l. Teacher spending time with students one on one	_	_	_	_	_
	m. Teacher maintaining discipline in class	_	_	_	_	_
	n. Undisciplined students	_	_	_	_	_
	o. Students not paying attention (e.g. looking outside the windows)	_	_	_	_	_
p. Teacher not in class.	_	_	_	_	_	

3.	What time did the class start	<i>hours/minutes (e.g, 01:30)</i>	_ _ _ _
4.	What time did the class end?	<i>hours/minutes (e.g, 01:30)</i>	_ _ _ _
5.	What was the topic of the class?	1. Maths 2. English 3. Other	_
6.	Was the teacher in the classroom the entire time you were present?	Yes = 1 No =2 (if 1 → Go to question 8)	_
7.	How long was the teacher out of the room?	<i>Time in minutes (e.g, 30)</i>	_ _
8.	Number of pupils in the classroom?	<i>Number</i>	_ _
9.	Number of pupils with manual corresponding to the lesson attended?	<i>Number</i>	_ _
10.	a.	Number of pupils who have desks and chairs?	<i>Number</i>
	b.	Number of pupils who only have chairs?	<i>Number</i>
	c.	Number of pupils sitting on the floor?	<i>Number</i>
11.	Number of pupils supposed to be present in this session	<i>Number</i>	_ _

Section 1. Observation from outside

1.	During the time you observed the class from outside, did the teacher engage in the following activities?	Snap shot 1	Snap shot 2	Snap shot 3
a.	Teaching activity in which teacher actively interacts with children (talking to them, discussions, question answer etc)	_	_	_
b.	Teacher correcting children's work	_	_	_
c.	Teacher writing on the blackboard	_	_	_
d.	Teacher filling out registers, formats or any other data	_	_	_
e.	Teacher doing other non-teaching work	_	_	_
f.	Teacher asking children to use blackboard	_	_	_
g.	Teacher using textbook or exercise book while teaching	_	_	_
h.	Teacher testing students in class (via oral or written tests)	_	_	_
i.	Pupils work on class work/exercises	_	_	_
j.	Pupils' class work/exercises are graded	_	_	_
k.	Pupils repeating after teacher or after other children (drill or memorization)	_	_	_
l.	Teacher spending time with students one on one	_	_	_
m.	Teacher maintaining discipline in class	_	_	_
n.	Undisciplined students	_	_	_
o.	Students not paying attention (e.g. looking outside the windows)	_	_	_
p.	Teacher not in class.	_	_	_
2.	Do you notice a change in the behavior of the teacher when you were observing from the outside vs inside?	Yes = 1 No =2		_
3.	Do you notice a change in discipline within the class when you were observing from the outside vs inside?	Yes = 1 No =2		_
4.	Was the teacher in the classroom the entire time you were observing from outside?	Yes = 1 No =2 (if 1 → Go to question 6)		_
5.	How long was the teacher out of the room?	Time in minutes (e.g,30)		_ _
6.	How many pupils are in the classroom (average)?	Number		_ _
7.	Did the teacher see you observing the class from outside?	Yes = 1 No =2		_

PUPIL BOOKLET
PUPIL TEST
Grade 4

SCHOOL CODE

--	--	--

PUPIL CODE

--	--

SCHOOL NAME _____

PUPIL NAME _____

TEACHER NAME: ENGLISH _____

TEACHER NAME: MATHEMATICS _____

ENGLISH

1.

l	e	h
f	u	v
a	s	c

2.

under	respect	story
bananas	green	greet
fruit	father	outside

3.



4.

ai	ee	ig	af
----	----	----	----

- (a) l__ht. (b) tr__fic (c) r__n (d) wh__l

5.

play	road	sweep
------	------	-------

- (a) I help my mother to _____ the floor in our house on Saturdays.
(b) The car drives on the _____.
(c) When I have finished my work, I go out to _____ with my friends.

6.

I would like to be a doctor when I grow up

7.

(a) Mice are _____ (as, or, very) small animals.

(b) I can buy bananas _____ (or, because, which) oranges.

(c) _____ (Who, How much, How many) fingers do you have?

8.

This morning Sam was sweeping the floor of the bus when he found a small bag under the seat. Someone must have left it behind by mistake. He looked around and when he saw that no one was looking, he took the bag. Inside were two thousand Shillings, more money than he had ever seen in his life.

QUESTIONS

Write the answers to questions (a) and (b).

(a) What was Sam doing on the bus?

(b) What was inside the bag?

Circle the correct response to question (c)

(c) What is the author trying to express by using the sentence 'more money than he has ever seen in his life'?

- (i) Sam could not count up to two thousand.
- (ii) Sam was poor.
- (iii) Sam could not see because he is blind.

MATHEMATICS

1.

55	3	23
4	12	6
34	21	9

2.

139 931 12 2 55 123

3.

a)

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 27 \\ + 24 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 335 \\ + 145 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 47 \\ - 38 \\ \hline \end{array}$$

f)

$$7 \times 8 =$$

g)

$$\begin{array}{r} 37 \\ \times 12 \\ \hline \end{array}$$

h)

$$\begin{array}{r} 214 \\ \times 104 \\ \hline \end{array}$$

i)

$$6 \div 3 =$$

j)

$$75 \div 5 =$$

4. Which of these gives the largest answer?

a) $81 \div 5$

b) $81 \div 4$

c) $81 \div 3$

5. A box holds 24 bananas. How many bananas are there in 10 boxes?

6. 24 12 6 3

TEACHER BOOKLET

PUPIL TEST

Grade 4

		Name	Code
1.	Enumerator		_ _
2.	District		_ _ _ _
3.	School name		_ _ _ _
4.	Date	<i>Day/Month (e.g. 15 04)</i>	_ _ _ _
5.	Test starting time	<i>24 h. time format (e.g. 09:00)</i>	_ _ _ _
6.	Test ending time	<i>24 h. time format (e.g. 09:20)</i>	_ _ _ _
7.	Pupil Code		_ _

	Supervision	Result	Signature	Date	
8.	Questionnaire Verification	Head of team	_	_ _ _ _	<u>Survey results codes</u> Questionnaire completed = 1 Incomplete questionnaire = 2
		Supervisor	_	_ _ _ _	

INSTRUCTIONS FOR ENUMERATOR:

You will administer the test verbally to the pupils one at a time. You should read the INSTRUCTIONS PRINTED IN BOLD to the pupil, but DO NOT HELP THEM to answer the question. You should read from this test sheet. The student will either give their answers orally or write their answers in their pupil booklet.

There are **8** questions in the **ENGLISH** Paper and **6** questions in the **MATHEMATICS** paper. The pupil has twenty (**20**) minutes to complete the test: **12 minutes** for the English part and **8 minutes** for the Mathematics part. If the pupil hasn't completed the English part after 12 minutes, then move on to the Mathematics part.

The enumerator could speak in any language. 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.

Please indicate pupil's details below:

Pupil first and last names	
Age	_ _
Gender boy=1, girl=2	_
Teacher's name : ENGLISH	
Teacher's name: MATHEMATICS	

ENGLISH

1. (oral)

Instruction: Ask the pupil to identify three letters correctly, ex: ask:

“Can you show me the letter ‘e’, please?”

*Repeat this **three (3) times** picking different letters from the square.*

Record the number of letters correctly identified in the box.

/3

2. (oral)

Instruction: Ask the pupil to identify three words correctly, ex: ask:

“Can you show me the word ‘greet’, please?”

*Repeat this **three (3) times** picking different words from the square.*

Record the number of words correctly identified in the box.

/3

3. (oral)

Instruction: Point at the first picture and ask the pupil

“What is this?”

Repeat for the other three pictures.

Record the number of pictures correctly named.

/4

4. (written)

Instructions: Ask the pupil:

“Complete the words below with the correct letters from the box. Write the letters in the space provided.”

Record the number of words correctly completed.

/4

5. (oral)

Instructions: Ask the pupil:

“Complete the sentences with the correct words from the brackets and tell me the answer.”

Record the number of correct answers.

/3

6. (written)

Instructions: Ask the pupil:

A. **“Please read this sentence.”**

I would like to be a doctor when I grow up.

--	--	--	--	--	--	--	--	--	--	--

Make a tick under each word read correctly, add them up and record the total in the box below.

/11

B. **“Copy down the sentence below in your own hand-writing.”**

Record 1 for each word copied down correctly.

/11

7. (oral)

Instructions: Tell the pupil:

“Fill each blank space in the following passage with the correct word chosen from the parenthesis.”

For each blank filled correctly, give one point. Record the total number of correct answers.

/3

8. Part 1 (oral)

Instructions: Ask the pupil:

“Read the passage and then answer the questions below it”

This	morning	Sam	was	sweeping	the	floor	of	
The	bus	when	he	found	a	small	bag	under
The	seat.	Someone	must	have	left	it	behind	
By	mistake.	He	looked	around	and	when	he	
Saw	that	no	one	was	looking,	he	took	
The	bag.	Inside	were	two	thousand	shillings,	more	
money	than	he	had	ever	seen	in	his	
life.								

Make a tick under each word read correctly, add them up and record the total in the box below.

/58

8. Part 2 (written)

The children should read the instructions themselves and answer the questions in writing. (You should NOT read the questions for him/her.)

Record the number of correctly answered questions, 0 otherwise.

/3

MATHEMATICS

1. (oral)

Instruction: Ask the pupil to identify three numbers correctly, ex. ask:

“Can you show me the number ‘23’, please?”

*Repeat this **three (3) times** picking 1 one digit number and 2 two digit numbers from the square.*

Record the number of letters correctly identified in the box.

/3

2. (written)

Instruction: Ask the pupil:

“Write down the numbers in order from smallest to largest.”

Record 1 if the pupil gives the correct answer and 0 otherwise.

/1

3. (written)

Instruction: Ask the pupil:

“Work out the answer for each of these problems and write it on your booklet.”

Record 1 for each correct answer, 0 otherwise.

/10

4. (written)

Instruction: Ask the pupil:

“Which of these would give the biggest answer? Circle the correct response.”

Record 1 if the pupil gives the correct answer, 0 otherwise.

/1

5. (oral)

Instruction: Ask the pupil:

“A box holds 24 bananas. How many bananas are there in 10 boxes?”

Record 1 if the pupil gives the correct answer, 0 otherwise.

/1

6. (oral)

Instruction: Ask the pupil:

“What is the rule for the next number in the sequence?”

Record 1 if the pupil gives the correct answer, 0 otherwise.

/1

TEACHER TEST

Grade 4

		Name	Code	
1.	Enumerator		_ _	
2.	District		_ _	
3.	School name		_ _	
4.	Teacher' s number		_ _	
5.	Date	Day/Month (e.g. 05 11)	_ _ _	
Supervision		Result	Signature	Date
6.	Questionnaire Verification	Head of team	_	_ _ _
		Supervisor	_	_ _ _
<i>Survey results codes</i> Questionnaire completed = 1 Incomplete questionnaire = 2				

Financial and technical support provided by Hewlett Foundation and the World Bank.

INSTRUCTIONS

Follow the Instructions carefully

1. **DO NOT** turn over this page before you are told. The enumerator will tell you when to turn this page to begin the questions.
2. Answer all the questions. For each question, put your answer in this booklet in the space provided.
3. **DO NOT** use a calculator or any electronic object during the period of the test.

PUT UP YOUR HAND NOW IF YOU HAVE ANY QUESTIONS.

You will **NOT** be able to ask questions once the study has begun.

4. You have **30 minutes** to complete all the questions: **12 minutes** for the LITERACY part, **12 minutes** for the NUMERACY section and **6 minutes** for the PEDAGOGY section. If you have not completed the literacy part after 12 minutes, then move on to the numeracy part. If you have not completed the numeracy part after 12 minutes, then move on to the pedagogy part. There are 6 questions in the literacy section, 12 questions in the numeracy section and 4 questions in the pedagogy section.
5. Use a **pencil** to write your answers.
6. Before starting, please provide the information below

i. Age	<i>Number</i>	_ _
ii. Gender	<i>Female=1</i> <i>Male=2</i>	_
iii. What grade do you normally teach this year?	<i>Grade from 1 to 7</i>	_ _ _
iv. What subject do you normally teach?	<i>English=1 Math=2</i> <i>Other =3 (Specify) _____</i>	_

v. For how many years have you been a teacher?	<i>Number</i>	_ _
vi. What is your position at this school?	<i>Head Teacher/Principal = 1</i> <i>Teacher = 2</i> <i>Teacher Assistant = 3</i> <i>Other (specify) = 4 (_____)</i>	_
vii. What level of school did you reach?	<i>Primary incomplete=1 Primary complete=2</i> <i>Lower Secondary complete= 3 High School complete=4</i> <i>University degree= 5</i>	_
viii. What teacher training have you received?	<i>Certificate 3c =1</i> <i>Certificate3b =2</i> <i>Certificate 3a =3</i> <i>Diploma in education =4</i>	_

LITERACY

1. Complete the words below with the correct letters from the box.

Ai	ee	ig	af
----	----	----	----

(a) l _ _ ht. (b) tr _ _ fic (c) r _ _ ny (d) wh _ _ l

2. Complete the sentences with the correct words from the brackets.

(a) _____ (Does, Where, How many) is the hospital?

(b) _____ (That, When, Because) I wake up, I brush my teeth.

(c) I can buy bananas _____ (or, because, which) oranges.

(d) _____ (Who, How much, How many) fingers do you have?

3. Complete the sentences with the correct words from the brackets.

(a) _____ (Unless, If, Perhaps, Although) you brush your teeth every day, they will be strong.

(b) _____ (When, If, Because, Although) it is very sunny and hot, I wear a warm coat.

(c) A person _____ (which, who, when, may) flies an airplane is a pilot.

(d) My sister likes music, _____ (so, although, perhaps, when) I have bought her a radio.

(e) If I was a pilot, I _____ (will, would, may, am able to) fly an airplane.

(f) The bananas _____ (buy, are buying, are bought, bought) at the shop.

4. Read the passage below and fill the blanks with the most suitable words to complete the story.

[An accident]

Baraka was on his way home _____ school. He was about to step onto the road at the _____ crossing, when he saw a vehicle _____ quickly towards him. The driver noticed Baraka and tried to brake, but the vehicle was moving _____ fast _____ stop in time and Baraka's leg _____ hit by the side of the car. Luckily, some traffic police were standing on the _____ side of the road, and _____ seen the accident. They quickly crossed the road to give _____ aid to Baraka and call an _____ to take him to the hospital. At the hospital, the doctor asked: "_____ happened to you? Baraka explained what had happened. The doctor said: "You are very _____ that your injury is not more serious. If your head had been injured in the collision, you could easily _____ died."

5. Read the passage and answer to the questions.

A Frightening Story

Someone asked Mr Johnson why his neighbours were angry with him. 'It wasn't my fault,' he said. 'They told me their children liked exciting stories. I told them my best stories, but these didn't excite them at all, so then I thought of my old friend, Bayoh. He lived in East Africa for a time. I knew he had some good stories about animals or people in that part of Africa. He said these stories were all true. I didn't think his stories were frightening. Anyway, my neighbours' children were all nine, ten or eleven years old, so I was sure he couldn't frighten them.'

'Well, I was wrong.' Mr Johnson went on. 'I brought Bayoh to their house and he said, "I'll tell you a story about a lion. It's a true story, because it happened to me. You see, this lion came out of the long grass and started to follow me. It moved very slowly. It was a hot day, so perhaps it didn't want to move quickly. Or perhaps it knew it didn't have to. I couldn't get away from it by walking or running."

"Why not?" the children asked. Bayoh laughed. "Because lions can run, too," he said. "Very fast. In fact, twice as fast as men. Walking gave me more time to think.

"Then I saw a hole in the cliffs behind me. A cave! Shall I go in, I wondered? Perhaps it will get narrower and narrower as I go in, until the lion isn't able to follow me. Maybe I can lose the lion inside. And if there is no way out? Well, I'll see if I'm lucky."

"So I went into the cave. And the lion followed me. It was dark inside, so I couldn't see the lion any more, but I could smell it. The smell got stronger as I went deeper into the cave. Then I knew where I was. The cave was the lion's den!"

The children listened carefully, but they still weren't frightened. They knew that somehow or other Bayoh had escaped. After all, he was alive, and there with them now in the room. I didn't know what was coming next, either.

"Then," said Bayoh, "I came to a wall of rock. The lion was very close to me now. I turned round to face it. There was no escape now."

"So what happened?" asked one of the children.

"It ate me," Bayoh whispered quietly. "My ghost is telling you this story!"

'And do you know,' Mr Johnson ended, 'The neighbours blamed me because their children were frightened! I ask you, was that fair?'

QUESTIONS

(a) Who lived in the cave? (*Write the answer in the space provided*)

(b) Why were the children frightened?

Circle one answer.

- (iv) The lion was chasing them.
- (v) Bayoh told them that he was a ghost
- (vi) They were in a cave.
- (vii) Their parents blamed them.

(c) How did Bayoh know the lion was close behind him in the cave?

Circle one answer.

- (i) He smelled the lion.
- (ii) He did not know the lion was close.
- (iii) He saw the lion.
- (iv) He heard the lion.

(d) Was the cave a good hiding place for Bayoh?

Circle one answer.

- (i) Yes.
- (ii) No.

(e) Give one reason from the story to explain why you think this is true or false (*Write the answer in the space provided*)

6. Look at the following sentence and answer the question.

If both of us are sick, we need to immediately see the doctor who works at the hospital.

Circle the correct response

1) What type of a word is 'hospital'?

noun verb adjective adverb pronoun preposition

2) What type of a word is 'who'?

noun verb adjective adverb pronoun preposition

3) What type of a word is 'us'?

noun verb adjective adverb pronoun preposition

4) What type of a word is 'immediately'?

noun verb adjective adverb pronoun preposition

SEHEMU YA UWEZO WA HESABU

1. Tafuta Majibu :

a)

$$\begin{array}{r} 43 \\ + 32 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 86 \\ - 58 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 342 \\ + 216 \\ + 126 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 37 \\ \times 12 \\ \hline \end{array}$$

2.

Je, ni ipi kati ya hizi inatoa jibu kubwa. Zungushia jibu sahihi.

- d) $81 \div 5$
- B) $81 \div 4$
- C) $81 \div 3$

3. Malizia sehemu hizi ili ziwe sawa

$$\frac{6}{8} = \frac{\square}{24}$$

4. Tafuta Jibu.

$$\sqrt{121} = \underline{\hspace{2cm}}$$

5. John alikuwa na shilingi 1620. Aligawanya sawa fedha hizi kati ya watoto 4 children. Je kila mtoto alipata kiasi gani?

6. Je paketi tatu zenye $24\frac{1}{3}$ kg, $10\frac{1}{2}$ kg and $15\frac{1}{4}$ kg za mchele zinauzito gani?

7. Tafuta Jibu: $\frac{3}{4} \div \frac{5}{8} =$

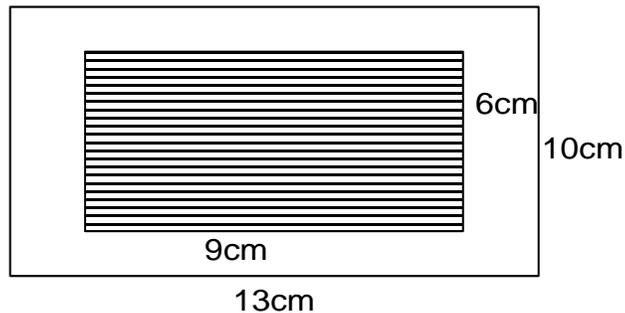
8. Ni nini thamani ya n kwenye

$$12n - 10 - 10n = 6$$

$$n = \underline{\hspace{2cm}}$$

9. Wakulima 16 wanachukua masaa 15 kukwatua shamba. Je, wakulima 5 watachukua muda gani kumaliza kazi hiyo?

10. Tafuta eneo lilitiwa kivuli katika umbo hapo chini.



ANSWER: _____

11. Soma aya hii na kisha ujibu maswali:

Watoto watano – Nzuki, Kalui, Mwikali, Nekesa na Omugi – walishiriki katika mashindano ya mbio za mita 100 shuleni. Mwikali alikuwa wa tatu na Omugi wa nne. Nekesa alimaliza mashindano ya mbio baada ya Omugi na Kalui hakuwa wa pili.

(a) Je, mtoto yupi alikuwa wa kwanza katika mashindano ya mbio?

(b) Je, mtoto yupi alikuwa wa mwisho katika mashindano ya mbio?

12. Walimu katika shule ya mshingi walisoma matokeo ya wanafunzi kwa muda wa kipindi cha miaka minne. Majibu ya majaribio ya wanafunzi wa madarasa ya chini ya shule ya msingi yametolewa katika jedwali hapo chini.

Mwaka	Idadi ya wanafunzi		
	Matokeo ya chini	Matokeo ya kati	Matokeo ya juu
2002	12	73	18
2003	13	66	22
2004	33	63	24
2005	24	57	22

Je ni mwaka upi ambao uwiano wa jumla wa matokeo ya chini na ya kati kwa matokeo ya juu ni 1:4?

PEDAGOGICAL CONTENT KNOWLEDGE SECTION

1.

Match the advice on motivation on the left with the techniques for motivation on the right. Write your answers in the space provided below.

<p>1) Encourage learner autonomy.</p> <p>2) Find out what students think.</p> <p>3) Make feedback positive and constructive.</p> <p>4) Build variety into teaching.</p>	<p>A Listen to student feedback using class suggestion box.</p> <p>B Train students to use reference resources to study successfully on their own.</p> <p>C Think about how you tell students about their progress. How can you praise and encourage them instead of just giving marks.</p> <p>D Put students into new groups for different activities.</p> <p>E Give comments on students' work which are helpful and enable them to feel a sense of progress.</p> <p>F Don't always do the same kinds of things in the class room. Try new activities and change activities in each lesson.</p>
---	---

ANSWER:

A _____ B _____ C _____ D _____ E _____ F _____

2. Below are printed a number of sentences, some of which contain mistakes. If a mistake was made, underline and indicate the type of error that was made. The first one has been done for you.

The weather in Abuja is badder than the weather in Dakar.

wrong comparative form, should say worse instead of badder

a) The teacher made me stay in school after class.

b) What are you doing this weak-end?

c) The school was closed on Independence Day.

d) I go to the cinema last week.

e) He worked very hardly to finish the project.

f) Don't blame you. Its not your fault.

3. A math problem and the student's incorrect answer are printed below. Circle the correct explanation for why the student's answer is wrong.

Otieno borrowed 100 000 shillings from a bank that charged compound interest at the rate of 30% p.a. How much should he pay back to the bank at the end of two years?

ANSWER: 60000

Why is this not correct? Circle your answer

- a) The student calculated the annual interest rate instead of the compound interest rate.
- b) The student failed to include the principal.
- c) The student calculated the annual interest rate instead of the compound interest rate and failed to include the principal.

4. A math problem and the student's incorrect answer are printed below. Circle the correct explanation for why the student's answer is wrong.

A kiosk sold soda, juice, biscuits and coffee. A pie-chart was drawn to represent the number of people who took each item. Those who took the juice were represented by 140 degrees and those who took the biscuits by 40 degrees. The size of the angle of those who took coffee was twice as large as the angle for soda. Twenty people took biscuits.

How many more people took juice than those who took coffee?

ANSWER: 60

Why is this not correct? Circle your answer

- a) The student calculated the number of people who bought coffee.
- b) The student calculated the number of people who bought juice.
- c) The student calculated the number of people who bought soda.
- d) The student calculated the total number of people who bought juice and coffee.

2.2 Health sector

Module 0: Central Administration Questionnaire Health

Section 0: Preliminary information

		Name	Code
1.	Enumerator		_ _ _
2.	Supervisor		_ _ _
3.	Date	Day/Month (e.g. 05 11)	_ _ _ _

Supervision		Day	Month	Result
4.	Verification of questionnaire	_ _ _	_ _ _	_

Survey Result
 Questionnaire completed = 1
 Incomplete questionnaire = 2
 Temporary Absence = 3
 Prolonged absence = 4
 Unavailability = 5
 Refusal to answer = 6

Module 1: Health Facility Questionnaire

Section 0: Preliminary information

		Name				Code
1.	Enumerator					_ _
2.	District					_ _
3.	Health facility					_ _ _
4.	Date	Day/Month (e.g. 15 04)				_ _ _
		Supervision	Result	Signature	Date	
5.	Questionnaire Verification	Head of team	_		_ _ _ _	<u>Survey results codes</u> Questionnaire completed = 1 Incomplete questionnaire = 2
		Supervisor	_		_ _ _ _	

6.	At what time did you arrive at the health facility?	Time in 24 hr. format (e.g. 07 30)	_ _ _ _
7.	At what time did you leave the health facility?	Time in 24 hr. format (e.g. 13 30)	_ _ _ _

Introduction: Jina langu nina nimetoka katika asasi isiyo ya Kiserikali inayoitwa REPOA (Research on Poverty Alleviation). REPOA inakusanya takwimu za masuala ya huduma za jamii kwenye sekta ya **afya** katika jumuiya zilizochaguliwa Tanzania ili kutambua matatizo na vikwazo katika sekta ya **afya**. Mahojiano yote yatakuwa ya siri, hivyo hakuna muhusika atakayetabuliwa. Kama hujisikii huru kujibu maswali yetu, tafadhali naomba utuambie. Mahojiano yetu yanachukua kiasi cha dakika 30. Naweza kukuuliza maswali machache kukusu nilivyokueleza?

Ndiyo=1, Hapana=2

Section I: General Information on the Facility

Enumerator: Search for the administrative in charge, chief doctor, or most senior medical officer in the facility.
Please write the name and position of the respondent. (The person being interviewed)

	Question	Unit	Response
1.	Can I please ask your name?	<i>Name</i>	_____
2.	Which position do you occupy in this facility?	<i>Chief Doctor/in charge = 1</i> <i>Deputy in charge/ deputy Chief Doctor = 2</i> <i>Doctor = 3</i> <i>Nurse = 4</i> <i>Other (please specify) = 5</i>	_ _____
3.	Please, can we have your cell phone number?	<i>Number</i>	_____
4.	What is this health facility type?	<i>Dispensary = 1;</i> <i>Health Center = 2</i> <i>District Hospital = 3</i> <i>Regional or university hospital =4</i> <i>Other (please specify) = 5</i>	_ _____ (if 3, 4,5 → stop and thank the respondent)
5.	What is this health facility ownership type?	<i>Public = 1</i> <i>Private not for profit / NGO = 2</i> <i>Private for profit = 3</i> <i>Faith based = 4</i>	_ (if 2,3,4 → stop and thank the respondent)
6.	Is the facility rural or urban?	<i>Rural = 1</i> <i>Urban =2</i> <i>Semi-urban/semi-rural=3</i>	_
7.	When did this facility begin operating?	<i>Year (Don't Know= 9999)</i>	_ _ _ _
8.	What is the catchment population of this facility?	<i>Number</i>	_ _ _ _ _
9.	What is the traveling time by car to the district headquarter?	<i>Hour/minutes (e.g. 01h30)</i>	_ _ _ _

Please allow me to ask few questions about the utilities access in this facility

	Question	Unit	Response
10a.	Does the facility have any access to <u>electricity</u> ?	Yes = 1, No =2 (if 2 →Go to question 11)	__
10b.	What is the main source of electricity?	State Electric Company =1, Facility Generator =2, Solar System = 3, Other (specify): = 4	__ _____
11a.	Does the facility have access to <u>water</u> ?	Yes = 1, No =2 (if 2 →go to question 12)	__
11b.	What is the main source of water?	Piped water from City into dwelling = 1, Piped water from own system into dwelling =2, piper water to yard/plot = 3, Public tap/standpipe = 4, Water from Borehole = 5, Water from Open or Protected Well = 6, Surface Water (River/Dam/Rain/Etc) = 7, Tanker Truck, Vendor = 8, Other (please specify) = 9	__ _____
11c.	What is the distance to main source of water	(In meters) (If = 0, then go to 12)	__ __ __
11d.	Average time to go and come back to the main source of water (including waiting time)	(in minutes)	__ __ __
12a.	Does the facility have toilets for patients?	Yes = 1, No =2 (if 2 →go to question 13)	__
12b.	What is the main means of sanitation?	Sewerage = 1, Septic Tank = 2, VIP Latrine = 3, Covered Pit Latrine = 4, Uncovered pit latrine = 5, Other (please specify) = 6	__ _____
13a.	Does the facility have any access to a <u>telephone</u> ? (including staff phone)	Yes = 1, No =2 (If 2 → go to next section)	__
13b.	What is the main source of telephone service?	Land line = 1, Mobile phone (facility) = 2, Mobile phone (staff) = 3	__
14.	How many <u>days per week</u> is this facility open?	Number (1-7)	__
15.	How many <u>hours a day</u> (on average) is your facility offering outpatient consultation?	Number (0-24)	__ __

Section II: Staff Roster

Please allow me to ask you few questions about the employees in this facility

1. How many <u>medical</u> employees work in this facility?							_ _	_ _
2. How many <u>non medical</u> employees work in this facility?							_ _	_ _
<p>Please allow me to ask few questions about each <u>medical staff</u> who works in this facility starting with you. Could you give me the name of the staff in the various categories starting with the medical or assistant medical officers? (Instruction: ask the other questions about that individual (i.e gender, age, presence). Do the same for all the categories of employees from top to bottom categories/positions).</p> <p style="text-align: center;">Medical worker distribution</p>								
	3.	4.	5.	6.	7	8.	9.	
Number	First and last names	Position	Gender	Age	Does (_____) regularly perform outpatient consultation (at least weekly)	Is (_____) currently in the facility?	Reason of absence	
		(See Codes)	Male = 1; Female =2	Number	Yes = 1, No = 2	Yes = 1, No = 2 (IF 1 → Next Line)	(See Code)	
(0) Respondent		_ _ _	_	_ _ _		_	_	
(1)		_ _ _	_	_ _ _		_	_	
(2)		_ _ _	_	_ _ _		_	_	
(3)		_ _ _	_	_ _ _		_	_	

Position codes	Reason of the absence	Absence
Medical officer=1	Sick/maternity = 1	
Assistant medical officer=2	In training = 2	
Clinical officer=3	Official mission = 3	
Assistant clinical officer=4	Approved absence = 4	
Nurse/Nurse mid wife=5	Not his/her shift = 5	
Lab/Pharmacy=6	Not approved Absence = 6	
Public health workers=7	Gone to retrieve salary =7	
Medical attendant/nurse assistant=8	On strike =8	
MCH aide=9	Other (to specify) = 9	
Others (medical)=10		If (9), to specify: _____ _____

	3.	4.	5.	6.	7	7.	8.
Number	First and last names	Position	Gender	Age	Does (____) regularly perform outpatient consultation (at least weekly)	Is (____) currently in the facility?	Reason of absence
		(See Codes)	Male = 1; Female =2	Number	Yes = 1, No = 2	Yes = 1, No = 2 (IF 1→ Next Line)	(See Code)
(4)							
(5)							
(6)							
(7)							
(8)							
(9)							
(10)							
(11)							
(12)							

Position codes	Reason of the absence	Absence
Medical officer=1 Assistant medical officer=2 Clinical officer=3 Assistant clinical officer=4 Nurse/Nurse mid wife=5 Lab/Pharmacy=6 Public health workers=7 Medical attendant/nurse assistant=8 MCH aide=9 Others (medical)=10	Sick/maternity = 1 In training = 2 Official mission = 3 Approved absence = 4 <i>Not his/her shift</i> = 5 <i>Not approved Absence</i> = 6 <i>Gone to retrieve salary</i> =7 <i>On strike</i> =8 Other (to specify) = 9	If (9), to specify: _____ _____

	3.	4.	5.	6.	7.	8.	9.
Number	First and last names	Position	Gender	Age	Does () regularly perform outpatient consultation (at least weekly)	Is () currently in the facility?	Reason of absence
		(See Codes)	Male = 1; Female =2	Number	Yes = 1, No = 2	Yes = 1, No = 2 (IF 1 → Next Line)	(See Code)
(13)		_ _	_	_ _	_	_	_
(14)		_ _	_	_ _	_	_	_
(15)		_ _	_	_ _	_	_	_
(16)		_ _	_	_ _	_	_	_
(17)		_ _	_	_ _	_	_	_
(18)		_ _	_	_ _	_	_	_
(19)		_ _	_	_ _	_	_	_
(20)		_ _	_	_ _	_	_	_

Position codes	Reason of the absence	Absence
Medical officer=1 Assistant medical officer=2 Clinical officer=3 Assistant clinical officer=4 Nurse/Nurse mid wife=5 Lab/Pharmacy=6 Public health workers=7 Medical attendant/nurse assistant=8 MCH aide=9 Others (medical)=10	Sick/maternity = 1 In training = 2 Official mission = 3 Approved absence = 4 Not his/her shift = 5 Not approved Absence = 6 Gone to retrieve salary =7 On strike =8 Other (to specify) = 9	If (9), to specify: _____ _____

	3.	4.	5.	6.	7.	8.	9.
Number	First and last names	Position	Gender	Age	Does () regularly perform outpatient consultation (at least weekly)	Is () currently in the facility?	Reason of absence
		(See Codes)	Male = 1; Female =2	Number	Yes = 1, No = 2	Yes = 1, No = 2 (IF 1 → Next Line)	(See Code)
(21)							
(22)							
(23)							
(24)							
(25)							

Position codes	Reason of the absence	Absence
Medical officer=1 Assistant medical officer=2 Clinical officer=3 Assistant clinical officer=4 Nurse/Nurse mid wife=5 Lab/Pharmacy=6 Public health workers=7 Medical attendant/nurse assistant=8 MCH aide=9 Others (medical)=10	Sick/maternity = 1 In training = 2 Official mission = 3 Approved absence = 4 Not his/her shift = 5 Not approved Absence = 6 Gone to retrieve salary = 7 On strike = 8 Other (to specify) = 9	If (9), to specify: _____ _____

Instructions for the selection of the agents for Module 2: Select randomly 10 medical staff within the roster above (except those on “other shift” or “transferred”), or all if there are less than 10 medical staff employed.

In addition, If there are more than 25 medical staff working at the facility (in addition to the respondent), the first 25 should be listed in the table above and the following table (overall roster) should be filled. This following table presents an overall view of the staff in the health facility.

Overall staff roster

Position	10. Number of staff	11. Average Level of academic and professional education	12. Number of absents
Medical officer	_ _ _	_ _ _	_ _ _
Assistant medical office	_ _ _	_ _ _	_ _ _
Clinical officer	_ _ _	_ _ _	_ _ _
Assistant clinical officer	_ _ _	_ _ _	_ _ _
Nurse/Nurse mid wife	_ _ _	_ _ _	_ _ _
Lab/Pharmacy	_ _ _	_ _ _	_ _ _
Public health workers	_ _ _	_ _ _	_ _ _
Medical attendant/nurse assistant	_ _ _	_ _ _	_ _ _
MCH aide	_ _ _	_ _ _	_ _ _
Others (medical)	_ _ _	_ _ _	_ _ _
Total	_ _ _	_ _ _	_ _ _
		Primary= 1 Lower Secondary complete/Certificate3B = 4 High School complete/Certificate 3A= 5 Diploma in teaching= 6 University degree= 7	

Reason of Absence	13. Number of staff
Sick/maternity	_ _ _
In training	_ _ _
Official mission	_ _ _
Approved absence	_ _ _
Not his/her shift	_ _ _
<i>Not approved Absence</i>	_ _ _
<i>Gone to retrieve salary</i>	_ _ _
<i>On strike</i>	_ _ _

Section III: Materials and resources

Could you please tell us more about materials and resources available in this facility?

1.	What is the total number of functioning following items:	Number
(i)	Microscope	_ _
(ii)	Thermometers for oral or rectal temperature?	_ _
(iii)	Stethoscopes?	_ _
(iv)	Ophthalmoscopes/Otoscope?	_ _
(v)	Fetal scope?	_ _
(vi)	Blood pressure machine/cuff (adult, pediatrics)?	_ _
(vii)	Adult weighting scales?	_ _
(viii)	Weighing equipment for under-five years old?	_ _
(ix)	Beds for patients/consultation?	_ _
(x)	Glucometers	_ _
(xi)	Oxygen system/cylinders?	_ _
(xii)	Ambulance or other emergency vehicle?	_ _

Could you please tell us more about basic drugs and vaccines currently available? Instructions: The existence of the stock of drugs and vaccines has to be verified through direct observation/written records. Ask to see the pharmacy technician in order to verify the stocks.

Drugs		2. Is this drug currently in stock?	3. How many days of stock out last month?
		Yes=1 No=2	Number of days
(i)	Oral rehydration salt	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(ii)	Paracetamol	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(iii)	Cotrimoxazole	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(iv)	Metronidazole	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(v)	Quinine Sulfate	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(vi)	Mebendazole	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(vii)	Tétracycline	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(viii)	IV fluid	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(ix)	Aspirin	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(x)	Amoxicillin	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(xi)	Benzyl Penicillin	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(xii)	Coartem/Alu	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(xiii)	Choraphenicol	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(xiv)	Abendazole	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(xv)	Did you see the records (or stocks)?	Yes=1 No=2 <input type="checkbox"/>	<input type="checkbox"/>

4.	Do you vaccinate?	Yes=1 No=2	__	If 2, go to Section IV
5.	Do you keep your own stocks of vaccines?	Yes=1 No=2	__	If 2, go to Section IV
	Vaccines		6. Is this vaccine currently in stock?	7. How many days of stock out last month?
			Yes=1 No=2 Not used=3	Number of days
(i)	BCG		__	__ __
(ii)	Pentavalent		__	__ __
(iii)	Polio		__	__ __
(iv)	Measles		__	__ __
(v)	Tetanus		__	__ __
(vi)	Yellow fever		__	__ __
(vii)	Did you see the records (or stocks)?	Yes=1 No=2	__	__

B. NON-GOVERNMENT DONORS

5.	<i>For FY 2009 did the facility receive any support (financial or in kind) from any organizations <u>other than the government</u>?</i>	Yes = 1 No = 2 DK = 9	_		<i>If No or Don't Know → end</i>
6.	<i>Financial and in kind support from organizations other than the Government</i>				
	a.	b.	c.	d.	e.
	If yes, could you give us the name of the organization that has supported you financial or in kind in 2009?	What is the organization type? (See Codes)	Can you tell us the value of the financial support provided by this organization in 2009 (in Tsh)	Can you tell us the approximate value of the in kind support provided by this organization during 2008-09 (in Tsh)	What is the most important support in kind provided by this organization? (See Codes) (specify below)
(i)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _
(ii)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _
(iii)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _
(iv)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _
(v)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _
(vi)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _
(vii)		_	_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _
<u>Code: organization type</u> NGO = 1 International Donor = 2 Local community = 3 Private Donor = 4 Other (Specify) = 5			<u>Code for in-kind resources</u> Training / Technical Assistance =1 Material and Equipments = 2 Renovations =3 Other (Specify) = 4		

In the following months of 2009, what was the number of ?	(a) January	(b) February	(c) March	(d) April	(e) May	(f) June	(g) Total
1. Outpatients consultations adults	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _
2. Outpatients consultations children	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _
3. Vaccination shots	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _
4. Antenatal care visits	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _
5. Deliveries	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _
6. Family planning consultations	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _

Section V: Output and Revenues (2009)

Could you please tell us more about the price of a standard outpatient consultation?

		Price (in Tsh)
1.	What is the price of an ADULT (<60 years) outpatient consultation?	_ _ _ _ _ _
2.	What is the price of a CHILD (>5 years) outpatient consultation?	_ _ _ _ _ _
3.	What is the price of a CHILD (<5 years) outpatient consultation?	_ _ _ _ _ _
4.	Do these prices include drugs? (yes=1, No =2)	_
5.	Do you sell drugs? (yes=1, No =2)	_
6.	What were your total own revenues from cost sharing (consultations, drug sale and tests) in 2009 (including community health funds)?	_ _ _ _ _ _ _ _ _ _

Thank you for your collaboration.

Module 2: Medical Staff Questionnaire (First Visit)

Section 0: Preliminary information

		Name				Code
1.	Enumerator					_ _ _
2.	District					_ _ _
3.	Health facility					_ _ _ _
4.	Date	Day/Month (e.g. 15 04)				_ _ _ _
Supervision		Result	Signature	Date		
5.	Questionnaire Verification	Head of team	_ _		_ _ _ _	<i>Survey results codes</i> Questionnaire completed = 1 Incomplete questionnaire = 2
		Supervisor	_ _		_ _ _ _	

Instructions: The questionnaire should be administered to module 1's respondent and to 10 medical staff in the facility (or to all medical staff if their number is less than 10).

Selection of agents: Select randomly 10 medical employees among all medical staff (except those "transferred" or "other shift") or all if less than 10 medical staff are employed (see Module 1 Staff roster). Please enter teachers' names in the same order as in the table of the Staff Roster list of Module 1. The teachers should be interviewed individually.

Introduction: Jina langu nina nimetoka katika asasi isiyo ya Kiserikali inayoitwa REPOA (Research on Poverty Alleviation). REPOA inakusanya takwimu za masuala ya huduma za jamii kwenye sekta ya afya katika jumuiya zilizochaguliwa Tanzania ili kutambua matatizo na vikwazo katika sekta ya afya. Mahojiano yote yatakuwa ya siri, hivyo hakuna muhusika atakayetabuliwa. Kama hujisikii huru kujibu maswali yetu, tafadhali naomba utuambie. Mahojiano yetu yanachukua kiasi cha

Section 1: Medical Staff Questionnaire

	1.	2.	3.	4.	5.	6.	7.	8.
--	----	----	----	----	----	----	----	----

dakika 5. Naweza kukuuliza maswali machache kukusu nilivyokueleza? Ndiyo=1, Hapana=2 |_|

	Name of the staff	Agent number in Module 1 Roster	Is the agent present?	Position in the facility	Age	How many years of schooling, including medical training? (completed)	Since which year have you been working in the health sector?	When did you join this health facility?
			Yes= 1, No = 2 (if 2, go to next agent)	See Code	Number	(years)	year (e.g. 1990)	year (e.g. 1998)
Respondent								
(1)								
(2)								
(3)								
(4)								
(5)								
(6)								
(7)								
(8)								
(9)								
(10)								

Position in the facility

Medical officer=1, Assistant medical officer=2, Clinical officer=3, Assistant clinical officer=4, Nurse/Nurse mid wife=5, Lab/Pharmacy=6, Public health workers=7, Medical attendant/nurse assistant=8, MCH aide=9

	9.	10.	10.	11.	12.	13.	14.	15.	16.
--	-----------	------------	------------	------------	------------	------------	------------	------------	------------

	Who pays your salary?	How is your salary paid?	What is your <u>net</u> monthly salary ?	What day of the month are you supposed to receive your salary?	Last month, how many days were your salary delayed?	Have you received it in totality?	The previous month (2 months ago), how many days was your salary delayed?	Have you received it in totality?	When was this filled up? (Fill without asking the question)
	State=1 Local collectivities=2 Health management committee =3 Other (to specify)=4	Directly transfer in personnel account = 1 By cheque=2 In cash = 3 Other = 4	In Tsh	Number (e.g. 08) DK=99	Number Not delayed=0 Not received=77 DK=99	Yes= 1 No = 2	Number Not delayed=0 Not received=77 DK=99	Yes= 1 No = 2	Firs visit=1 Second visit=2
Respondent	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(1)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(2)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(3)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(4)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(5)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(7)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(8)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(9)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(10)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Thank you for your collaboration.

Module 3: Medical Staff Questionnaire (Second visit)

Section 0: Preliminary information

		Name			Code	
1.	Enumerator				_ _	
2.	District				_ _	
3.	Health facility				_ _ _	
4.	Date	<i>Day/Month (e.g. 15 04)</i>			_ _ _	
Supervision		Result	Signature	Date		
5.	Questionnaire Verification	Head of team	_		_ _ _ _	<u>Survey results codes</u> Questionnaire completed = 1 Incomplete questionnaire = 2
		Supervisor	_		_ _ _ _	

6.	At what time did you arrive at the health facility?	<i>Time in 24 hr. format (e.g. 0930)</i>	_ _ _
7.	At what time did you leave the health facility?	<i>Time in 24 hr. format (e.g. 0930)</i>	_ _ _

Instructions: The questionnaire should be administered to the same initial respondent and 10 medical employees as for the first visit (Module 2). Before the visit, write down the respondent and employees' names in the following table in the same order as in Module 2.

Section 1: Individual Medical Staff Questionnaire

Instructions: The questionnaire should be administered to the same respondent and 10 medical staff, in the same order as the first visit staff interviews (see module 2)

	1.	2.	3.	4.	5.
	Name of the staff	Is the staff present?	Reason for absence	Were you born in this district?	Have you received training in 2008-2009?
	<i>(Write the names of the staff in the Staff questionnaire First visit)</i>	Yes= 1, No = 2 If 2 go to 4	Sick/maternity = 1 In training =2 Official mission =3 Approved absence = 4 Not his/her shift = 5 Not approved Absence = 6 Gone to retrieve salary =7 On strike =8 Other (to specify) = 9	Yes= 1, No = 2	Yes= 1, No = 2
Respondent		_	_	_	_
(1)		_	_	_	_
(2)		_	_	_	_
(3)		_	_	_	_
(4)		_	_	_	_
(5)		_	_	_	_
(6)		_	_	_	_
(7)		_	_	_	_
(8)		_	_	_	_
(9)		_	_	_	_
(10)		_	_	_	_

Thank you for your collaboration.

Module 4: Facility Observation

		Name		Code
1.	Enumerator			_ _ _
2.	District			_ _ _
3.	Health facility			_ _ _ _
4.	Date	<i>Day/Month (e.g. 15 04)</i>		_ _ _ _
Supervision		Result	Signature	Date
5.	Questionnaire Verification	Head of team	_ _	_ _ _ _
		Supervisor	_ _	_ _ _ _
<i>Survey results codes</i> Questionnaire completed = 1 Incomplete questionnaire = 2				

Instructions to the Interviewer / Observer: The enumerator should sit down near the consultation room (of the skilled medical staff) receiving outpatient consultation and should note the time of the beginning and the end of the consultation of every patient during either 2 hours or for 15 patients.

PATIENT	<i>(Comments on the patient for the enumerator's own use)</i>	First part of the consultation		Second part (if applicable)		5. At what time did you arrive today at the facility?	6. Reason for visit?
		1. Beginning time <i>Time in 24 hr. format (e.g. 0930)</i>	2. End time <i>Time in 24 hr. format (e.g. 0930)</i>	3. Beginning time <i>Time in 24 hr. format (e.g. 0930)</i>	4. End time <i>Time in 24 hr. format (e.g. 0930)</i>	<i>Time in 24 hr. format (e.g. 0930)</i>	For health reasons =1 Other =2
0.	Beginning time of observation						
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

Patient Case Simulations

The Case Study Patient's Form

Instructions to surveyors

(Do not read this to the clinician)

The basic idea:

- One surveyor (the Case Study Patient) pretends to be a patient. He has a very specific illness. He tells the Clinician his main symptom(s) in response to questions asked by the Clinician.
- The Clinician makes a diagnosis and treats the Case Study Patient, as far as possible just like he would do with real patients.
- Another surveyor (the Observer) observes what the Clinician does during the “consultation”.

Instructions to the Case Study Patient:

- You will act as five different patients suffering from five different illnesses.
- Please, carefully study what you are suffering from (see information below about how to respond to questions asked by the clinician)
- If possible, give the answers only as they are written.
- Use your judgment for questions for which there are no answers. **The basic rule is that unless it is specifically stated here, all other signs and symptoms should be normal.**

Instructions to the Observer:

- It is your responsibility to make sure that the Clinician understands what to do.
- It is your responsibility to make the Clinician relax and – as far as possible – make the Clinician behave like s/he would with normal patients. Do **NOT** give any impression of wanting to make a test of how well the Clinician is able to perform.
- Read instructions carefully and slowly, exactly as outlined below.
- If the Clinician during the “consultations” shows that he has not understood how to act (for instance, if he tries to physically examine the patient), it is your obligation to provide proper instructions.
- Stay a bit “on the sideline” during the “consultation”. Do not reveal the content of the data collection forms to the clinician.
- You are not supposed to help the clinician perform better than normal.

Introduction - The Observer reads this to the clinician

I and my colleague have come here today as part of our research on health service delivery in Tanzania. The research is conducted by REPOA (Research on Poverty Alleviation) based in Dar es Salaam.

One of the aims of our research is to identify possible obstacles to health service delivery in this country. We therefore want to kindly ask you to spend a few minutes to assist us in learning more about the daily work that clinicians do in the outpatient departments. We thought it maybe would be a bit offensive to ask to observe the consultations of real patients; therefore we would like to suggest that my colleague here will **pretend** to be a patient, and we would then ask you to do a consultation on him. What we ask from you is simply to pretend that this is one of your normal patients and to treat him just like normal.

Because this is new to you, I will now pretend to be the clinician and show how you could go about in consulting this patient.

Illustration - acted by the Observer and the Case Study Patient

Observer (looks at the patient, pretends to be the clinician): Now you can start

Patient: I am a 30 year old man. I do not feel well, and I have had a fever for three days. I think I have malaria.

Observer: Do you have any other symptoms?

Patient: What kind of symptoms?

Observer: Do you feel weak?

Patient: I feel weak, I have a headache and nausea.

Observer: Is the fever persistent or intermittent?

Patient: It comes and goes.

Observer: Do you have pain while swallowing?

Patient: No.

Observer: Do you have abdominal pain?

Patient: No.

Observer (turns to the clinician and says): At this point I would like to examine the patient. I will just **tell** the patient what I want to examine, and the patient will tell me what I would find.

Observer (turns to the patient and says): I would take your temperature.

Patient: The temperature is 38 degrees.

Observer: I would take your pulse.

Patient: The pulse is 90 beats per minute.

Observer (turns to the clinician and says): I now think I know what is wrong with the patient. I will then tell the diagnosis and recommend a treatment.

Observer (turns to the patient and says): I think you have malaria. I will write a prescription of an anti-malaria drug. Please come back if you do not get better after one week.

Patient: Thank you doctor.

Instructions to the clinician

Observer reads to the clinician:

My colleague will now pretend to be five different patients – one at a time. Some of the patients will be children, others adults. Some are women, some are men.

Please, consult the patients like you would do with normal patients, and tell each of them what you would normally tell a patient in this condition to do. You should not ask for any test that you cannot do or prescribe any medicines that you do not think the patient can get. Everything should be just like normal!

Observer asks the clinician: Have you understood what to do?

Observer (to the patient): Then I think we are ready to start with the first patient case.

Case Study Patient #1 (Malaria + Anemia)

Case study patient (reads):

Good morning (afternoon) doctor. I am the mother of this 4 year old boy. His name is Sangeti. He has had a fever now for some time. Now he is worse, so I have come to you for help.

(All other information is provided only if the clinician asks!)

Responses to History Taking Questions:

Do you have other symptoms? What kind of symptoms?

Fever:

Duration of fever: One week

Pattern of fever: Some days fine, some days very sick

Shiver or sweat: Yes

Temperature taken: No

Convulsions: No

Vomiting: Yes, sometimes

Appetite: He eats, but not as much as usual, and sometimes he will vomit

Diarrhoea: No

Cough:

Cough: Yes

Severity of cough: Not severe

Difficulty in breathing: No difficulty in breathing

Type of cough (productive or dry): The cough is dry

Medication/treatment:

Type: I started to give him Panadol

Amount: One two days ago, one yesterday and one this morning:

Vaccinations: He has taken all vaccinations.

Responses to Physical Examination Questions:

Hands (palmar pallor): The nail beds are pale

Tongue: The tongue is pale

Eyes, sunken? The eyes are not sunken

Eyes, pale colour? The eyes are pale

Responsiveness / general condition: He is awake but lethargic

Skin condition: The skin is normal

Temperature: Temperature is 37.2 degrees (Celsius)

Pulse: Pulse is 95 per minute

Neck stiffness: Neck is not stiff

Puffy face: Face is not puffy

Swelling of the feet: Feet are not swollen

Abdomen/liver: It is normal, not tender

Weight: It is normal

Respiratory rate: It is normal

Tests: What kind of tests would you take?

(Observer says: It will take some time to get the results. Please make a preliminary diagnosis.)

Case Study Patient #2 (Acute diarrhoea disease)

Case study patient (reads):

Good morning (afternoon) doctor. I am the mother of a 1 year old boy. His name is Noel. My son has diarrhoea.

(All other information is provided only if the clinician asks!)

Responses to History Taking Questions:

Do you have other symptoms? What kind of symptoms?

Diarrhoea / stools:

Duration diarrhoea: Since yesterday

Frequency of diarrhoea: He has a stool soon after any feed

Consistency of stool: It is like water

Colour of stool: The stool is mucoid

Blood in stool: No blood

Vomiting: Yes, he vomits at any feed

Breastfeed? Yes

Breastfeeding well? Not very well

Cough: No

Fever: No

General condition: He is tired

Tears: There are no tears when he cries

Other food:

Has the baby started taking other food: Yes

Did the change happen recently: No

How has it been given: The food is given by spoon, cup and sometimes by bottle.

Who prepare and feed your son: It is me

Hand washing practice: I sometimes wash my hands, sometimes not

Other family members/neighbours having diarrhoea: No

Responses to Physical Examination Questions:

General condition: He is awake but lethargic

Sunken eyes: The eyes are sunken

Skin pinch: The skin goes back slowly

Offer drink: The child is thirsty

Weight: The weight is 9 kg

Examine the child for sign of malnutrition (wasting / swollen feet etc): No signs of malnutrition

Tests: What kind of tests would you take?

(Observer says: It will take some time to get the results. Please make a preliminary diagnosis.)

Case Study Patient #3 (Pneumonia)

Case study patient (reads):

Good morning (afternoon) doctor. I am the mother of this 8 year old girl. Her name is Sia. She has a cough.

(All other information is provided only if the clinician asks!)

Responses to History Taking Questions:

Do you have other symptoms? What kind of symptoms?

Cough:

Duration: 5 days

Type of cough (dry or productive): It is productive

Fever: Yes

General condition (awake / lethargic): She is not tired

Convulsions: No

Appetite: Normal

Sputum, colour: Yellow

Breathing difficulties: Yes

Chest pain: Yes

Responses to Physical Examination Questions:

Examine the chest: What kind of examination would you do?

Chest indrawing: No chest indrawing

Respiratory rate: 24 breaths per minute

Auscultating the chest: There is crepitation

Breathing, is there wheezing? No wheezing

Temperature: 38.5 degrees (Celsius)

Nasal flaring: No nasal flaring

Ears: No sign of redness

Throat: No sign of redness

Lymph nodes: Not swollen

Tests: What kind of tests would you take?

(Observer says: It will take some time to get the results. Please make a preliminary diagnosis.)

Case Study Patient #4 (Pelvic inflammatory disease)

The patient is a shy woman.

Case study patient (reads):

Good morning (afternoon) doctor. I am a 34 year old woman and I have been suffering from pain right here [*point with your hand at the right lower abdomen*] on and off for about 3 months.

(All other information is provided only if the clinician asks!)

Responses to History Taking Questions:

Do you have other symptoms? What kind of symptoms?

Pain:

Location of strongest pain: Here [*point to right lower abdomen*]

Pain anywhere else: It will move around towards by back

Sharp pain: It is not so sharp

Constant pain: It is on an off

At what times is the pain worse? It is worse before my periods, and it gets a little better after

Fever: I'm not sure. Sometimes I feel a little cold.

Last menstrual period:

When: Two weeks ago

Normal: Yes

Duration: It was only three days, and before it has been longer

Vaginal discharge: No

Vaginal pain or itching: No

Sexual contacts:

Recent sexual contacts? I'm married

Other sexual partners? No

When was your last sexual contact? Just these last few days

Pain in intercourse? No

Bleeding after intercourse? No

Reproductive health history:

Do you have children? Yes, three children

Age of your youngest child: 2 years

Ever had complications during pregnancy? No

Have you ever had an STD (sexually transmitted disease)? No

Do you use any method of birth control? No

Treatments so far? Paracetamol

Husband taking any treatment? My husband is not sick

Responses to Physical Examination Questions:

Skin rash, sores or rash on lips: There is no rash

Temperature: 38 degrees (Celsius)

Palpate for swollen lymph nodes: Lymph nodes are slightly swollen

Examine lower abdominal tenderness: Lower abdomen is tender

Examine vagina: There are no sores, but there is some yellowish, foul smelling discharge

Tests: What kind of tests would you take?

(Observer says: It will take some time to get the results. Please make a preliminary diagnosis.)

Case Study Patient #5 (Pulmonary tuberculosis)

Case study patient (reads):

Good morning (afternoon) doctor. My name is Bakari. I am 40 years old and I have been suffering from a fever and cough for some time.

(All other information is provided only if the clinician asks!)

Responses to History Taking Questions:

Do you have other symptoms? What kind of symptoms?

Duration of the condition: About one month

Pattern of fever: Low grade fever, higher at night

Night sweats: Yes

Weight loss: Yes

Cough:

Productive cough: Yes

Blood in sputum: Yes

Chest pain / difficulty in breathing: No

Feel tired (general condition): I am a bit tired

Have this happened before? Only for this last month

Have this type of cough happened to other in your family or dwelling? Yes, to my father

Habits:

Do you drink: I used to, but not for the last two years

Do you smoke: Yes, one packet of cigarettes per day

Normal diet: Rice, vegetables and sometimes meat

Profession: Manual labourer

Have you indulged in any high risk sexual behaviour? No. I do not visit prostitutes.

Have you been tested for HIV? No

Responses to Physical Examination Questions:

Height: 160 cm

Weight: 62 kgs

Pulse: The pulse is moderately elevated. 90 per minute

Respiratory rate: The respiratory rate is 20 per minute

Blood pressure: The blood pressure is 120/80

Temperature: The temperature is 38 degrees (Celsius).

Retraction or decreased movement: Normal

Examine / auscultate your chest: Normal

Tests: What kind of tests would you take?

(Observer says: It will take some time to get the results. Please make a preliminary diagnosis.)

Patient Case Simulations

The Observer's Form

		Name	Code
1.	Enumerator		_ _
2.	Supervisor		_ _
3.	District		_ _
4.	Health facility		_ _
5.	Doctor's number		_ _
6.	Date	<i>Day/Month (e.g. 15 04)</i>	_ _ _

Instructions to surveyors

(Do not read this to the clinician)

The basic idea:

- One surveyor (the Case Study Patient) pretends to be a patient. He has a very specific illness. He tells the Clinician his main symptom(s) in response to questions asked by the Clinician.
- The Clinician makes a diagnosis and treats the Case Study Patient, as far as possible just like he would do with real patients.
- Another surveyor (the Observer) observes what the Clinician does during the “consultation”.

Instructions to the Case Study Patient:

- You will act as five different patients suffering from five different illnesses.
- Please, carefully study what you are suffering from (see information below about how to respond to questions asked by the clinician)
- If possible, give the answers only as they are written.
- Use your judgment for questions for which there are no answers. **The basic rule is that unless it is specifically stated here, all other signs and symptoms should be normal.**

Instructions to the Observer:

- It is your responsibility to make sure that the Clinician understands what to do.
- It is your responsibility to make the Clinician relax and – as far as possible – make the Clinician behave like s/he would with normal patients. Do **NOT** give any impression of wanting to make a test of how well the Clinician is able to perform.
- Read instructions carefully and slowly, exactly as outlined below.
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Because this is new to you, I will now pretend to be the clinician and show how you could go about in consulting this patient.

Illustration - acted by the Observer and the Case Study Patient

Observer (looks at the patient, pretends to be the clinician): Now you can start

Patient: I am a 30 year old man. I do not feel well, and I have had a fever for three days. I think I have malaria.

Observer: Do you have any other symptoms?

Patient: What kind of symptoms?

Observer: Do you feel weak?

Patient: I feel weak, I have a headache and nausea.

Observer: Is the fever persistent or intermittent?

Patient: It comes and goes.

Observer: Do you have pain while swallowing?

Patient: No.

Observer: Do you have abdominal pain?

Patient: No.

Observer (turns to the clinician and says): At this point I would like to examine the patient. I will just tell the patient what I want to examine, and the patient will tell me what I would find.

Observer (turns to the patient and says): I would take your temperature.

Patient: The temperature is 38 degrees.

Observer: I would take your pulse.

Patient: The pulse is 90 beats per minute.

Observer (turns to the clinician and says): I now think I know what is wrong with the patient. I will then tell the diagnosis and recommend a treatment.

Observer (turns to the patient and says): I think you have malaria. I will write a prescription of an anti-malaria drug. Please come back if you do not get better after one week.

Patient: Thank you doctor.

Instructions to the clinician

Observer reads to the clinician:

My colleague will now pretend to be five different patients – one at a time. Some of the patients will be children, others adults. Some are women, some are men.

Please, consult the patients like you would do with normal patients, and tell each of them what you would normally tell a patient in this condition to do. You should not ask for any test that you cannot do or prescribe any medicines that you do not think the patient can get. Everything should be just like normal!

Observer asks the clinician: Have you understood what to do?

Observer (to the patient): Then I think we are ready to start with the first patient case.

Case Study #1 (Patient is under 5)

History Taking:

1. Duration of fever
2. Pattern (periodicity) of fever
3. Presence of cough
4. Productive or dry cough
5. Presence of sore throat / pain during swallowing
6. Presence of vomiting
7. Presence of sweats and chills
8. Presence of convulsions
9. Appetite / ability to drink
10. Difficulty in breathing / chest pain
11. Presence of ear problems
12. Presence of diarrhoea
13. Vaccination history

Other questions:

Physical Examination:

14. General health condition (awake/lethargic/tiredness/fatigue)
15. Take temperature
16. Check signs of dehydration
17. Look for palmar pallor (or other signs of anaemia)
18. Neck stiffness
19. Check ear/throat
20. Check respiratory rate
21. Palpate for the spleen
22. Check for visible severe wasting
23. Check weight (against a growth chart)
24. Look for oedema of both feet (swollen feet)

Other examinations:

Tests:

25. Malaria test (blood slide or rapid test)
26. FBP
27. HB
28. Lumbar Puncture

Other tests:

OBSERVER says: It will take some time to get the results. Please make a preliminary diagnosis and treatment

Diagnosis:

29. Severe malaria (malaria + anaemia)
30. Malaria
31. Anaemia
32. Meningitis
33. Don't know

Other diagnosis:

Treatment:

34. S/P
35. ACT
36. Quinine
37. Folic Acid/Iron
38. Anticonvulsant
39. Referral

Other treatments:

Health education:

41. Importance of iron intake
42. Date to return if no improvement is seen (malaria)
43. Explain danger signs require patient return immediately
44. Explain how to use ACT with Folic Acid with Iron
45. When to return to re-evaluate anaemia

Other education:

Observer to clinician: Thank you very much! This went very well. Now let us continue with the second patient case.[Make the clinician relax. If necessary, repeat that everything should be just like normal.]

Case Study #2 (Patient is under 5)

History Taking:

1. Duration of diarrhoea
2. Frequency of stools (how often)
3. Consistency of stools
4. Presence of blood and/or mucus in stools
5. Presence of vomiting
6. Presence of fever
7. Vaccination history
8. Ability to drink or breastfeed
9. Presence of convulsions
10. Presence of ear problems
11. Presence of cough or difficulty in breathing?

Other questions:

Physical Examination:

12. General health condition (awake/lethargic/tiredness/fatigue)
13. Examine for sunken eyes
14. Pinch abdominal skin to check for dehydration
15. Take temperature
16. Check for visible severe wasting
17. Offer the child a drink of water/ observe breastfeeding
18. Look for palmar pallor (or other signs of anaemia)
19. Check the weight (against a growth chart)
20. Look for oedema of both feet (swollen feet)

Other examinations:

Tests

21. Stool sample
22. FBP
23. Malaria test (blood slide or rapid test)

Other tests:

OBSERVER says: *It will take some time to get the results. Please make a preliminary diagnosis and treatment*

Diagnosis

24. Acute Diarrhoea disease
25. Dehydration
26. Malaria
27. Don't know

Other diagnosis:

Treatment

28. ORS (Oral Rehydration Salts)
29. Keep at clinic for observation
30. Referral
31. Antiparasitics
32. Antibiotics
33. Antidiarrheol

Other treatments:

Health education:

34. Importance of rehydration
35. Importance of observation
36. What to do when she returns home
37. When to return to health clinic
38. Importance of hygiene

Other education:

Observer to clinician: *Thank you very much! This also went very well. Let us now continue with the third patient case.[Make the clinician relax. If necessary, repeat that everything should be just like normal.]*

Case Study #3

History Taking:

- 1. Duration of cough
- 2. Sputum production or dry cough
- 3. Presence of blood in sputum / colour of sputum
- 4. Presence of chest pain
- 5. Presence of fever
- 6. Presence of difficulty in breathing
- 7. Appetite
- 8. General health condition (tiredness/fatigue)

Other questions:

Physical examination:

- 9. Count respiratory rate
- 10. Observe breathing for lower chest wall indrawing
- 11. Auscultate the chest
- 12. Observe for nasal flaring
- 13. Take temperature
- 14. Examine throat

Other examinations:

Tests:

- 15. Chest X-ray
- 16. Sputum test
- 17. Malaria test (blood slide or rapid test)

Other tests:

OBSERVER says: It will take some time to get the results. Please make a preliminary diagnosis and treatment

Diagnosis:

- 18. Pneumonia
- 19. Severe Pneumonia
- 20. Common Cold
- 21. Asthma
- 22. Don't know

Other diagnosis:

Treatment :

- 23. Cotrimoxazole
- 24. Antipyretic
- 25. Crystal X-pen
- 26. Gentamycin
- 27. Amoxycyline
- 28. Brochiodialator
- 29. Referral

Other treatment:

Health Education:

- 30. Danger signs to watch for
- 31. When to return if no improvement seen
- 32. Ensure patient understands how and when to take medication

Other education:

Observer to clinician: Thank you again! We are now ready for the last two patient cases.

Case Study #4

History Taking:

- 1. Last normal menstrual period
- 2. Sexual history
- 3. Treatment given so far
- 4. Vaginal discharge
- 5. Nature of pain (location, strength etc.)
- 6. History of fever
- 7. History of STDs (sexually transmitted disease)
- 8. Contraceptive use
- 9. Appetite
- 10. General health condition (tiredness/fatigue)

Other questions:

Physical Examination:

- 11. Skin rash or sores
- 12. Palpates for swollen lymph nodes
- 13. Palpate abdomen
- 14. Vaginal examination
- 15. Take temperature

Other examinations:

Tests

- 16. Urine
- 17. HSV (Herpes Simplex Virus)
- 18. FBP

Other tests:

OBSERVER says: It will take some time to get the results. Please make a preliminary diagnosis and treatment

Diagnosis

- 19. PID (Pelvic inflammatory disease)
- 20. Vaginal discharge syndrome
- 21. Gonorrhoea
- 22. Vaginal infection
- 23. Appendicitis
- 24. Don't know

Other diagnosis:

Treatment

- 25. Cotrimoxazole
- 26. Doxycycline / Metronidazole
- 27. Amoxycycline
- 28. Ciproflaxine
- 29. Erythromycine
- 30. Buscopan

Other treatments:

Health education:

- 31. Educate patient about how she got this condition
- 32. Educate patient about potential dangers
- 33. What to do when she returns home
- 34. Importance of treatment for partner
- 35. When to return if no improvement is seen
- 36. Ensure patient understands how and when to take medication
- 37. Importance of use of condoms
- 38. Provide condoms

Other education:

Observer to clinician: Thank you doctor! We now have only one case left. Let us just continue.

Case Study #5

History Taking:

1. Duration of cough
2. Productive or non-productive cough
3. Blood in sputum
4. Chest pain / difficulty in breathing
5. Pattern of fever
6. (Night) sweats
7. TB / similar problems in household
8. HIV test taken
9. Weight loss
10. Appetite
11. General health condition (tiredness/fatigue)

Other questions:

Physical examination:

12. Take temperature
13. Check weight
14. Take pulse rate
15. Take respiratory rate
16. Chest examination (auscultation or other)

Other examinations:

Tests:

17. Sputum for AFB
18. Chest X-ray
19. ESR (Erythrocytic Sedimentation Rate)
20. WBC T & D (or TLC/DLC)
21. HB
22. Malaria test (blood slide or rapid test)
23. HIV test

Other tests:

OBSERVER says: It will take some time to get the results. Please make a preliminary diagnosis and treatment

Diagnosis:

24. PTB (pulmonary tuberculosis)
25. Pneumonia
26. Chronic Bronchitis
27. Diabetes Mellitus
28. AIDS
29. Don't know

Other diagnosis:

Treatment :

30. Combination therapy: 4 drugs for two months + 2 drugs for six months
Rimactizide & Rimfampicine, Ethambutol & Pyrazinamide, Ethambutol & Isoniazide
31. X pen
32. Amoxicillin
33. Referral

Other treatment:

Health Education:

34. Emphasize the importance of taking this medicine or going to referral
35. Importance of high protein diet
36. Importance of drug compliance
37. Importance of boiling milk
38. Importance of well ventilated house
39. Importance of rest
40. Avoid strenuous work
41. Adhere to return date to clinic
42. Return to the clinic when there are abnormal signs (rashes)

Other health education:

Thank you! (Turn page!)

Closing questions

We have now finished all the five patient cases and have only four final questions for you:

1. What is your highest level of medical training?

- Medical officer (1)
- Assistant medical officer (2)
- Clinical officer / clinical assistant (3)
- Nurse / Nurse-Midwife (4)
- Other (5)

2. Have you been trained in IMCI (Integrated Management of Childhood Illnesses)?

- Yes: (1)
- No: (2)
- Don't know: (3)

3. What is your age? _____years

4. For how many years have you been working in the health sector altogether? _____years

5. Health worker's gender (don't ask):

- Male: (1)
- Female: (2)

That's all. Thank you again!